

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number 92-9
Action App
Date 3/9/93
Senate App 4/6/93

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Cultural Area Studies: Latin America
DEPARTMENT Sociology / Anthropology
CONTACT PERSON Dr. Victor Garcia, Dr. Miriam Chaiken

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam Chaiken
Department Curriculum Committee
[Signature] 9/25/92
College Curriculum Committee

Adrianos Mowk
Department Chairperson
[Signature] 9/25/92 No New Resources
College Dean*

Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____
to UWUCC _____ Semester/Year to be implemented _____ Date to be published in Catalog _____

AN/SO 274 CULTURAL AREA STUDIES: LATIN AMERICA 3c-01-3sh
Prerequisites: None

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.

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
- * BLACKWELL, P., "COLONIAL LATIN AMERICA" IN J.K. BLACK,
LATIN AMERICA
- * ARIZPE, L., "RELAY MIGRATION AND THE SURVIVAL OF THE
PEASANT HOUSEHOLD" IN H.E. SAFA (ED.)
TOWARDS A POLITICAL ECONOMY OF URBANIZATION
IN THIRD WORLD COUNTRIES. LONDON: OXFORD
UNIVERSITY PRESS
- * GONZALEZ, R.M., "U.S. IMPERIALISM AND MIGRATION: THE EFFECTS
& R.A. FERNANDEZ ON MEXICAN WOMEN AND FAMILIES" THE REVIEW OF
RADICAL ECONOMICS VOL II, NO 4, 1979
- * WOLF, E. & M. SIDNEY HACIENDAS AND PLANTATIONS IN MIDDLE AMERICA
AND THE ANTILLES. SOCIAL AND ECONOMIC
STUDIES, V1, NO 3, 1957
- * WARMAN, A., "PEACE, ORDER AND PROGRESS" IN WARMAN, A., WE
COME TO OBJECT: THE PEASANTS OF MORELOS AND
THE NATIONAL STATE BALTIMORE: JOHN HOPKINS
UNIVERSITY
- * WARMAN, A., "REVOLUTION" IN WARMAN, A., WE COME TO OBJECT
- * WARMAN, A., "DISTRIBUTION" IN WARMAN, A. WE COME TO
OBJECT

* GLADE,

"ECONOMIC ASPECTS OF LATIN AMERICA" IN J.K.
BLACK, LATIN AMERICA

NEW COURSE PROPOSAL

COURSE ANALYSIS QUESTIONNAIRE - CULTURAL AREA STUDIES: LATIN AMERICA

Section A - Details of the Course

A1. The course will be appropriate for both anthropology majors and non-majors, and is proposed as a Liberal Studies Elective/Non-Western course. The course is interdisciplinary in its approach, accommodating interests of students from other disciplines, such as Sociology, International Studies, Geography, History, and Spanish. In addition, all anthropology majors are required to complete at least one cultural area studies course, but as there are several offerings representing different geographic regions, there is no reason to assume that all anthropology majors will take this course. Generally, the cultural area studies courses are taken early on in the program so the non-major students will not find themselves among the most experienced anthropology majors, but rather among the newcomers to the discipline.

A2. No changes in course content of existing courses is anticipated.

A3. This course will add to the diversity of offerings which the department has in cultural area studies. While this course is perhaps novel in its effort to examine the issues of contemporary Latin America in a broad context, the offering of regional cultural area courses is a standard practice in any anthropology curriculum. A recently approved area studies course in our department, Southeast Asia, has successfully examined contemporary issues in that part of the world in a broad context.

A4. This course has been taught at IUP as a 481 course. It was well received by the students [100% above average or superior overall rating by students], who were from a variety of disciplines, such as Sociology, Economics, History, and International Studies.

A5. This course is not currently proposed as a graduate level class.

A6. This course is not offered for variable credit.

A7. Cultural area courses are offered in almost every major anthropology program in the country. IUP will be one of the few SSHE institutions offering this course, making our course selections more comprehensive.

Course Descriptions

Cultural Area Studies: Latin America

Oregon State University

Anth 313 : Peoples of the World/Latin America

3 credits. Survey of peoples of Latin America. Early settlement, cultural history, ecological adaptations, population, family and gender roles, religious ideology, political and economic systems, modern social changes, and contemporary issues pertaining to peoples in this region of the world. Emphasis is placed on dispelling stereotypic images, both past and present. PREREQ: Completion of non-Western cultures requirement or 6 hours of social science. Cannot be taken if student is taking or has completed the 400/500 level course in the same geographical area.

SUNY : Platsburgh

Latin America Societies and Culture

This course is an anthropological overview of Latin American cultural ecology, history, ethnicity, economic and social organization, personality, gender, ethics and world view, symbolism, migration, the culture of terror, and current developments in the anthropology of the region.

SUNY : Oreata

Hispanic Communities in America

This course introduces students to Hispanic Culture in the United States. Emphasis is placed on understanding Hispanic cultural diversity and similarity and how this influences adaptation to life in contemporary American communities. An anthropological perspective is used to understand the problems facing Mexican, Caribbean, Central and Latin Americans attempting to become part of U.S. society. Topics include a survey of the historical and cultural traditions of areas which are the major source of Hispanic immigration; cultural and linguistic assimilation; discrimination; employment; illegal immigration; and health and education. Attention will be paid to how and understanding of Hispance Culture can benefit those entering teaching health, and social service professions.

University of California at Berkeley

Contemporary Latin America

Course may be repeated for credit. Three hours of lecture per week. Emphasis on Iberian-Indian assimilation, African influences, development of folk peasant societies, and the concept of national cultures. Discussion of contemporary issues will also be covered.

4

Course Descriptions
Cultural Area Studies: Latin America
Cont'd:

UCLA

Cultures of Middle America

Introduction to social and cultural anthropology of Middle America with emphasis on indigenous communities. Aspects of economics, society policies, and relations reviewed in light of their historical development and current distribution.

UCLA

Latin American Communities

Overview of social and cultural anthropology of small communities in Latin America. Similarities and contrasts in social organization and interpersonal relations described in context of economic, political, and cultural environments.

UCLA

Ethnography of South American Indians

Introduction to ethnography of South American Indians, with special emphasis on Lowland south America. Survey of history and development of man and society in this world area and examination of exemplary cultures symptomatic of various level of cultural achievement.

A8. The content of the proposed course is not recommended or required by any professional accrediting process, nor is certification required for anthropologists.

Section B - Interdisciplinary Implications

B1. The course will be taught by only one instructor at a time.

B2. There are no additional courses which will be required.

B3. There are a number of disciplines which offer courses with a geographic area as the focus (e.g., geography and history), but the topical focus of these courses differ from an offering in anthropology. This course will focus on understanding the historical and contemporary cultures of Latin America, and will attempt to demonstrate how certain historical processes or environmental conditions have helped to shape the current plight of this part of the world. In the past, we have offered cultural area classes which overlap with regional course offerings in other departments, and the consensus has been that our students can have an enriched understanding of the area by taking the complementary courses in other departments. For example, we would encourage our students with an interest in Latin America to also take Geography of Latin America, Latin American History, Spanish, etc. These courses are highly complementary, not redundant.

B4. Students in Continuing Education will also be welcome in class.

Section C - Implementation

C1. No additional resources will be required to offer this course, except perhaps some additional books in the library. We do not anticipate needing substantial additional funds, rather appropriate titles are being ordered as part of this department's standard library requests.

C2. No resources have been provided by a grant.

C3. This course is scheduled to be offered once a year; it will not matter which semester the course is offered.

C4. We will probably normally offer one section only, though there may be some years in which two sections (with same instructor) will be offered if the demand for the course is sufficient to warrant considering that option.

C5. Courses of this sort are usually offered to 25 students per section. This number ensures an adequate opportunity for students to take the course, while not creating undue burden on the instructor given the amount of writing and

LIBERAL STUDIES COURSE APPROVAL. PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course
- Mathematics
- Second Composition Course

KNOWLEDGE AREAS:

- Humanities: History
- Humanities: Philos/Rel Studies
- Humanities: Literature
- Natural Sci: Laboratory
- Natural Sci: Non-laboratory
- Fine Arts
- Social Sciences
- Non-Western Cultures
- Health & Wellness
- Liberal Studies Elective

II Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

- A. Intellectual Skills and Modes of Thinking:
- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
 - 2. Literacy—writing, reading, speaking, listening.
 - 3. Understanding numerical data.
 - 4. Historical consciousness.
 - 5. Scientific Inquiry.
 - 6. Values (Ethical mode of thinking or application of ethical perception).
 - 7. Aesthetic mode of thinking.
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
-
- C. Understanding the Physical Nature of Human Beings
-
- D. Collateral Skills:
- 1. Use of the library.
 - 2. Use of computing technology.

III The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- 1. Confront the major ethical issues which pertain to the subject matter, realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

grading the course will require. In addition, classrooms to accommodate larger numbers are in short supply.

C6. No professional society regulates this type of course.

C7. This course is one of several options which our majors may take to fulfill their requirements for a culture area class. This will not increase their overall number of credit hours required, only their options as to how they accomplish this requirement.

PART II. LIBERAL STUDIES GOALS MET BY COURSE

A. Intellectual Skills and Modes of Thinking

1. Inquiry, logical thinking, analysis, synthesis. The course is centered around a series of historical and contemporary issues intended to challenge the students' ability to recognize analytical problems and ethical issues and to evaluate alternative modes of explanation. Students will be presented with case studies, such as, the displacement of peasants from their means of subsistence by capitalism, and be asked to analyze the causes of this practice and consider policy alternatives for protecting the interests of the peasantry. As another example, students will be presented with information on the impact of development programs in rural Latin America and be asked to identify common themes in how these programs positively and negatively affect rural populations.

2. Literacy - writing, reading, speaking, listening. Students will be expected to express effectively their understanding of the subject matter of the course in essay examinations and in a written review of a book by a Latin American author. In addition, there will be significant reading assignments that go well beyond text books - case studies of Latin American cultures written by renowned Latin and North American authors. Moreover, throughout the class students will be called upon to relate their readings to class lectures and to participate in regular class discussions.

3. Historical consciousness. A fundamental assumption of the course is that it is impossible to understand contemporary peoples and cultures of Latin America without a solid grounding in the history of the region and the interaction of its peoples with Europeans and North Americans over the long 500 year era of colonialism.

4. Values. The course covers a wide range of ethical issues that the students will be expected to read about and discuss in class. These ethical issues include the concept of race and racism in the context of Latin American society, the impact of Euroamerican colonialism on Latin American

cultures, the continuing economic, military, political, and cultural influence that the United States has in the region, the controversy over Central American and Cuban refugees in the United States, and the inequalities that exist within Latin American countries, especially in the countryside. All of these issues are closely related and of major concern to Latin Americans. An awareness of these complex issues are required to truly understand our neighbors to the South.

B. Acquiring Knowledge and understanding essential to an educated person

As is recognized by the new Liberal Studies curriculum, we are living in an increasingly interconnected and interdependent world, yet most Americans are poorly informed about peoples of other parts of the world, especially those living in developing countries. Many misleading stereotypes exist concerning the character and ability of these people that this course seeks to dispel. In addition, a complete understanding of the world must recognize the historical and modern connections that exist between our own Western society and peoples in the developing world. This class attempts to clarify these connections and help the students to recognize the link between ourselves and the lives and well-being of peoples in Latin America.

PART III: GENERAL CRITERIA FOR LIBERAL STUDIES MET BY COURSE

A. Multiple instructor course. This course is not a multiple instructor course.

B. Perspectives of ethnic and racial minorities and of women. The course strongly emphasizes the importance of understanding the perspectives of non-Western ethnic groups of Latin America, especially indigenous cultures that have survived centuries of colonialism. It specifically addresses the impact of capitalism and colonialism on the status of women and traditions of indigenous groups in Latin America, revealing that women were integrated into national economies as a source of cheap labor and native peoples found themselves in a similar fate. In addition, to provide an alternative perspective to the point of view of the instructor and reading assignment, students will be required to read and write a review of a book by a Latin American author.

C. Substantial works of fiction or non-fiction. Though a book providing an overview of Mesoamerican history and culture is used, the course will also require the students to read works focusing on particular Latin American peoples written by anthropologists, in some cases Latin American anthropologists. In addition, as previously stated,

students will be required to read and write about a work of fiction or non-fiction written by a Latin American author.

D. Introductory Course. This course can be taken by anthropology majors, but it is not required as part of their curriculum nor is it a pre-professional course. It is designed to assume neither prior knowledge of anthropology nor familiarity with Latin America.

E1. Ethical Issues. Throughout the course emphasis will be placed on ethical issues that the students will be required to read about and discuss. These ethical issues include (a) an understanding and evaluation of the impact of European and North American colonialism in the region, (b) the conflict between the economic development of Latin American countries and the rights of indigenous groups, such as the rights of these groups to hold on to their traditional communal lands, (c) the plight of economic and political Latin American refugees in the United States. All of these issues will focus the students attention on the connections between our own country and the lives of people of Latin America.

E2. Define and analyze problems. The course will provide a series of questions/problems for the students to ponder and evaluate. For example, students will be presented with information on the controversy over the conquest of pre-Columbian societies by Spanish and Portuguese colonizers. They will then be asked to discuss both the negative and positive consequences of the conquest for both the pre-Columbian societies and Europe. The point of this exercise is to help the students understand the concept of colonialism and the many ways that European expansion affected many non-Western cultures. In addition, the survival of the colonial legacy in contemporary Latin America will also be discussed in light of the colonialism of the past.

Another example of an effort to have the students define and analyze questions/problems is the issue of the status of economic and political Latin American refugees in the United States. There is great controversy over whether these refugees should be allowed to enter, live, and work in this country. Students will be asked to read about and evaluate recent arguments on the subject. In addition, they will be asked to assess the options for the U.S. government in addressing this pressing issue.

E3. Communicate knowledge and exchange ideas. Students will be expected to participate actively in class discussions of the issues summarized above. This will include analysis of ad hoc case studies presented in class that may relate to larger ethical issues or theoretical positions. In addition, all students will be required to

write a critical book review of a work of fiction or non-fiction by a Latin American author.

E4. Recognize relationship between class topics and current issues. The course will strongly emphasize the relation between the topics covered in the class and contemporary issues and intellectual trends. The course will address issues of colonialism and economic and political refugees (see E2 above), assess the impact of European and North American colonialism and evaluate the argument that countries such as Mexico continue in a "neocolonial" relationship with the West, especially with U.S. multinational firms. It will also provide students with an understanding of the link between our own standard of living in the United States and some of the economic and environmental issues that affect Latin America, such as growing economic disparity between the U.S. and her neighbors to the South, and the importation of dangerous and often lethal U.S. manufactured pesticides and herbicides into the Latin American countryside. The course will also help students to evaluate the contribution of U.S. technology and "Know-how" to Latin American agriculture (e.g., the Green Revolution), and the role of Western development programs in Latin America.

LIBERAL STUDIES ELECTIVES

Knowledge area criteria met by course

1. Treat concepts/themes in sufficient depth. The premise of the course is that the current culture and problems of development faced by latin American countries cannot be understood without the study of the long history of the region, and the 500 years of contact and conflict between Latin America and the West. The course attempts to move away from traditional cultural area courses that tend to describe culture traits of different groups in isolation, without addressing the political, economic, and historical context in which they developed.

2. Discusses major intellectual issues and theories of discipline. The course attempts to use case studies of various regions of latin American, namely Mesoamerican, Andean and Caribbean, as a vehicle for understanding major intellectual and theoretical issues of interest to contemporary anthropology. For example, the course will cover theories on the origin of agriculture, the development of complex societies, the rise of the peasantry, and the relationship of the State and the peasantry. These theories will be presented in a way that recognizes that many of the students will not have a background in anthropology.

3. Allow students to understand and apply methods of discipline. In addressing the major intellectual and

theoretical issues of anthropology described above the students will inevitably have the opportunity to learn and evaluate the methodology used in the discipline. The discussion of the origins of agriculture in Latin America, for example, will include an overview of the methods used by anthropologists (participant-observation, oral histories, archival research), archaeologists (excavations, artifact and dating techniques), and ethnobotanists (fieldwork and pollen analysis). In discussing the development of pre-Columbian societies, states, and peasantries, students will be exposed to the way in which anthropologists build and test theories of social change and cultural evolution. In all cases, these methods will be presented in a way that non-majors will be able to comprehend.

4. Encourage and enhance use of composition and mathematics skills. Composition skills will be used in the course in two ways: (a) all tests will require responses in a narrative form to essay questions that will expect the ability to summarize, synthesize, and evaluate significant issues discussed in class; and (b) students will be required to write a critical review of a book written by a Latin American author. In addition, a few of the topics covered in the course, such as land concentration and displacement of the peasantry from communal lands, and the carrying-capacity of different farming systems, will expose the students to simple mathematical techniques, such as percentages, means, and standard deviations.

LIBERAL STUDIES ELECTIVE CRITERIA MET BY COURSE

This course meets general criteria which apply to all Liberal Studies courses and is not a technical, professional, or pre-professional course. This course does not focus on developing techniques of the discipline nor is it a pre-professional course. Its objective is to provide a broad historical and anthropological understanding of Latin American peoples and cultures.

NON-WESTERN CULTURES CRITERIA MET BY COURSE

The course falls clearly within the criteria for a Non-Western Course. It deals with the peoples and cultures of three major regions of Latin America -- Mesoamerica, Andes, and the Caribbean -- that are substantially different than the prevailing cultures in the United States and Western Europe. It presents the culture, as much as possible, from the viewpoint of Latin Americans and emphasizes an integrated understanding of historical, political, economic, and cultural dimensions of the region. The course addresses gender issues (e.g., the impact of colonialism and neocolonialism on rural women) and requires the students to consult indigenous materials by assigning readings by renowned anthropologists, Angel Palerm and Arturo Warman, as well as a critical book review of a work by a Latin American author.

July 27, 1992

To: Dr. Brenda Carter, Dean
College of Humanities and Social Science

From: Miriam Chaiken, Chair
Undergraduate Education Committee
Dept. of Sociology/Anthropology

Re: Course Proposal for Culture Area: Latin America

As you may recall from a recent meeting of the council of chairs, there were questions raised in our college about the nature of a proposed course on Latin America which we intend to cross list in Anthropology and Sociology. In response to these queries, we contacted the departments of Geography/Regional Planning, History, Political Science, and Spanish, all of which offer related or comparable area courses, in order to discuss how the course would be handled. It was our objective that this course would enhance the offerings in the growing field of Latin American Studies, and might potentially be an option in a minor in Latin American Studies, while simultaneously fulfilling Liberal Studies needs.

As you can see from the attached memoranda, the Spanish, Political Science, and Geography programs have endorsed our request to offer this course, and anticipate that it will be of interest to students in their programs. The Department of History prefers not to endorse the course proposal because they argue that the "chronological structure" of the course makes it equivalent to a history class. In contrast, we argue that a chronological sequence is simply logical, and that Dr. Garcia's brief discussions of major historical events in the development of Latin America (e.g. the rise of complex agriculture and Mesoamerican city states, Spanish colonization) are necessary prerequisites for understanding the economic, political, and social systems of contemporary Latin America. The focus of the class is on modern society, especially the rural masses and indigenous minorities of Latin America, hence making this class consistent with the cultural area studies typical in the discipline of Anthropology.

The History Department also objects to Dr. Garcia's offering of the course on the grounds that it weakens their request for a Latin Americanist historian. We concur that the addition of a Latin American scholar to the History faculty would be welcome, and for our students who wish to develop a concentration in Latin America we would strongly encourage them to take relevant courses in History. Instead of viewing faculty in Anthropology and History with expertise in Latin America as simply redundant, we prefer to view them as complementary.

It should be noted here that in an early discussion between Drs. Lehman, Garcia, and myself, Dr. Lehman expressed such enthusiasm for the Latin America course that he asked if it could be cross listed in History for those students wishing to gain knowledge in this

area. We were quite surprised by the refusal of the History Department to support our course proposal, and still feel that we can significantly improve the undergraduate curriculum in all of the social sciences by the addition of Dr. Garcia's course.

For the reasons mentioned above, we request that the Council of College Chairs, the Dean's Office, the Liberal Studies Committee, and the UWUCC support the addition of Culture Area Studies: Latin America to the undergraduate curriculum.


encl.

cc: Dr. Garcia, Anthropology Program
Dr. Begg, Chair, Geography and Regional Planning
Dr. Broad, Chair, Spanish
Dr. Lehman, Chair, History
Dr. Nowak, Chair, Sociology/Anthropology
Dr. Sitton, Chair, Political Science

Date: July 21, 1992

Re: AN Cultural Area Studies: Latin America

To: Miriam Chaiken

From: Bob Begg,  Chair
Geography and Regional Planning

We have reviewed your proposal for a Cultural Area Latin America course and find it differs substantially from our own LA course in perspective and content.

It looks like a fine proposal. Geography supports your efforts.

Memorandum

To: Dr. Miriam Chaiken, Curriculum Committee, Sociology/Anthropology
From: Dr. Peter Broad, Chair, Spanish & Classical Languages
Date: March 24, 1992
Subject: Proposal for Culture Area: Latin America

At a meeting of the Department of Spanish and Classical Languages held Monday, March 23, your proposal for a new course was discussed in light of our existing offerings in the area of Latin American studies. At that meeting the department expressed overwhelming support for your offering of the course and suggested that we would list it as an option for our students in the FLISET (Foreign Languages and International Studies for Elementary Teachers) program. Because your course is taught in English, it does not overlap our offerings, which will continue to be taught in Spanish and required for majors.

The one area of concern that was expressed was that it be made clear that we approve of the course as one taught from a primarily anthropological perspective. This was because it was felt that we might, at some unspecified time in the future, propose a course of our own, to be taught in English, but which would have a strong humanities/literature emphasis.

We congratulate on this step toward meeting a real need in the university's curriculum. Please let us know if there is any way we can help.

P.S.: I am enclosing an advertisement for two new books that might be of interest to you in planning the course.

DATE: March 30, 1992

TO: Sociology/Anthropology Department

FROM: John F. Sitton, Chair of Political Science *John F. Sitton*

SUBJECT: Proposed Course "Culture Area Studies: Latin America"

The Department of Political Science welcomes the addition of this course. It will help our Latin America specialization in the International Studies major. There is no significant overlap with our PS 357/557 Political Systems: Latin America, which focuses on politics.

To: Miriam Chaiken, Chair
Undergraduate Education Committee
Department of Sociology and Anthropology

From: Neil Lehman, Chair *Neil*
History Department

Re: Latin America Course

The History Department's Curriculum Committee, and also the department as a whole, has given serious and lengthy consideration to Dr. Garcia's proposed area studies course in Latin America.

Our perception of the course is that it is well-conceived and carefully constructed. In spite of the generally positive reaction to the course itself, a majority of the History has voted to direct me to continue to oppose approval of the course, even if cross-listed.

On the basis of the department discussion I can cite two primary reasons for the decision. First, unlike many Cultural Anthropology Courses, this one is structured chronologically. This type of structure is most frequently associated with the content of History classes. A number of people feel that the course as envisioned is essentially a History class. Indeed, because we are strongly committed to the development of a non-western curriculum, it represents almost precisely the type of course which we would like to teach, if only we had the staff to do so. In the event that the course is adopted (without being cross listed with an HI number), we will encourage our majors to consider taking it as a free elective.

A second concern, quite frankly, is that if the course were to be cross-listed, our appeal for authorization to hire a Latin Americanist would be weakened by the argument that at least three credits of Latin American History are already being offered.

Please understand that we do not want to appear to be fanatically turf conscious. We are fully aware of the interdisciplinary nature of much of the content which we teach. Be assured, too, that we have the highest regard for Dr. Garcia, who is currently directing the thesis of one of our M.A. students.

Thank you for the opportunity to respond to your proposal.

April 28, 1992

To: Neil Lehman, Chair
Dept. of History

From: Miriam Chaiken, Chair
Undergraduate Education Committee
Dept. of Sociology and Anthropology

Re: Latin America course

My apologies for not getting back to you sooner concerning Victor Garcia's proposal for Culture Area Studies: Latin America, the usual end of semester rush has necessitated putting a few things on the back burner. The entire Undergraduate Education Committee met to discuss your proposal to have this course cross-listed in History (as well as having numbers in Anthropology and Sociology) and in principle we have no objection. We recognize that demand for courses does change over time, and note that your department continues to seek a Latin Americanist for the permanent faculty and hence we propose the following:

- that the course be listed at the 200 level in History as well as in Anthropology and Sociology,
- that the practice of cross-listing continue for the next three years, at which time we will review the situation and determine whether this arrangement should be continued, and
- that the number of seats offered under the History number be limited to five per section of the course. This course normally has an enrollment limited to 25 students, and must serve several constituent groups; Liberal Studies students, Anthropology majors, and students in History, Political Science, and Sociology with an interest in Latin American studies. The course is one which requires a fair amount of reading and writing by the students, and would be impractical to offer as a large section class. Given these logistic and curricular constraints, we feel it is unrealistic to commit any more seats to the history number, but if History majors enrolled in the class under the Anthropology or Sociology course number, their advisor could simply record in their records that this is the identical course.

Do these proposals seem amenable to you and your curriculum committee? If so, I would be grateful if you would provide a letter of support for our course proposal so that I may send this all forward and get the course included in the curriculum in a timely fashion.

Thank you for your interest.

cc: Victor Garcia, Dept. Files

#6 14-OCT-1992 16:16:14.33

From: GROVE::BLCARTER "Brenda Carter"
To: HILDA_RICHARDS
CC: BRENDA_CARTER, TOM_NOWAK
Subj: SO/AN 274, Culture Area Studies: Latin America

I have reviewed this course proposal and confirm that it will require no new resources. Happy to discuss. Thanks.

OK

Hilda Richards

to Fred
10-20-92

January 29, 1993

To: Fred Morgan and the UWUCC

From: Phillip Neusius and Victor Garcia
Undergraduate Curriculum Committee
Dept. of Sociology/Anthropology

Re: Course Proposal for Cultural Area Studies: Latin
America

Enclosed is a revised version of the course proposal for Cultural Area Studies: Latin America, which has incorporated the recent recommendations expressed by the UWUCC. We hope these revisions are acceptable to the UWUCC and that committee approval for the course proposal will be forthcoming.

Please inform us if you require additional information.