

Part II: Description of Curriculum Change**1. Catalogue Description****IS 281 Special Topics in Non-Western Studies****3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)****Prerequisites: None**

Course focuses on politics, society, and culture of a particular non-Western country or area. Course content variable depending on the semester. Will be taught by visiting exchange professors from non-Western countries.

Part II (continued):**2. Course Syllabus**

Since the specific course content is variable depending on the individual visiting exchange professor, attached are two syllabi: (a) a sample syllabus based on a course on Latin American politics in the UWUCC format, and (b) an actual syllabus from a Latin America course (PS 387/587) taught in the Department of Political Science. The sample syllabus is based on the actual syllabus, re-formatted to conform to UWUCC criteria. The actual syllabus is enclosed to provide more detail.

The syllabus that will be used in any particular semester will be required from the visiting exchange professor in UWUCC format. Syllabus format and content will be monitored by the Chair of Political Science and all syllabi will be kept on file in the Department of Political Science.

Sample Course Syllabus

I. IS 281 Special Topics in Non-Western Studies: Latin America

3 credits

No Prerequisites

This course is an overview of the politics, society, and culture of Latin America. It will concentrate on the principal political and social institutions of contemporary Latin America, with some attention to the historical development of these institutions. There will also be discussion of the major issues of Latin America today and consideration of the relations of various countries within the region. Finally, the course will examine the relations of Latin America to the rest of the world.

II. Course Objectives

1. Students will learn the historical development that has led to the present configuration of political and social institutions in Latin America.
2. Students will examine the political and social processes and institutions necessary to intelligently discuss contemporary issues of Latin America.
3. Students will be encouraged to appreciate differing opinions on Latin American problems and prospects.
4. Students will learn in what ways Latin America forms a unity and in what ways it is a collection of various nations with differing issues and conflicts.

II. Course Outline

- A. Approaches to the Study of Latin America
 1. Historical background of politics and society
 2. Land, People, and Culture
- B. Political Forces in Latin America: Traditional Power Holders
 1. The Military
 2. The Church
 3. The Landowners
- C. The New Power Contenders
 1. Urban Workers
 2. University Students
 3. Businessmen
 4. Bureaucrats
- D. Individual Area Studies
 1. Brazil
 2. The River Plate Republics: Argentina
 3. The Andean Nations: Chile, Peru
 4. "Gran Columbia": Venezuela
 5. Central America and Mexico
 6. The Carribean: Cuba

- E. Latin American - U.S. Relations
- F. Latin American - European Relations
- G. Latin American - Non-Western Relations
- H. The Future of Latin America

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 50% Tests. Two tests (mid-term and final) consisting of multiple choice and short essay. Each worth 25 points.
- 25% Term Paper on subject decided in consultation with instructor.
- 15% Book review of one of three possible paperbacks listed below.
- 10% Quizzes. Periodic unannounced quizzes based on textbook assignments.

V. Required and Recommended Books

Required Texts: Wiarda and Kline. Latin American Politics and Development
2nd Ed. Westview Press, 1985.

Any one of the following (student's choice):

Amado, Jorge. Gabriela, Clove, & Cinnamon (Bard)

Marquez, Gabriel Garcia. One Hundred Years of Solitude (Bard)

Theroux, Paul. The Old Patagonian Express (Pocket Books)

Recommended: Subscription to The Times of the Americas (Bi-Weekly newsletter)

VI. Special Resource Requirements: None

VII. Bibliography: See attached full syllabus.

Political Science 387 (Grad. 587)
/Political Systems: Latin America/

Prof. Chaszar
 Keith Annex 107
 Tel: 2489

A comparative study of Latin American politics and development. The course offers a generalized framework of conceptual analysis, within which it is possible to study individual nations or groups of nations. Since it is impossible to cover all of the twenty Latin American republics in one semester, the course will focus on regions: The River Plate republics, the Andean group, Mexico and Central America, Caribbean region, and Brazil.

Required text: Wiarda & Kline, Latin American Politics & Development, 2nd ed.
 Westview Press, 1985. (paperback)

and one of the paperbacks listed below:

AMADO, Jorge. Gabriela, Clove and Cinnamon (Bard)

MARQUEZ, Gabriel Garcia. Onehundred Years of Solitude (Bard)

THEROUX, Paul. The Old Patagonian Express: By Train Through
 The Americas (Pocket Books)

Recommended: Subscription to The Times of the Americas, "the National Newspaper About All of Latin America," published bi-weekly in Washington, D.C.
 Cost: for the semester, if ordered by 10 or more students
 (bulk rate).

In addition to required and recommended readings (see course outline below) each student will be assigned to review one of the paperbacks, and to write a term paper on a subject to be determined in consultation with the instructor. Grades will be based on these assignments, as well as on quizzes, one midterm, and one final examination.

A list of books on reserve for recommended reading is attached.

Course Outline.

1st week: Approaches to the study of Latin American politics.
 Historical background of political institutions.

Required: Wiarda & Kline, Chapters 1 and 2 (pp. 3-36)
and one of Gomez, Chapters 1-3 (pp. 7-52)
these: Adie & Poitras, Chapter 1

Almond & Coleman, Introductory chapter to Politics of the Developing Areas; Irish & Prothro, Chapter 1; D. Easton, A Framework for
 Political Analysis.

Filmstrip: The Spanish in Latin America. (Part I of European Imperialism).

2nd week: Land, people, and culture

Political forces in Latin America

Required:
and one of
these:

Wiarda & Kline, Chapters 3 and 4 (pp. 37-75)

Clissold, Latin America: A Cultural Outline (entire)

Gomez, Chapter 4 (Revolution, Violence, Political Morality)

Harris & Alba, Ch. 6 (Political Pluralism & Power Contenders)

Film:

Geography of South America: The Continent

3rd week:

Traditional power holders: The Military

Required:
and one of
these:

Wiarda & Kline, Chapter 5

Adie & Poitras, Ch.7 (Military Officers)

Harris & Alba, Ch.7 (Functional Elites)

Needler, Ch. 3 (Political Role of the Military)

Williams & Wright, Ch. 5 (Military & Development)

Tomasek, pp. 91-120 ("The Changing Role of the Military")
by E. Lieuwen

Gomez, Chs. 5 & 6 (The Executive Power; Presidents, Caudillos,
and Guardians)

4th week: Traditional power holders: The Church

SUBMIT BOOK REVIEW!

Landowners

Required:
and one of
these:

Wiarda & Kline, Chapter 6

Adie & Poitras, Chapters 6 and 2

Williams & Wright, Chapters 6 and 4

Tomasek, 180-196 ("Types of Catholic Elites..." by Sanders)
Gomez, Chapters 6 and 7 (Legislative, Judiciary; Future of L.A. Govt.)

Filmstrip: The Church in Latin America

5th week: The New Power Contenders

Urban workers
University Students
Businessmen
Bureau crats

Required: Wiarda & Kline, Chapter 7
and one of
these:

Idie & Poitras, Chapters 3,4,5,8

Williams & Wright, Chapters 8 and 9

Needler, Ch.2 (Interest Groups and the Process of Change)

Tomasek, pp. 198-207 ("Labor in Latin America" by V. Alba)

- - - - - T E S T - - - - -

6th week: Six Regions in Search of a System

(1) Brazil, the Infinite Country

Required: Wiarda & Kline, Chapter 10

Recommended: Peter Flynn, Brazil: A Political Analysis (1978)
V. Reisky-Dubnic, Political Trends in Brazil (1968)
Ronald Schneider, The Political System of Brazil (1971)
Thomas E. Skidmore, Politics in Brazil, 1930-1964 (1967)
Alfred Stepan, The Military in Politics: Patterns in Brazil (1971)

John Dos Passos, Brazil on the Move
Vianna Moog, Bandeirantes and Pioneers
Jorge Amado, Gabriella, Clove & Cinnamon
Celso Furtado, Diagnosis of the Brazilian Crisis

7th week: (2) The River Plate Republics

Focus on Argentina

Required: Wiarda & Kline, Chapter 8 (Argentina: Politics in a Conflict Society)

Recommended: W & K, Ch. 9 (Paraguay) and Ch. 15 (Uruguay)
Whitaker, A.D., Argentina
Alexander, R.J., Introduction to Argentina
Snow, Peter G., Political Forces in Argentina (1979)

8th week: (3) The Andean Nations

Focus on Chile, Peru

Required: Wiarda & Kline, Chapter 14 (Chile: The Breakdown of Democracy)

Wiarda & Kline, Chapter 12 (Peru: Authoritarianism & Reform)

Recommended: W & K, Ch. 11 (Bolivia: The Incomplete Revolution)

Gil, Federico, The Political System of Chile

Valenzuela, A. The Breakdown of Democracy in Chile

Fernando Belaunde, Peru's Own Conquest

Tomasek, pp.540-554 ("The Politics of Structured Violence")

9th week: (4) "Gran Colombia"

Focus on Venezuela

Required: Wiarda & Kline, Chapter 13

Recommended: W & K, Chapter 16 (Colombia)

W & K, Chapter 17 (Ecuador)

Alexander, R.J., The Venezuelan Democratic Revolution

Martz, John (Ed), Venezuela: The Democratic Experience

Blank, David E., Politics in Venezuela

10th week: (5) Central America and Mexico

Focus on Mexico

Required: Wiarda & Kline, Chapter 24 (Mexico)

Recommended: W & K, Ch.18 (Nicaragua), Ch.19 (Guatemala), Ch.20 (Honduras)
Ch.23 (El Salvador), Ch.22 (Costa Rica), Ch.27 (Panama).

Robert E. Scott, Mexican Government in Transition

S.R. Ross (ed.), Is The Mexican Revolution Dead?

Tomasek, pp.312-343 ("The Liberal Machiavellian" by F. Brandenburg)

Filmstrip: The Mexican Revolution

11th week: (6) The Caribbean Region

Focus on Cuba

Required: Wiarda & Kline, Chapter 25 (Cuba)

Recommended: W & K, Chapter 21 (Dominican Republic)
Chapter 26 (Puerto Rico)

Theodore Draper, Castroism: Theory and Practice
Edward Gonzalez, Cuba under Castro

John B. Martin, Overtaken by Events (The Dominican Crisis)
Juan Bosch, Pentagonism, a Substitute for Imperialism

Filmstrip: The Cuban Revolution

- - - - - Termpapers due - - - - -

12th week: Latin American--United States Relations

Required: Gil, Chapters 1, 2, 3, 4

Recommended: G. Pope Atkins, Latin America in the Internat'l Political System
Edward J. Williams, The Political Themes of Inter-American Relations

13th week: Latin American--United States Relations

Required: Gil, Chapters 5, 6, 7, 8

Recommended: Carlos A. Astiz, Latin American International Politics
James D. Theberge, The Soviet Presence in Latin America
Albert Fishlow, The Mature Neighbor Policy

14th week: The Future of Latin America

Required: Gil, Chapter 9

Wiarda & Kline, pp. 494-501

Recommended: Williams, Ch.6; Atkins, Ch.10
Alba, Alliance without Allies: The Mythology of Progress in L.A.
Haya de la Torre, A Donde Va Indoamerica?
Williams & Wright, Chapter 11
Needler, Chapter 15
Harris & Alba, Chapter 14

- - - - - Final examination - - - - -

BOOKS ON RESERVE

Adie	<u>Latin America: Politics of Immobility</u>	320.98 Ad45a c.1
Alba	<u>Alliance without Allies: The Mythology of Progress in Latin America</u>	338.9173 AL13a c.1
Alba	<u>Peru</u>	985 AL13p c.1
Almond	<u>Politics of Developing Areas</u>	342 A16 c.1
Haya De	<u>Aprismo</u>	320.98 H323a c.1
Alexander	<u>Communism in Latin America</u>	335.4 A12 c.1
Alexander	<u>Introduction to Argentina</u>	918.2 AL27a c.1
Alexander	<u>The Venezuelan Democratic Revolution</u>	987.063 A127v c.1
Amado	<u>Gabriella, Clove & Cinnamon</u>	Am12 c.1
Astiz	<u>Lat. Amer. International Politics</u>	327.8 As84a c.1
Atkins	<u>Lat. Amer. in the Internat'l Pol. System</u>	327.8 At52a c.1
Added 3/10/80:		
Belaunde	<u>Peru's Own Conquest</u>	918.5 B41p c.1
Blank	<u>Politics in Venezuela</u>	320.987 B611p c.1
Bosch	<u>Pentagonism, a Substitute for Imperialism</u>	355.033573 B65p c.1
Clissold	<u>Latin America: New World: Third World</u>	918.03 C619a c.1
Dos Passos	<u>Brazil on the Move</u>	918.1 D74 c.1
Draper	<u>Castoism: Theory and Practice</u>	972.91 D791c c.1
Fishlow	<u>The Mature Neighbor Policy</u>	338.918 F539m c.1
Furtado	<u>Diagnosis of the Brazilian Crisis</u>	330.981 F984d c.1
Gil	<u>Political System of Chile</u>	320.983 G37 c.1
Gomez	<u>Government & Politics in Latin America</u>	980 G586 c.1
Gonzalez	<u>Cuba Under Castro</u>	972.91 G589c c.1
Lieuwen	<u>Generals vs. Presidents: Neomilitarism</u>	320.98 L625 c.1
Lipset	<u>Elites in Latin America</u>	309.28 L668e c.1
Martin	<u>Overtaken by Events: Dominican Crisis</u>	327.73072 M364 c.1
---	<u>Venezuela: Democratic Experience</u>	320.987 V556e c.1

Yacham	<u>Church & State in Latin America</u>	261.7 M464 c.1
Yoog	<u>Bandeirantes and Pioneers</u>	301.37 M777 c.1
Zeidler	<u>An Introduction to Latin American Politics</u>	320.98 N289n c.1
Poppino	<u>International Communism in Latin America</u>	335.43 P818 c.1
Reisky-Dubnic	<u>Political Trends in Brazil</u>	320.981 R277 c.1
Ross	<u>Is the Mexican Revolution Dead?</u>	972.08 R733 c.1
Schneider	<u>The Political System of Brazil</u>	320.981 Sch58p c.1
Scott	<u>Mexican Government in Transition</u>	342.72 Sco8 c.1
Skidmore	<u>Politics in Brazil, 1930-1964</u>	320.981 Sk32p c.1
Smith	<u>Latin American Student Activism</u>	378.1989 Sm54A c.1
—	<u>Authoritarian Brazil</u>	320.981 Au81t c.1
Tannenbaum	<u>Ten Keys to Latin America</u>	918 T157 c.1
—	<u>Soviet Union and Latin America</u>	327.47098 So89v c.1
—	<u>Chile: Politics and Society</u>	320.983 C437h c.1
Whitaker	<u>Argentina</u>	982.06 W58 c.1
Williams	<u>Political Themes of Inter-American Relations</u>	327.7308 W671p c.1
Added 1/22/80:		
Gomez	<u>Government and Politics in Latin America</u>	Personal Copies c.1-2
Tomasek	<u>Latin American Politics</u>	Personal Copies c.1-2
Added 1/29/80:		
Clissold	<u>Latin America: A Cultural Outline</u>	918.03 C619 c.2
Added 10/2/81:		
Williams	<u>Latin American Politics</u>	Personal Copy c.1
Farris	<u>Political Cultures and Behavior of Latin America</u>	Personal Copy c.1

CHASZAR
 PS 387/587
 Political Systems: Latin America
 2/9/83

Inter-American Commission on Human Rights	<u>Report on the Situation of Human Rights in Argentina</u>	323.40985 In8= c.1
"	<u>Report on ... Bolivia</u>	323.40984 In8= c.1
"	<u>Report on ... Colombia</u>	323.409861 In8r c.1
"	<u>Report on ... El Salvador</u>	323.4097284 In3r c.1
"	<u>Report on ... Guatemala</u>	323.4097281 In3r c.1
"	<u>Report on ... Haiti</u>	323.4097294 In3r c.1
"	<u>Report on ... Nicaragua</u>	323.4097285 In3r c.1
"	<u>Report on ... Republic of Nicaragua</u>	323.4097285 In8re c.1
"	<u>Sixth Report on the Situation of Political Prisoners in Cuba</u>	365.45 In8s c.1
Added: 9-12-83		
Easton	<u>A Framework for Political Analysis</u>	320.7 Ea79 2.2
Irish & Prothro	<u>The Politics of American Democracy</u>	320.973 Ir4p4 c.1

Latin American Fiction used in Pol.Sci. 38 (Latin America)
(Indiana University of Pennsylvania)

Amado, Jorge. Gabriela, clove and cinnamon. Tr. from the Portuguese by James L. Taylor and William Grossman. New York: A. Knopf, 1962. 312 pp. \$
Paperback edition: New York: Fawcett, 1964. \$0.75.
(now out of print, but still sold in some paperback stores)

Amado's Gabriela, clove and cinnamon is actually two novels in one; an amorous tale, that of ~~Yacir~~ the Lebanese immigrant and restaurant-owner Nacib and the mulatto girl Gabriela; second, the suspense story of a rising young politician who defies the established ways of politics in the rich cacao region of Southern Bahia. The two stories are wonderfully interwoven, and alternate between spicy humour and high drama.

A = 84w Azuela, Mariano. The underdogs. Tr. by E. Munguia. New York, 1929.
(other editions also exist)

Here we see men moved by all sorts of unworthy urges in the vast conflict of the Mexican Revolution which they can neither comprehend nor control. The hero is a peasant who rises to become a revolutionary general before he himself is killed. The stark realism of the action is unrelieved by any glimmer of the social gains brought to the country when the fighting is over; we see only the flames of destruction. It is a pessimistic, almost anti-revolutionary novel; but it remains the most authentic picture, painted with detached artistry and fidelity of observation, of Mexico's great upheaval.

Gallegos, Rómulo. Doña Barbara. Tr. by Robert Malloy. New York, 1931.

The famous thesis of "civilization and barbarism," or political and cultural conflict between coastal cities and backlands -- proposed by Sarmiento in Argentina -- can be applied to other parts of Latin America, including Venezuela. This country has its counterpart to the Argentine pampa in the llanos, the vast stretch of rolling plains, still wilder and more primitive than the pampas, since they are cut off from the sea by mountain ranges. In Doña Barbara, Rómulo Gallegos, novelist (later elected President) depicts a woman who, brutalized by the harsh life of the llanos, rules her ranch like some robber baron of the dark ages until she is finally mastered by the hero and heroine, who represent the civilized values of the city.

Hernández, José. Martin Fierro. (Several translations exist of this famous national epic poem of Argentina; one of the best translations is in prose.)

Uslar Pietri, Arturo. The Red Lances. Tr. by Harriet de Unis. New York: A. Knopf, 1963.

In this well-known book the author attempts to capture the atmosphere of violence, passion, and hatred of Venezuela's war of liberation. Although not based on objective historical facts, Uslar Pietri recreates successfully the spirit of the times and comes close to Azuela's The Underdogs in literary artistry and appeal.

García Márquez, Gabriel. Onehundred Years of Solitude. Bard Avon paperback.

An excellent novel that has found a wide audience among many different readers. On its most accessible level, the novel tells the adventurous story of the Buendía family from before the foundation of the town of Macondo in Colombia until its destruction over a century later. The family struggles through plagues, civil wars, foreign exploitation and abandonment, only to come finally to incestuous love and extinction. The narrative captures the essence of the Latin American experience--its history, culture, and inner spirit--and treats the universal themes of time, discontinuity, and solitude. The novel is an excellent representative of contemporary Latin American literature.

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Addendum:

Theroux, Paul. The Old Patagonian Express: By Train Through the Americas. Pocket Books, New York.

Following the continuous track of railways from his home in Boston to the Great Plain of Patagonia in Southern Argentina, Paul Theroux sets out on an adventure of incredible variety, startling contrasts--and danger. His extraordinary eye misses no marvel of landscape or humanity--the brawling soccer fans in El Salvador, the bogus priest in Cali, the desperate American woman looking for her lover in Veracruz--the extraordinary confidences of the legendary writer Jorge Luis Borges in Argentina. In a journey of self-discovery as well as uncommon encounters, Theroux portrays every dream of life as the Americas reveal their mysteries, their squalor, and their magnificence.

1

Indiana University of Pennsylvania
University Library
Latin America and Caribbean
Holding List:

Academia Argentina de letras boletin
1970-77

America Latina
1970-71, 76

Americas (Quarterly Review of Inter-American cultural history)
1961-

Americas (OAS)
1949-

Andean airmail and Peruvian times
1963-1973

Boletin interamericano de musica
1967-1973

Caribbean contact
Nov 1978-

Caribbean Monthly Bulletin
1963-67

Caribbean studies
1961-66

Chasqui/Revista de literature Latinoamericana
77-79

Cuadernos hispanoamericanos
1961-

Cuban studies
1978-

Hispanica/Revista de literatura
1977-80

Hispania
1918-

Hispanic-american historical review
1918-

2

Hispanic-american report
1948-1964

Hispanic Journal
1979-

Hispanic review
1933-

Information documentaire de America Latina

Insula/revista bibliographica de ciencias y letras
1946-76

Inter-American economic review
1944

Inter-American music bulletin
1957-73

Interamerican review of bibliography
1951-

Journal of inter-american studies and world affairs
1959-

Latin America
1970-6

Latin American political report
76-78

Latin America weekly report
1979-

NOTE: The above three titles supersede each other.

Latin American digest
1966-

Latin American index
(shelved in the Reference Department)

Latin American Indian literatures
1977-80

Latin American literary review
1975-

Latin American report
1956-68

3

Latin American research review
1965-

Latin American theatre review
1970-

Luso-Brazilian review
1964-

Mexican life
1950-54, 65-71

Mexican ministry of foreign affairs weekly news sheet
1934-36

Mundo Peronista
1951-55

NACLA Report on the Americas (North Amer. Congress, on Latin America)
1979-81

Notas sobre la economia y el desarrollo de America Latina
1975-

Nueva narrativa hispanoamericana
1971-73

OAS chronicle
1965-77

Palacio. Quarterly journal of museum of Mexico
1977-79

Pan American sanitary bureau bulletin
1966-72

Pan American union bulletin
1893-1948

Plural/Mexico
1976-78

Revista Brasileira de geografia
1969-79

Revista de critica literaria Latinoamericana
1978-

Revista geografica (Mexico)
1969-

BOOK REVIEWS

should follow the scheme outlined below:

Title information: Author's full name, full title of book, place of publication, name of publisher, date, No. of pages, type of edition(s), price.

Author information: What are the qualifications of the author for undertaking the writing of the book? (Profession, previous publications, etc.)

Contents: Does the book have a preface and/or introduction (written by whom?), illustrations, maps, graphs, charts, tables? Is the book divided into Parts? How many? How many chapters does the book contain? Is there an index? Good or poor?

Scope and approach: What subject(s) does the book cover? What is its approach? (Is it descriptive or analytical? historical, political, sociological, economic, etc.? Global, continental, or country-by country approach? Comparative? Institutional? Functional-structural? etc.)

Major thesis: Find the major thesis or theme of the author. It may be stated in one chapter clearly, or it may be just implied and scattered over several chapters. It may be a simple thesis, or a complicated one. Try to present a few quotations from the book that best illustrate the major thesis of the author.

Minor theses: The major thesis of the book may be supported by some minor theses. Try to identify these, and cite pertinent quotations.

By stating the major thesis and the minor theses of the book you will be actually summarizing the book in a special way, that is, omitting all of the trimmings, the unimportant parts.

Critical evaluation: What do you think of the book? Did the author accomplish his stated or implied purpose? How well did he do this? Are his theses clear, fuzzy, ambiguous? Does he make his points? In what manner and style? Does the author contribute to the study or understanding of the subject? Would you recommend this book to others? Why or why not?

Length of book review: About 5 pages, typewritten, double-spaced (or the equivalent of this in legible handwriting).

Date due: Your review is due at the beginning of the week of class.

Information Concerning Termpapers

Length of paper: The Text should be about.....pages, typewritten, double-spaced. Add to this the following: Title page, table of contents, bibliography page(s). The paper should be footnoted, but notes gathered at the end of the paper on separate sheet(s) are acceptable. — If you do not have access to a typewriter, your paper will be accepted in clearly legible handwritten form. Double the number of pages to compensate for the difference of writing in long-hand.

Graduate students:

Deadline for submitting the paper is:

No extensions!

Progress report

In about 3-4 weeks you will be called upon to give a progress report in class orally. You will be informed of the schedule of reports in advance. Your progress report should take about 10-15 minutes. In it you will have to tell the class about your research problem, your research goals, and your methodology, as well as the progress you have made, and the sources you used. In addition you should indicate whether at this point you have reached any tentative conclusions. Finally, you have to identify those parts of your research problem which are still to be covered.

Points on which your paper will be judged: (See attached sheet)

Points On Which Your Termpaper Will Be Judged

1. Did the title of the paper describe the content adequately?
2. Was the subject broad/narrow enough for a paper of this size?
3. Were sub-topics delineated in the table of contents?
4. If used, were tables, charts, and illustrations clearly identified?
5. Was the research problem clearly stated? Were subsidiary questions stated? Did you clearly identify the subject and the approach taken in the paper? Did you outline the scope of your paper in the Introduction (or Part I)?
6. Were all areas of the paper handled well? Did you stick to politics (as much as the topic permitted)?
7. Were the conclusions sound and based on data (facts) set forth in the paper? Did you answer the research question?
8. Were recommendations (if any) based on the conclusions of the study?
9. Was the bibliography adequate? Up to date? Padded?
10. Were the appendices (if any) relevant to the study, or just filler?
11. Was the paper neat? Copies clear? Corrections neat? Footnoting (end-noting) according to acceptable form?
12. Did the research (or essay) show originality?

Note: If you opted for a series of critical book-reviews instead of a research paper, ask for a separate sheet containing instructions about book-reviews.

Part II (continued)

3. Course Analysis Questionnaire

- A 1. This course will fill three primary academic needs:
- (a) it will create a separate course designation into which we can fit visiting exchange professors under the rubric of the Department of Political Science for teaching politics courses on their home countries or regions;
 - (b) the separate course designation will facilitate Liberal Studies Elective/Non-Western approval for courses taught by visiting exchange professors;
 - (c) it will expand the Liberal Studies/Non-Western offerings for all students at the university;
 - (d) it will regularize the way in which politics courses are offered by visiting exchange professors, providing syllabus guidelines and avoiding the clutter of PS 481 Special Topics.
- A 2. This course does not require changes in existing courses.
- A 3. This course will differ from existing department offerings of 'area studies' in that:
- (a) it will be oriented toward a broader undergraduate audience, not majors in political science;
 - (b) it will be taught by professors who, although competent to teach an area politics class, will not necessarily teach the course with the conceptual and social scientific rigor customary of a regular political science area course. They will however, as natives of the country discussed, be able to bring other valuable perspectives to bear on the political and social issues of the specific country or region.
- A 4. Although IUP departments generally have a 481 designation for "Special Topics," to the best of my knowledge no department has a lower-level special topics course reserved for non-Western topics offerings.
- A 5. This course will not be dual-level.
- A 6. This course will not be offered for variable credits: 3 credits.
- A 7. It is unknown if other higher education institutions have a course designation through which to channel the offerings of visiting exchange professors on the departmental level.
- A 8. This course is not necessary nor recommended to satisfy professional criteria of external agencies.
- B 1. This course will be taught by one visiting exchange professor per section.

- B 2. As a "Special Topics" course, no complementary courses will be necessary.
- B 3. Various social science departments offer area studies classes from their particular disciplinary perspectives, e.g. SO 271 "Cultural Area Studies: Africa", SO 272 "Culture Area Studies: China", HI 326 "History of Russia", HI 331 "Modern Middle East", various courses in Geography and Regional Planning, etc. The proposed IS 281 Special Topics differs from the above in that the sections offered will focus on politics taught by residents of the non-Western countries involved.
- B 4. It would be desirable to make seats available to students in Continuing Education but that decision will be deferred to others.
- C 1. Necessary Resources:
- (a) Faculty will be provided through IUP's various exchange arrangements with foreign universities and through occasional Fulbright Fellows made available to the Department of Political Science.
 - (b) Classroom space can be provided by the university for an enrollment of 30-40. Office space will be provided by the Department of Political Science if possible.
- No other resources are necessary.
- C 2. All visiting exchange faculty are provided through grants or exchange relationships with foreign universities. Since there are numerous arrangements of this type, we hope to be able to offer this course regularly.
- C 3. This course will probably be offered, an average, at least once a year, either semester. It depends on availability of visiting exchange faculty who are competent to teach a general politics course on their areas of the world.
- C 4. Probably only one section of this course will be offered in any single semester.
- C 5. It is hoped that this course will enroll from 30-40 per section. The numbers accommodated should reflect not only university demand but also (very important) the comfort and time constraints of visiting exchange faculty.
- C 6. No professional society of which I am aware, recommends enrollment limits for such a course, however, the parameters set by C 5 above should be kept in mind.
- C 7. This course will not be a curriculum requirement but it will help satisfy the Liberal Studies Elective/Non-Western requirements.

- D. Miscellaneous: The course number proposed (IS 281) will accommodate the proposed university-wide designation of 281 as a lower-level special topics course number. In this case the special topics are limited to non-Western topics in politics. This is the primary rationale for using the "IS" prefix.

Part II (continued):

4. Liberal Studies Course Approval Form.

Part I. Attached.

Liberal Studies Course Approval Form

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the University's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone 357-5715.

Do not use this form for technical, professional or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

- A. For which category(ies) are you proposing the course? List all that apply.

LEARNING SKILLS

- First English Composition Course
 Second English Composition Course
 Mathematics

KNOWLEDGE AREAS

- Humanities: History
 Humanities: Philosophy/Religious Studies
 Humanities: Literature
 Fine Arts
 Natural Sciences: Laboratory Course
 Natural Sciences: Non-laboratory Course
 Social Sciences
 Health and Wellness
 Non-Western Cultures
 Liberal Studies Elective

- B. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for current General Education course, thus allowing it to meet any remaining General Education needs? no

If so, which General Education course(s)?

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

Indicate by number all that apply, specify whether the goal is primary or secondary, and include an explanation for each.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you identify them by number, please indicate whether you consider them to be primary or secondary goals of the course and include an explanation for each. (For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals but it might also enhance inquiry skills or literacy of library skills.) Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

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. Certain Collateral Skills:

1. Use of the library
2. Use of computing technology

LSC Part II: Liberal Studies Goals

- A 1. Primary. Any course offered under IS 281 will engage critical thinking about the political and social issues of the specific area or country. Critical thinking and appreciation of the context of decision-making will be encouraged by the fact of the perspective of the visiting exchange professor from the particular country.
- A 2. Primary. Writing, reading, speaking, and listening in the context of politics of a non-Western culture will be strongly encouraged.
- A 3. Not applicable.
- A 4. Secondary. Some historical background will be necessary in any course under IS 281 because the history will not necessarily be familiar to the students. See sample syllabus.
- A 5. Not applicable.
- A 6. Primary. Students will be particularly challenged to appreciate the values underlying the subject country's political institutions, processes, and problems, especially when they differ from "Western" values.
- A 7. Not applicable.

- B. Primary. Although course content will vary with instructor, any particular section will always provide a body of knowledge about a specific country or region that is essential to an educated person, especially to understand the changing political relations between non-Western and Western countries.

- C. Not applicable.

- D 1. Secondary. Students will be encouraged to supplement their readings by utilizing the library's resources pertaining to the specific area or country.
- D 2. Not applicable.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please answer these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please explain how it will.
- C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks or manuals). Your attached syllabus must make explicit that the course meets this criterion.

(The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

- E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six ways will your course contribute? Check all that apply and attach an explanation.
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.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient check-list format. Select the one(s) that apply, mark them appropriately, and include them with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

A copy of this form and all Liberal Studies Check Sheets can be found in the appendix, on electronic mail, as well as on floppy disk in the main office of each academic department.

LSC Part III

- A. Equivalency of offerings will be ensured by:
- (1) requiring that syllabus for specific course be in UWUCC format, following the sample syllabus;
 - (2) Chair of Department of Political Science will monitor and advise particular instructor on Liberal Studies criteria, especially non-Western criteria, and examination requirements customary at IUP.
- B. In specific course, Chair of Political Science will ensure, through prior consultation with instructor on syllabus, that the perspectives and issues of women and minorities in the specific country are addressed.
- C. The specific syllabus attached (see Ed Chaszar's syllabus) satisfies this criterion. This will be ensured in any section of this course, easily satisfied because of the wealth of novels and other full-length works by non-Western authors or on non-Western topics.
- D. Majors in political science would be expected to learn the subject area through the more rigorous conceptual lenses of political science methodology as practiced in political science departments in the United States (e.g. systems theory). IS 281 is designed for a broader audience and, although substantive on the politics of the area, is not expected to reflect or draw on the methodological preoccupations of American political science.
- E 1. See answer to "LSC Part II, A 6" above.
- E 2. Politics, in any country, is about analyzing problems, framing political questions (agendas), and attempting to define rational criteria for evaluating the success or failure of public policies in particular contexts.
- E 3. Exchange of knowledge will be particularly encouraged through class discussion of what will be for most students novel political problems and perspectives of a different country or region.
- E 4. See answer to "LSC Part II, A 1" above.
- E 5. Once they have obtained a basic knowledge of the political issues and context of another region of the world, students will no doubt be better able to appreciate later information they encounter on the specific country or region.
- E 6. Since IS 281, regardless of specific area studied, will always focus on politics, current issues and events will necessarily be engaged.

LSC Part IV

A. Liberal Studies Elective Checklist

Attached. Syllabus supports these objectives.

B. Non-Western Cultures Checklist

Attached. Syllabus supports these objectives.

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST — NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied and not merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture....
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.

- _____ Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- _____ An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- _____ An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- _____ Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.