

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number 175  
Action Approved  
Date 10-15-92

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE AN/50274  
COURSE/PROGRAM TITLE Culture Area Studies: Latin America  
DEPARTMENT Sociology / Anthropology  
CONTACT PERSON Dr. Victor Garcia or 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] 9/22/92  
College Curriculum Committee

[Signature] 10/15/92  
Director of Liberal Studies  
(where applicable)

[Signature]  
Department Chairperson

[Signature] 9/22/92  
College Dean

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 \_\_\_\_\_

Catalog Description - CULTURE AREA: LATIN AMERICA

3 Semester Hours Credit

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.

CULTURE AREA: LATIN AMERICA

VICTOR GARCIA  
Keith Hall, Rm. 125  
(x2732)

Office Hours:  
Tu-Th 4:30-5:30  
We 2:00-5:00

COURSE DESCRIPTION

This course provides an historical overview of rural society and agriculture in Mexico. Other Latin American countries will be discussed, as well. Knowledge of this society and industry is essential to understanding our neighbors to the south. In spite of industrialization, Latin America's agrarian legacy continues to impact its economic development efforts.

The first section of the course describes the origins and development of settlements and agriculture in Mesoamerica. It also covers complex pre-Columbian societies found in the lowlands [Mayans] and highlands [Aztecs] of Mexico.

The second section addresses European [Spanish] contact and conquest of the complex societies. It will examine the introduction of Old World livestock and crops in 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 continues the examination of the hacienda into the neocolonial period. It also includes agrarian reform programs and the emergence of true 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 peasant labor in U.S. southwestern agriculture will be included in this section, as well.

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. In order to hold lively discourse, it is important to complete assigned readings and to view the films. More importantly, you must talk.

REQUIRED READING

1. A Reader - a collection of photocopied articles [available at Copies Now].
2. Wolf, E., Sons of the Shaking Earth [available at the Co-Op Book Store and Book Exchange]
3. Reserve readings at library

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 by October 31st. Further written instructions will be provided on this date. Book Reports are due on December 10th.

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

Date	Topic
------	-------

INTRODUCTION

- |        |  |
|--------|--|
| Sep 05 | INTRODUCTION AND CLASS ORIENTATION   |
| Sep 10 | GEOGRAPHY AND CULTURAL DIVERSITY, PART I<br>Readings: Wolf, Chapters 1, 2, 3 |
| Sep 12 | GEOGRAPHY AND CULTURAL DIVERSITY, PART II<br>FILM: THE MEXICAN WAY OF LIFE   |

PRE-COLUMBIAN CIVILIZATIONS AND AGRICULTURE

- Sep 17 EARLY PEOPLES OF AMERICA  
FILM: MAN ON THE RIM: THE PEOPLING OF THE PACIFIC - FIRST FOOTSTEPS  
Readings: Wolf, Chapters 4 & 5
- Sep 19 EARLY SETTLEMENTS AND AGRICULTURE, PART I  
Readings: Palerm, "The Agricultural Basis of Urban Civilization in Mesoamerica"
- Sep 24 EARLY SETTLEMENTS AND AGRICULTURE, PART II  
Readings: Wolf, Chapters 6 & 7  
FILM: MAN ON THE RIM: THE PEOPLING OF THE PACIFIC, 9 - ROADS WITHOUT WHEELS
- Sep 26 ADVANCED CIVILIZATIONS AND AGRICULTURE, PART I
- Oct 01 ADVANCED CIVILIZATIONS AND AGRICULTURE, PART II  
FILM: MAN OF THE RIM: THE PEOPLING OF THE PACIFIC, 10 - THE FEATHERED SERPENT
- Oct 03 EXAM #1

EUROPEAN CONTACT, CONQUEST, AND COLONIALISM

- Oct 08 CONTACT AND CONQUEST, PART I  
Readings: Wolf, Chapter 8; Crosby, "Old World Plants and Animals in the New World" [Reserved reading at library]
- Oct 10 CONTACT AND CONQUEST, PART II
- Oct 15 THE PRE-HACIENDA PERIOD: TRIBUTE, LABOR, AND CHANGES IN NEW WORLD AGRICULTURE, PART I  
Readings: Wolf, Chapters 9 & 10
- Oct 17 THE PRE-HACIENDA PERIOD, PART II
- Oct 22 THE HACIENDA PERIOD: OLD WORLD AGRICULTURE IN THE NEW WORLD, PART I  
Readings: Warman, "Peace, Order and Progress" [Description of an Hacienda in Morelos]/[Reserved reading at library]
- Oct 24 THE HACIENDA PERIOD, PART II
- Oct 29 HACIENDAS AND PLANTATIONS: A DISCUSSION  
Readings: Wolf and Mintz, "Haciendas and Plantations in Middle America and the Antilles" [Reserved reading at library]
- Oct 31 EXAM #2

NEOCOLONIALISM, REVOLUTION, AND AGRARIAN REFORM

- Nov 05      **CRISES AND THE REVOLUTION, PART I**  
 Readings: Hansen, "The Mexican Miracle: Origins"  
 [Reserved reading at Library]
  
- Nov 07      **CRISES AND THE REVOLUTION, PART II**
  
- Nov 12      **PEASANT UPRISINGS AND REVOLUTION, PART I**  
 Readings: Warman, "Revolution" [Description of  
 the Zapatistas and the Revolution in Morelos]  
 [Reserved reading at Library]  
 FILM: MEXICO: THE FROZEN REVOLUTION
  
- Nov 14      **PEASANT UPRISINGS AND REVOLUTION, PART II**
  
- Nov 19      **AGRARIAN REFORM, EJIDOS, AND INDUSTRIALIZATION,  
 PART I**  
 Readings: Hansen, "The Mexican Miracle: Fruition"  
 and "Fruition for Whom?"; Warman, "Distribution"  
 [Agrarian Reform and Land Distribution in Morelos]  
 [Reserved readings at library]
  
- Nov 21      **AGRARIAN REFORM, EJIDOS, AND INDUSTRIALIZATION,  
 PART II**
  
- Nov 26      **THE SURVIVAL OF THE PEASANTRY AND PEASANT  
 AGRICULTURE, PART I**  
 Burawoy, "The Functions and Reproduction of  
 Migrant Labor: Comparative Material from Southern  
 Africa and the United States"
  
- Nov 28      **THANKSGIVING**
  
- Dec 03      **THE SURVIVAL OF THE PEASANTRY AND PEASANT  
 AGRICULTURE, PART II**  
 Film: NINE NATIONS OF AMERICA
  
- Dec 05      **MEXICAN PEASANTS IN THE UNITED STATES, PART I**  
 Reading: Fernandez & Gonzalez, "U.S. Imperialism  
 and Migration: The Effects on Mexican Women and  
 Children"
  
- Dec 10      **MEXICAN PEASANTS IN THE UNITED STATES, PART II**  
 FILM: THE OTHER SIDE OF THE BORDER  
 BOOK REPORTS ARE DUE.
  
- Dec 12      **SOME CONCLUDING REMARKS: WHAT IS IN THE FUTURE  
 FOR RURAL SOCIETIES AND AGRICULTURE IN LATIN  
 AMERICA?**
  
- EXAM #3, TIME AND PLACE TO BE ANNOUNCED**

6

NEW COURSE PROPOSAL

COURSE ANALYSIS QUESTIONNAIRE - CULTURE 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 culture 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 culture 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 culture area studies. While this course is perhaps novel in its effort to examine the issues of contemporary Latin American in a broad context, the offering of regional culture 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. Culture area courses are offered in almost every major anthropology program in the country. IUP will be one of the few SHE institutions offering this course, making our course selections more comprehensive.

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

the past, we have offered culture 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 the 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 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 requirement 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.

4. 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.

6. 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 American. 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 American, 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 peoples 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 American 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.

11

E6. 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 culture 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), archaeology (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.

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.

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, economic, political, and cultural dimensions of the region. The course addresses gender issues (e.g., the impact of colonialism and neo-colonialism on rural women) and requires the students to consult indigenous materials by assigning readings by renowned Mexican anthropologists, Angel Palerm and Arturo Warman, as well as critical book review of a work by a Latin American author.

# 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 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.

## 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.



# 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.