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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Wheeler	Email Address wheeler@iup.edu
Proposing Department/Unit Latin American Studies	Phone 7-2683

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

1. Course Proposals (check all that apply)

New Course

Course Prefix Change

Course Deletion

☒ **Course Revision**

Course Number and/or Title Change

Catalog Description Change

Current course prefix, number and full title: **LAS 480 Latin American Studies Seminar**Proposed course prefix, number and full title, if changing:**2. Liberal Studies Course Designations, as appropriate**

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

Learning Skills

Knowledge Area

☒ **Global and Multicultural Awareness**

Writing Across the Curriculum (W Course)

☒ **Liberal Studies Elective** (please mark the designation(s) that applies – must meet at least one)☒ **Global Citizenship**

Information Literacy

Oral Communication

Quantitative Reasoning

Scientific Literacy

Technological Literacy

3. Other Designations, as appropriate

Honors College Course

Other: (e.g. Women's Studies, Pan African) ☒ **Latin American Studies****4. Program Proposals**

Catalog Description Change

Program Revision

Program Title Change

New Track

New Degree Program

New Minor Program

Liberal Studies Requirement Changes

Other

Current program name:Proposed program name, if changing:**5. Approvals**

Signature

Date

Department Curriculum Committee Chair(s)

Department Chairperson(s) **LAS**

College Curriculum Committee Chair

College Dean

Director of Liberal Studies (as needed)

Director of Honors College (as needed)

Provost (as needed)

Additional signature (with title) as appropriate

UWUCC Co-Chairs

3/12/14

3/12/14

3/12/14

4/1/14

4/1/14

4/1/14

4/1/14

4/1/14

Received

Received

APR 1 2014

MAR 12 2014

Liberal Studies Liberal Studies

NEW Syllabus of Record (old syllabus is at the end)

LAS 480 - Latin American Studies Seminar

I. Catalog Description

LAS 480 Latin American Studies Seminar

3 class hours – 0 lab hours – 3 credits

Prerequisites: None

(3c-01-3cr)

A multidisciplinary colloquium emphasizing reading, discussion, and writing on specialized topics related to Latin American society, culture, history, literature, politics, geography, economics, and business. Topics include, but are not limited to, the nature of pre-Columbian cultures; the effects of colonialism and independence on present-day Latin America; the relationship between Latin America and the United States, Africa, and Europe; and the growing presence and significance of people of Hispanic descent in the United States. Open to all majors; required for LAS minors.

II. Course Objectives

1. Students will describe the cross cultural approaches relating to Latin American society, culture, history, literature, politics, geography, economics and business.

EUSLO 1: Informed Learners

Rationale: Assignments will require students to identify and recognize aspects of Latin American society in terms of culture, history, literature, politics, geography, economics and business. Essay questions on the weekly quizzes and the research papers will require students to discuss “the interrelationships within and across cultures and global communities,” as stated in the Global and Multicultural Awareness EUSLO’s. To address Global Citizenship EUSLOs: the students will examine how the issues of inequality in health care and education, ethnicity, environmental sustainability vary across Latin America.

2. Students will identify and explain ethical issues - as they relate to Latin America - that emerge from class discussions and themes under consideration.

EUSLO 1, 2, and 3: Informed, Empowered and Responsible Learners

Rationale : To meet the Global Citizenship EUSLOs Course assignments will require students to identify how different economic and social policies reflect cultural variations, and how different kinds of policies are created for different functions and reflect power structures among different populations in a country or region. An assignment will require that they identify an injustice and a concrete way in which they could make a difference to combat that injustice and then carry out such action. To meet the Multicultural Awareness EUSLOs: a research paper will require students to evaluate these different positions among factions and relate these situations to their own experiences. These assignments will also require students to demonstrate " an understanding

of themselves and a respect for the identities, histories, and cultures of others," as stated in the Global and Multicultural Awareness EUSLOs.

3. Students will explain how past events and intellectual currents influence Latin America's cultural and historical development.

EUSLO 1: Informed Learners

Rationale: Assignments will require students to identify and recognize these influences on Latin America's cultural and historical development specific to selected cultures within Latin America. Because Latin America consists of many different cultures as a result of colonization by British, French, Spanish, Portuguese and Dutch as well as countries such as Guyana which has a majority of the population with an ancestry from India and Caribbean countries with a predominantly African heritage, the focus is indeed multi-cultural. See the Course Outline for topics that relate to native peoples as well as African history and culture in Latin America.

4. Students will examine the interrelationships between societies in conflict.

EUSLO: Empowered Learners

Rationale: This objective meets the Empowered Learners Outcomes as a Liberal Studies elective and specifically as a Global and Multicultural Awareness class because it enables students to employ analytical and critical thinking skills to gain knowledge of the historical interrelationship between societies in conflict.

5. Students will explore and describe Latin America as a distinct, yet heterogeneous cultural region.

EUSLO: Informed Learners

Rationale: This objective meets the Informed Learners Outcome as a Liberal Studies Global Citizenship course and as a Global and Multicultural Awareness elective because it challenges students to understand how cultures and societies change as people interact with one another. It therefore enables students to recognize interrelationships within and across cultures. These dynamics are expressly evident in the Detailed Course Outline and students will demonstrate cross-cultural knowledge in weekly quizzes, research papers.

III. Detailed Course Outline

A. Precolombian Cultures - 2 weeks (6 hours)

1. The Geographical Features of the Americas and Human Migration
2. Early Cultures: Otomí, Chavín, Huari, Mexica
3. Immediate Pre-Conquest Cultures: Maya, Aztec and Inca

B. The European and African Background - 2 weeks (6 hours)

1. European Innovations in Sea Travel and Political Consolidation in Iberia
2. African-European Contacts

3. The Atlantic Islands (Madeira, Azores, etc.) as Colonial Laboratories

C. Encounter, Conquest and the Foundations of Colonialism - 2 weeks (6 hours)

- 1. Patterns of Exploration, Conquest and European Settlement**
- 2. 15th and 16th-Century Spanish and Native American Literature**
- 3. Disease and Diminution**

D. The Colonial Experience - 2 weeks (6 hours)

- 1. Colonial Society, Economy, and Religion**
- 2. The Slave Trade, Slavery and Resistance**
- 3. The European Enlightenment and the Age of Revolution**

E. Independence and the Creation of Modern Nation-States - 2 weeks (6 hours)

- 1. The Transition to Capitalism and Economic Dependency**
- 2. Caudillismo, Political Instability and Social Diversification**
- 3. Peasants, Landowners, and the Question of Social Inequality**

F. Latin America in the 21st Century - 2 weeks (6 hours)

- 1. Populism, Industrialization, Economic Growth, and the Issue of Poverty**
- 2. Contemporary Latin American Society and Culture**
- 3. The United States and Latin America**

G. Special Topics - 2 weeks (6 hours)

- 1. International Business, Trade, and Competitiveness and Latin America**
- 2. Hispanics in the United States**
- 3. The Future of Latin America**

H. Final Exam – Finals week – 1 week (2 hours)

IV. Evaluation

25% - 8-10 pp. Research Papers/Interpretive Essays (see sample assignment)

25% - 8-10 pp Interpretive Essay on social justice issue and action plan

20% - Weekly Quizzes on Lectures and Readings

10% - Peer Editing of Research Papers/Interpretive Essays

20% - Final Exam

V. Grading Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F

VI. Attendance Policy

Students are expected to come to class regularly. The faculty member teaching the course will define attendance standards for the course and the consequences of not meeting those standards. The instructor's policy will conform to the standards set by the University Senate: it will be distributed in writing to students during the first week of the course; it will recognize students' need to miss class because of illness or personal emergency; and it will define some limited level of allowable absence as outlined in the undergraduate catalog.

VII. Required Textbooks, Supplemental Books and Readings

Required Textbooks:

Argueta, Manuel. *One Day of Life*. Trans. Bill Brow. New York: Vintage International, 1991.

Casas, Bartolomé de las. *A Short Account of the Destruction of the Indies*. Trans. Nigel Griffin. New York: Penguin Books, 1992.

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W. W. Norton & Company, 2010.

Supplemental Textbooks: These will be available at the IUP libraries reserve desk

Conrad, Robert E. *Children of God's Fire: a documentary history of slavery in Brazil*. University Park, PA: Pennsylvania State University Press, 1994.

García Márquez, Gabriel, *One Hundred Years of Solitude*. Trans. Gregory Rebassa, New York: HarperCollins Publishers, 1998..

Keen, Benjamin and Keith Haynes, *A History of Latin America, 9th ed* Boston: Wadsworth, 2013.

Kingstone, Peter Readings in Latin American Politics, Challenges to Democratization, Houghton Mifflin Co., 2010.

Menchu, Rigoberta , *I Rigoberta Menchu 2nd ed.*, London: Verso, 2010.

VI. Special Resource Requirements.

None.

VII. Bibliography.

General Works:

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin American*, 8th ed. (New York: Oxford University Press, 2012).

David Bushnell and Neill Macaulay, *The Emergence of Latin America in the Nineteenth Century*, 3rd ed. (New York: Oxford University Press, 2011).

Robert Buffington and Lila Caimari (eds), *Keen's Latin American Civilizations: History and Society, 1492 to the Present. Ninth Ed.* (Boulder, Co: Westview Press, 2009).

Richard L. Harris and Jorge Nef (eds), *Capital, Power, and Inequality in Latin America and the*

Caribbean, (New York: Littlefield, 2008).

Daniel Hellinger, *Comparative Politics of Latin America: Democracy at Last?* (New York: Routledge, 2011).

Jay Kinsbruner, Erik Langer, ed., *Encyclopedia of Latin American History and Culture*, (New York: Gale, 2008).

Franklin W. Knight, *Race, Ethnicity and Class: Forging the Plural Society in Latin America and the Caribbean* (Waco, TX: Baylor University Press, 1998).

Thomas E. Skidmore and Peter Smith, *Modern Latin America*, 7th ed. (New York, Oxford University Press, 2010).

Howard J. Wiarda and Harvey F. Kline, eds., *Latin American Politics and Development, Seventh ed.* (Boulder, CO: Westview Press, 2010).

The following provide insights into the particular characteristics of individual Latin American countries.

Argentina

Leslie Bethell, *Argentina Since Independence* (New York: Cambridge University Press, 1994).
Nicholas Shumway, *The Invention of Argentina* (Berkeley, CA: University of California Press, 1999).

Bolivia

Herbert S. Klein, *Bolivia: The Evolution of a Multi-Ethnic Society*, 3rd ed. (New York: Oxford University Press, 2010).

Brazil

Thomas Skidmore, *Brazil: Five Centuries of Change 2nd ed.* (New York: Oxford University Press, 2009).

Caribbean Nations

Franklin W. Knight, *The Caribbean: The Genesis of a Fragmented Nationalism*, 3rd ed. (New York: Oxford University Press, 2010).

Louis A. Perez, Jr., *Cuba: Between Reform and Revolution*, 3rd ed. (New York: Oxford University Press, 2001).

Central America

Ralph Lee Woodward, Jr., *Central America: A Nation Divided*, 4th ed. (New York: Oxford University Press, 2011).

Chile

Brian Loveman, *Chile: The Legacy of Hispanic Capitalism*, 3rd ed. (New York: Oxford University Press, 2010).

Colombia

Frank Safford and Marco Palacios, *Colombia: Fragmented Land, Divided Society* (New York: Oxford University Press, 2010).

Mexico

Michael C. Meyer and William L. Sherman, *The Course of Mexican History*, 9th ed. (New York: Oxford University Press, 2010).

Peru

Peter Klaren, *Peru: Society and Nationhood in the Andes* (New York: Oxford University Press, 1999).

David P. Werlich, *Peru: A Short History* (Carbondale, IL: Southern Illinois U. Press, 1998).

Venezuela

John V. Lombardi, *Venezuela: The Search for Order, The Dream of Progress* (New York: Oxford University Press, 2011).

2. Summary of Proposed Revisions

a. Revision of course objectives and subsequently assignments to reflect those changes. They've been revised to meet the current liberal studies objectives. Also the verbs have been changed so that they are measurable objectives.

b. Revision of bibliography. Latest editions and newer material has replaced older entries.

c. Minor revisions to course outline. Additional changes to those mentioned in a. and b. above is that 20th century has been changed to 21st century. Revision of assignments to meet Global Citizenship (social justice action plan) and Multicultural and Global Awareness emphasis on demonstrating an understanding of themselves and a respect for the identities, histories and cultures of others have been made by incorporating the writing assignments that will include these objectives.

3. Rationale for Revisions

a. The course objectives have been updated to meet the requirement for student-centered measurable objectives. With respect to Global and Multicultural Awareness and Global Citizenship, the diversity of Latin American societies around the world will be explored using a multi-disciplinary comparative method. Students will explore ethical issues and their relationship to the circumstances of peoples in Latin America. Anthropological, political, historical method and theory will enable students to think critically about today's Latin American societies. These changes are reflected in the course objectives and subsequently course materials and assignments. This course has been revised to meet the Global Citizen competency as a Liberal Studies course. A significant portion of the course content pertains to the interconnectedness of individuals, institutions and countries and how social responsibility can be promoted in a global context. The course also meets the requirements for the Global and Multicultural Awareness content because it introduces students to the past and present culture, history, economy and politics of a variety of Latin American countries. It promotes a better understanding of other cultures there and among descendants of Latin America in the United States today.

b. The bibliography was updated to include works used in the course since its approval.

c. The course outline has been slightly updated to reflect the themes/topics currently addressed. Instead of the examination of the "current" situation being expressed as the "20th century" it is now the "21st century".

4. Sample Assignment for Liberal Studies Course

Research Paper/Interpretive Essay #1 (25%)

Assignment Instructions

For your paper assignment, please write 8-10 pages on the concepts of political polarization in Latin America today and the contributing factor, including historical, socioeconomic, cultural considerations as presented in the documentaries and class readings as well as your own research. Be sure to include the situation of minorities and women. Using APA format, please cite your supporting evidence in detail and include page numbers from the text. Your essay should reflect thoughtful consideration of the material in the documentaries and assigned readings and should incorporate a critical analysis reflecting your own thoughts on perspectives covered in class as well as additional information from your individual research. Your analysis should include a demonstrated familiarity with the many concepts used in the assigned readings.

Essay Rubric

An 'A' paper will be analytical and will demonstrate critical thinking. It will show a facility with lectures and reading material. It will be based on the major concepts discussed in class. There will be a clear association and a logical fit between the concepts as introduced in lecture and reading material and documentaries viewed in class. The paper will also be grammatically well written and will conform to the guidelines.

A 'B' paper will be sufficiently thoughtful, analytical, and critical. The connection between the discussion of the major concepts and the examples provided in the writing assignment will be clear and will demonstrate that the student understands the concepts and how they were applied in the documentaries. It will have few if any grammatical or spelling errors.

A 'C' paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key concepts, or the linkages between the concepts will not be well established.

There will be grammatical and spelling errors, and it may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not sufficiently apply the material from readings in a way that demonstrates that the student is well versed in the texts' concepts. There may be significant grammatical and spelling errors. It might not have a thesis or may lack one of the three main components of a paper (intro, body, and conclusion).

An 'F' paper will not have a thesis and might be missing one or more of the necessary components of a paper (introduction, body, and conclusion). It may simply relate the details of the readings instead of including the proper analysis. There may be spelling/grammar errors.

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

The standards for these objectives are similar to those outlined in the Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes and those for the Multicultural Global Awareness. The progress of the students in meeting these outcomes is assessed in a number of ways, among them, individual student meetings, exams, in-class assignments, and out-of-class writing assignments. The research paper, provided as a Sample Assignment for Liberal Studies Course is an example of an assessment. It will ascertain whether students not only understand the analytical concepts, perspectives, and issues covered in class but also whether they are able to apply them in a critical analysis.

5. Liberal Studies Approval Questions and Answers

a. This is not an issue for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one instructor, other instructors may teach the course. In this case, instructors will meet before for the new semester to discuss the objectives of the course.

b. The course not only examines issues of ethnicity, race, gender, class, but it also includes the perspectives and contributions of Latinos and Latinas to the study of Latino culture in the United States (see course outline weeks 10-14). Examples of the perspectives used in this discourse, are native anthropology, cultural citizenship, and critical race theory. The writings of Latinos and Latinas are also discussed in the course. Examples of these writings are found in the works Rigoberta Menchu, an indigenous woman of Guatemala and Gabriel Garcia Marquez of Colombia, and Manuel Argueta of El Salvador, all of whom are required reading for the course. Additionally the Kingstone edited book contains a large portion of readings by authors from Latin America.

Full citations are located in the bibliography.

c. There are assigned articles from journals and edited volumes, and writings of fiction and nontextbook non-fiction by Latino authors. For example *One Hundred Years of Solitude* by Gabriel Garcia Marquez is an assigned novel. Peter Kingstone's book is a collection of readings.

d. This is not a beginning course for the general student audience. It is a class oriented toward Latin American studies minors, but open to other students with a particular interest in Latin America.

OLD Syllabus of Record

LAS 480 Latin American Studies Seminar

3 class hours – 0 lab hours – 3 credits

Prerequisites: None

(3c-01-3cr)

I. Catalog Description

A multidisciplinary colloquium emphasizing reading, discussion, and writing on specialized topics related to Latin American society, culture, history, literature, politics, geography, economics, and business. Topics include, but are not limited to, the nature of pre-Columbian cultures; the effects of colonialism and independence on present-day Latin America; the relationship between Latin America and the United States, Africa, and Europe; and the growing presence and significance of people of Hispanic descent in the United States. Open to all majors; required for LAS minors.

II. Course Objectives

1. Students will study specialized topics relating to Latin American society, culture, history, literature, politics, geography, economics and business.
2. Students will explore ethical issues - as they relate to Latin America - that emerge from class discussions and themes under consideration.
3. Students will learn how past events and intellectual currents influence Latin America's cultural and historical development.
4. Students will be required to work with a variety of primary and secondary sources and understand them in the context of specific historical situations.
5. Students will develop an understanding of Latin America as a distinct, yet heterogeneous cultural region.
6. Students will strengthen or learn critical thinking skills such as the ability to evaluate different interpretations, identify underlying assumptions, detect fallacies in reasoning, use evidence appropriately, and come individually or as a group to decisions on matters relating to Latin America.

III. Detailed Course Outline

A. Precolombian Cultures - 2 weeks

1. The Geographical Features of the Americas and Human Migration
2. Early Cultures: Otomí, Chavín, Huari, Mexica
3. Immediate Pre-Conquest Cultures: Maya, Aztec and Inca

B. The European and African Background - 2 weeks

1. European Innovations in Sea Travel and Political Consolidation in Iberia
2. African-European Contacts
3. The Atlantic Islands (Madeira, Azores, etc.) as Colonial Laboratories

C. Encounter, Conquest and the Foundations of Colonialism - 2 weeks

1. Patterns of Exploration, Conquest and European Settlement
2. 15th and 16th-Century Spanish and Native American Literature
3. Disease and Diminution

D. The Colonial Experience - 2 weeks

1. Colonial Society, Economy, and Religion
2. The Slave Trade, Slavery and Resistance
3. The European Enlightenment and the Age of Revolution

E. Independence and the Creation of Modern Nation-States - 2 weeks

1. The Transition to Capitalism and Economic Dependency
2. Caudillismo, Political Instability and Social Diversification
3. Peasants, Landowners, and the Question of Social Inequality

F. Latin America in the 20th Century - 2 weeks

1. Populism, Industrialization, Economic Growth, and the Issue of Poverty
2. Contemporary Latin American Society and Culture
3. The United States and Latin America

G. Special Topics - 2 weeks

1. International Business, Trade, and Competitiveness and Latin America
2. Hispanics in the United States
3. The Future of Latin America

IV. Evaluation

50% - Two 8-10 pp. Research Papers/Interpretive Essays

20% - Weekly Quizzes on Lectures and Readings

10% - Class Participation

10% - Peer Editing of Research Papers/Interpretive Essays

10% - Final Report/Presentation

Grading Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F

V. Required Textbooks, Supplemental Books and Readings

Argueta, Manuel. *One Day of Life*. Trans. Bill Brow. New York: Vintage International, 1991.

Casas, Bartolomé de las. *A Short Account of the Destruction of the Indies*. Trans. Nigel Griffin. New York: Penguin Books, 1992.

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W. W. Norton & Company, 2001.

Conrad, Robert E. *Children of God's Fire: a documentary history of slavery in Brazil*. University Park, PA: Pennsylvania State University Press, 1994.

Freyre, Gilberto. *The Masters and The Slaves: A study in the development of Brazilian Civilization*. Trans. Samuel Putnam. New York: Alfred A. Knopf, 1963.

García Márquez, Gabriel. *One Hundred Years of Solitude*. Trans. Gregory Rebassa. New York: HarperCollins Publishers, 1998

LaFebre, Walter. *Inevitable Revolutions: The United States in Central America*. New York: W. W. Norton & Company, 1993.

Rodó, José Enrique. *Ariel*. Austin: University of Texas Press, 1988.

VI. Special Resource Requirements.
None.

VII. Bibliography.

I. General Sources and General History Resources

Anuario Estadístico de America Latina y el Caribe; Statistical Yearbook for Latin America and the Caribbean, 1996. Santiago, Chile, United Nations Economic Commission for Latin America and the Caribbean, 1997.

Bakewell, Peter. *A History of Latin America*. Oxford, Blackwell Publishers, 1997.

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W. W. Norton & Company, 2001.

García Márquez, Gabriel. *One Hundred Years of Solitude*. Trans. Gregory Rebassa. New York: HarperCollins Publishers, 1998

Global Studies: Latin America, edited by Paul B. Goodwin, Jr. 8th ed. Sluice Dock, Guilford, CT, Dushkin/McGraw-Hill, 1998.

Haring, Clarence. *The Spanish Empire in America*. New York: 1947.

Keen, Benjamin. *A History of Latin America*. Boston, Houghton Mifflin, 2000

Latin American Political Yearbook. New Brunswick, NJ, Transaction Publishers, 1998.

Rodó, José Enrique. *Ariel*. Austin: University of Texas Press, 1988.

South America, Central America, and the Caribbean, 1999. 7th ed. London, Europa Publications, 1998.

South American Handbook, edited by Ben Box. Lincolnwood, IL, Passport Books, 1997.

Who's Who in Latin America: Government, Politics, Banking & Industry. New York, Norman Ross Publishers, 1997.

II. Latin America: Commerce and Economics

Assadourian, Carlos Sempat. *Modos de producción, capitalismo, y subdesarrollo en América Latina*. Buenos Aires and Mexico, 1973.

Beyond Tradeoffs: Market Reforms and Equitable Growth in Latin America, edited by Nancy Birdsall. Washington, Brookings Institution. Inter-American Development Bank, 1998.

Dependency and Development in Latin America, edited by Fernando Enrique Cardoso and Enzo Faletto. Berkeley, University of California Press, 1997.

Greskovits, Bela. *The Political Economy of Protest and Patience: East European and Latin American Transformations Compared*. Budapest, Hungary, Central European University Press, 1998.

Hammond, Allen. *Which World? Scenarios for the 21st Century: Global Destinies, Regional Choices*. Washington, Island Press, 1998.

Harrison, Lawrence E. *The Pan-American Dream: Do Latin America's Cultural Values Discourage True Partnership with the United States and Canada?*. New York, Basic Books, 1997. Rodó, José Enrique. *Ariel*. Austin: University of Texas Press, 1988.

Labor Markets in Latin America, edited by Sebastian Edwards and Nora Claudia Lustig. Washington, Brookings Institution Press, 1997.

MacDonald, Scott B. and Fauriol, Georges A. *Fast Forward: Latin America on the Edge of the Twenty-First Century*. New Brunswick, NJ, Transaction Publishers, 1997.

Markets & Democracy in Latin America: Conflict or Convergence?, edited by Philip Oxhorn & Pamela K. Starr. Boulder, CO, Lynne Rienner Publishers, 1999.

The Political Economy of Latin America in the Postwar Period, edited by Laura Randall. Austin, TX, University of Texas Press, 1997.

Poverty, Economic Reform & Income Distribution in Latin America, edited by Albert Berry. Boulder, CO, Lynne Rienner Publishers, 1998.

Roberts, Paul Craig and Araujo, Karen LaFollette. *The Capitalist Revolution in Latin America*. New York, Oxford University Press, 1997.

United Nations. *Economic Survey of Latin America and the Caribbean. Economic Survey of Latin America and the Caribbean, 1996-1997*. Santiago, Chile, 1997.

III. Latin America: Foreign Relations

Atkins, G. Pope. *Encyclopedia of the Inter-American System*. Westport, CT, Greenwood Press, 1997.

Borderless Borders: *U.S. Latinos, Latin Americans, and the Paradox of Interdependence*, edited by Frank Bonilla. Philadelphia, PA, Temple University Press, 1998.

Britton, John A. *The United States and Latin America: A Selected Bibliography*. Lanham, MD, Scarecrow Press, 1997.

Falcoff, Mark. *A Culture of Its Own: Taking Latin America Seriously*. New Brunswick, NJ, Transaction Publishers, 1998.

Global Perspectives: *International Relations, U.S. Foreign Policy, and the View from Abroad*, edited by David Lai. Boulder, CO, Lynne Rienner Publishers, 1997.

Harrison, Lawrence E. *The Pan-American Dream: Do Latin America's Cultural Values Discourage True Partnership with the United States and Canada?*. New York, Basic Books, 1997.

Hilaire, Max. *International Law and the United States Military Intervention in the Western Hemisphere*. The Hague, Kluwer Law International, 1997.

Kelly, Philip. *Checkerboards and Shatterbelts: The Geopolitics of South America*. Austin, University of Texas Press, 1997.

LaFabre, Walter. *Inevitable Revolutions: The United States in Central America*. New York: W. W. Norton & Company, 1993.

Schultz, Lars. *Beneath the United States: A History of U.S. Policy Toward Latin America*. Cambridge, MA, Harvard University Press, 1998.

Suro, Roberto. *Strangers among Us: How Latino Immigration Is Transforming America*. New York, Alfred A. Knopf, 1998.

IV. Latin America: Indigenous People

Adorno, Rolena. "Images of Indios Ladinos in Early Colonial Peru." In Kenneth J. Andrien and Rolena Adorno, eds., *Transatlantic Encounters: Europeans and Andeans in the Sixteenth Century*. Berkeley, 1991. 232-270.

Allen, Catherine. *The Hold Life Has: Coca and Cultural Identity in an Andean Community*. Washington, DC, 1988.

Argueta, Manuel. *One Day of Life*. Trans. Bill Brow. New York: Vintage International, 1991.

Casas, Bartolomé de las. *A Short Account of the Destruction of the Indies*. Trans. Nigel Griffin. New York: Penguin Books, 1992.

Chance, John. *Race and Class in Colonial Oaxaca*. Stanford, 1978.

Clendinnen, Inga. *Ambivalent Conquests: Maya and Spaniard in Yucatán, 1517-1570*. Cambridge, 1987.