

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

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UWUCC USE Only
Number: 01-409
Submission Date: _____
Action-Date: UWUCC App
2/12/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee Senate App 2/26/02

I. CONTACT

Contact Person Caleb P.S. Finegan Phone 357-4076
Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Survey of Latin American History
Suggested 20 character title

New Course * Survey of Latin American History- Hist 208
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + HIST 208 - Survey of Latin American History
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program * _____
Program Name

Program Revision * _____
Program Name

Program Deletion * _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature] 01/27/01
Department Curriculum Committee

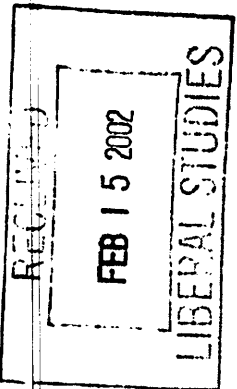
[Signature] 10/3/01
Department Chair

[Signature] 10-17-01
College Curriculum Committee

[Signature] 10/12/2001
College Dean

[Signature] 2-1-02
† Director of Liberal Studies (where applicable)

*Provost (where applicable)



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 _____ Second Composition Course

_____ Mathematics

KNOWLEDGE AREAS:

_____	Humanities: History	_____	Fine Arts
_____	Humanities: Philos/Rel Studies	_____	Social Sciences
_____	Humanities: Literature	<input checked="" type="checkbox"/>	Non-Western Cultures
_____	Natural Sci: Laboratory	_____	Health & Wellness
_____	Natural Sci: Non-laboratory	<input checked="" type="checkbox"/>	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	
<input checked="" type="checkbox"/>				A. Intellectual Skills and Modes of Thinking:
<input checked="" type="checkbox"/>				1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
<input checked="" type="checkbox"/>				2. Literacy--writing, reading, speaking, listening.
		<input checked="" type="checkbox"/>		3. Understanding numerical data.
<input checked="" type="checkbox"/>				4. Historical consciousness.
		<input checked="" type="checkbox"/>		5. Scientific Inquiry.
	<input checked="" type="checkbox"/>			6. Values (Ethical mode of thinking or application of ethical perception).
	<input checked="" type="checkbox"/>			7. Aesthetic mode of thinking.
<input checked="" type="checkbox"/>				B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
		<input checked="" type="checkbox"/>		C. Understanding the Physical Nature of Human Beings
	<input checked="" type="checkbox"/>			D. Collateral Skills:
	<input checked="" type="checkbox"/>			1. Use of the library.
	<input checked="" type="checkbox"/>			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.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

IV. On a separate sheet of paper, please answer these questions. (Do not include this sheet or copies of the questions in your proposal; submit only the answers.)

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. By explicit reference to specific items in the syllabus and/or by an explanation here, please describe how your course will meet this criterion.

If you would like suggestions or assistance in meeting this criterion, you may request a copy of "Including Gender and Minority Issues in Liberal Studies Courses," from the LS office.

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). By explicit reference to specific items in the syllabus and/or by an explanation here, please describe how your course will meet 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.)

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?

V. 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 or more that apply, mark them appropriately, and include them with your proposal. These check-lists are available in the UWUCC Curriculum Handbook or from the LS Office.

VI. Please provide a course syllabus in UWUCC format. (See UWUCC Curriculum Handbook for example.)

Next: Request for Approval to Use W-Designation

Liberal Studies IV

A. This course is an introductory survey on the comprehensive history of Latin America. Presently, this course is not designed to be a multi-section or multi-instructor course.

B. A significant portion of this course focuses on the history and culture of a growing and increasingly more important ethnic minority: people of Hispanic descent living in the United States. The Syllabus of Record designates that the final weeks of the course will be largely devoted to the impact and significance of Hispanics in this country, but throughout the semester students will be asked to engage in debates about the importance of historical events in Latin America on U.S. commerce, society, and culture. In addition, the contributions and experiences of Latin America's once large slave population will be examined in full in the middle of the semester, and all of the "Required Textbooks" deal at least partly with the contribution of Native Americans to Latin America's cultural and historical development. Finally, the main thematic focus of two of the five books listed of the Syllabus of Record as "Required Textbooks" is the role of women in Latin American society.

C. Of the five books listed on the Syllabus of Record, three are works of fiction and one is a controversial revisionist monograph on the conquest of America by Europeans.

D. This is an introductory survey course on the comprehensive history of Latin America. It is different from what is currently being provided to new history majors only in terms of content. The History Department currently does not offer a general introduction to the history of Latin America, and this course attempts to fill that void.

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.

I. Course Description:

**HIST 208 Survey of Latin American History 3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)**

A survey course presenting in various forms the origin and development of major political, social, cultural, religious, and intellectual institutions in Latin America from pre-Colombian times to the present. Introduces issues and interpretations encountered in upper level courses. Open to History and non-History majors.

II. Course Objectives

Students will:

- 1. Gain an appreciation for the use of history in analyzing contemporary political, cultural, and socio-economic issues and problems relating to Latin America.**
- 2. Be exposed to a variety of sources and information which will help them understand the richness and diversity of Latin American culture.**
- 3. Develop a broad appreciation for the complexities of the colonial experience in Latin America and they will understand how colonial institutions and policies affected post-colonial development in the region.**
- 4. Understand of the important contributions people of Hispanic heritage have made to the world, and specifically, to the history of the United States.**
- 5. Hone their analytical skills through historical inquiry and reasoning.**

III. Detailed Course Outline

- 1. Pre-Colombian Civilizations - 3 hours**
 - a. Trans-Bering Migrations**
 - b. High Civilizations of North, Central, and South America (quiz)**
 - c. Peoples of the Caribbean (quiz)**
- 2. Europe During the Age of Discovery - 6 hours**
 - a. The *Reconquista* and the Consolidation of Empire (quiz)**
 - b. Motives and Means of the *Conquistadores* (quiz)**

c. Shipping and Navigational Innovations

- 3. Exploration, Encounter, and Conquest - 3 hours**
 - a. Africa and the Atlantic Islands**
 - b. Christopher Columbus and the Caribbean (quiz)**
 - c. Patterns of 15th and 16th Century Exploration and Conquest**

- 4. The Colonial Experience - 6 hours**
 - a. Foundations of Society and Culture (quiz)**
 - b. Disease, Diminution, and the Mestizo "Problem"**
 - c. Mercantilism and the Role of the Church (quiz)**

- 5. Slavery - 3 hours**
 - a. Africa in 1492 (quiz)**
 - b. The Trans-Atlantic Slave Trade**
 - c. Slavery and Resistance to Slavery in Latin America (Midterm Exam #1- 1 hour)**

- 6. Bourbon Spain and the Revolutionary Period - 6 hours**
 - a. The Francification of Spain and the Bourbon Reforms**
 - b. Rebellion in the Andes and in Mexico (quiz)**
 - c. The Fight for Independence (quiz)**

- 7. Latin America in the 19th Century - 6 hours**
 - a. The Building of Nation-States**
 - b. Post-Colonial Commerce (quiz)**
 - c. The Struggle for Political and Social Stability (quiz)**

- 8. Latin America in the 20th Century - 6 hours**
 - a. Economic Dependency**
 - b. The Mexican and Cuban Revolutions (quiz)**
 - c. Political Populism (quiz)**

- 9. Latin America and The United States - 3 hours**
 - a. The Cold War and the Truman Doctrine**
 - b. U.S. Intervention in Latin America: Central America**
 - c. Hispanics in the United States (quiz)**

10. Final Exam - 2 hours

IV. Evaluation Methods

Final letter grades will be computed based on the following assignments and percentages: weekly quizzes on selected pages from the textbook (20%); students will write two reaction papers (five-

pages, double-spaced) on topics/questions dealing with two of the supplemental course texts listed below (30%); both the mid-term exam and the final exam will include a short identification section, a short-answer section, and an essay section (40%); class participation and attendance (10%).

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

V. Required Textbook

Lectures and class discussions will be supplemented by a general textbook which introduces students to the comprehensive historical experience of Latin America. In addition, students will be required to read four additional texts (supplemental) which will touch on various themes discussed in class. The professor will choose books which were written for the general public rather than the professional scholar. The criteria used to select books are literary merit and provocative subject matter. Examples of probable selections might include:

Textbook:

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

Supplemental Texts:

Tzvetan Todorov. *The Conquest of America*. Trans. Richard Howard. Harper Torchbooks, New York, NY 1984.

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

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

Gabriel García-Márquez. *One Hundred Years of Solitude*. Trans. Gregory Rabassa. First Perennial Classics, 1998.

V. Special Resource Requirements

None.

VI. Bibliography

[See Attachment]

Selected Bibliography

I. General Sources and General History Resources

Anuario Estadístico de América 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.

Schoultz, 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. Adrien 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.

Collier, George A., Renato I. Rosaldo, and John D. Wirth, eds., *The Inca and Aztec States, 1400-1800: Anthropology and History*. New York, 1982.

Colonial Lives: Documents on Latin American History, 1550-1850. New York, Oxford University Press, 2000

Gibson, Charles. *The Aztecs Under Spanish Rule*. Stanford, Stanford University Press, 1964

Kizca, John, ed. *The Indian in Latin American History: Resistance, Rebellion and Acculturation*. Wilmington, 1993.

Korovkin, Tanya. "Indigenous Peasant Struggles and the Capitalist Modernization of Agriculture." *Latin American Perspectives* 24:25-49 May 1997.

Stern, Steven. *Peru's Indian Peoples and the Challenge of Spanish Conquest*. Madison, University of Wisconsin Press, 1993

Yashar, Deborah J. "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics* 31:23-42 October 1998.

V. Latin America: Narcotics and Drug Trade

Arnson, Cynthia J. "Drug Certification and U.S. Policy in Latin America." *Trends in Organized Crime* 4:80-89 Winter 1998.

Bender, Bryan. "Panama Pull-Out May Hurt DoD's Anti-Drug Mission." *Jane's Defence Weekly* 30:8 December 9, 1998.

d'Odorico, Jose C. "Southern Exposure: Drug Trafficking Ranks High on Latin America's List of Security Challenges." *Armed Forces Journal International* 136:12+ April 1999.

VI. Latin America: Politics and Government

Barton, Jonathan R. *A Political Geography of Latin America*. New York, Routledge, 1997.

Borah, Woodrow W. *Justice by Insurance: The General Indian Court of Colonial Mexico and the Legal Aides of the Half-Real*. Berkeley, 1983.

Civil-Military Relations: Building Democracy and Regional Security in Latin America, Southern Asia, and Central Europe, edited by David R. Mares. Boulder, CO, Westview Press, 1998.

Dominguez, Jorge I. *Democratic Politics in Latin America and the Caribbean*. Baltimore, Johns Hopkins University Press, 1998.

Elites, Crises, and the Origins of Regimes, edited by Mattei Dogan and John Higley. Lanham, MD, Rowman & Littlefield Publishers, 1998.

Góngora, Mario. *El estado en el derecho indiano, época de fundación*. Santiago, 1951.

_____. *Studies in the Colonial History of Spanish America*, translated by Richard Southern. Cambridge, 1975.

Lynch, John. *The Spanish American Revolutions, 1808-1826*. New York, W. W. Norton & Company, 1973.

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Peeler, John. *Building Democracy in Latin America*. Boulder, CO, Lynne Rienner Publishers, 1998.

Presidentialism and Democracy in Latin America, edited by Scott Mainwaring and Matthew Soberg Shugart. Cambridge, UK, Cambridge University Press, 1997.

VII. Latin America: Social Aspects

The Atlantic World in the Age of Empire, edited by Thomas Benjamin, et al. Boston, Houghton Mifflin Company, 2001.

Bauer, Arnold J. "The Church and Spanish American Agrarian Structure, 1765-1865" *The Americas* 28 (1971): 78-98.

Challenging Authority: The Historical Study of Contentious Politics, edited by Michael P. Hanagan. Minneapolis, MN, University of Minnesota Press, 1998.

Cities and Society in Colonial Latin America. Edited by Louisa Hoberman. Albuquerque, NM, University of New Mexico Press, 1986.

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Safa, Helen I. "Race and National Identity in the Americas: Introduction." *Latin American Perspectives* 25:3-20 May 1998.

Silverblatt, Irene. *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*. Princeton, NJ, Princeton University Press, 1987.



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*Honoring Yesterday
Creating Tomorrow*

To Whom It May Concern

In my capacity as the program coordinator of the proposed Latin American Studies Minor program which will hopefully be implemented as part of the university curriculum by 2002-03, I can say with near certainty that the Latin American Studies Committee will approve LAS 208 (Survey of Latin American History) as an elective for the Minor.

Regards,

**Caleb P.S. Finegan
Assistant Professor
Department of History**

Course Analysis Questionnaire

Section A. Details of the Course

A1. This course is designed to fulfill several academic needs at IUP. It is open to History and non-History Majors, satisfies both the non-Western and Elective requirements for Liberal Studies, and counts towards the minor in Latin American Studies. HIST 208 will attract History Majors who are interested in Latin America and, perhaps, the Spanish language and international business.

A2. This course does not require changes in the content of existing courses or requirements for a program.

A3. This course has never been offered at IUP.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit.

A6. Introductory seminars focusing on the history of Latin America are taught at nearly every institution of higher learning in the United States. Some colleges and universities which offer surveys of Latin American History are: the University of Florida, Vanderbilt University, the University of Pittsburgh, West Chester University, and Middle Tennessee State University.

A7. This specific course is not recommended or required by a professional society, accrediting authority, law or other external agency.

B. Interdisciplinary Implications

B1. This course will be taught by one professor.

B2. This course does not duplicate or affect courses offered by other departments.

B3. Seats in this course will be made available to Continuing Education students.

C. Implementation

C1. Faculty resources are adequate. No new faculty will be needed. The accompanying letter of support from the Chair of the History Department recognizes the overall benefit of this course as part of the broad university curriculum and will work out any rotational complement problems on a case-by-case, semester-by-semester basis.

C2. No additional space, equipment, library materials, or travel funds are needed.

C3. None of the resources for this course are based on a grant.

C4. The History Department will offer this course annually, preferably in the fall.

C5. The History Department will offer one section of this course per academic year.

C6. To foster class discussion and group participation, the class size should be limited to 25 students.

C7. No, the American Historical Association does not recommend enrollment limits for a course of this nature.

D. Miscellaneous

No additional information is being supplied.