

LSC Use Only
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Action-Date: _____

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Number: 01-306
Submission Date: _____
Action-Date: UWUCC App 2/12/02
Senate App 2/26/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Caleb P.S. Finegan Phone 724-357-4076
Department College of Humanities and Social Sciences

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** Latin American Studies Seminar
Suggested 20 character title
- New Course *** LAS 480 Latin American Studies Seminar
Course Number and Full Title
- Course Revision** _____
Course Number and Full Title
- Liberal Studies Approval +** LAS 480 Latin American Studies Seminar
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

Approvals (signatures and date)

Department Curriculum Committee

Caleb P.S. Finegan
Department Chair

Jenna Weaver
College Curriculum Committee

Bob Williams 9/12/2001
College Dean

Mary E. Seiler 3-20-02
+ Director of Liberal Studies (where applicable)

[Signature]
*Provost (where applicable)

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FEB 15 2002
LIBERAL STUDIES
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MAR 12 2002

LAS 480 - Latin American Studies Seminar

3c-01-3sh

A multidisciplinary colloquium emphasizing reading, discussion and writing on specialized topics relating to Latin American society, culture, history, literature, politics, geography, economics, and business. Specific topics include, but are not limited to: the nature of Pre-Colombian 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 and required for all Latin American Studies minors.

Rationale: This course will be open to all majors. It is the only required course for the Latin American Studies Minor. The Cipcode for this prefix is 050107.

New Course Proposal

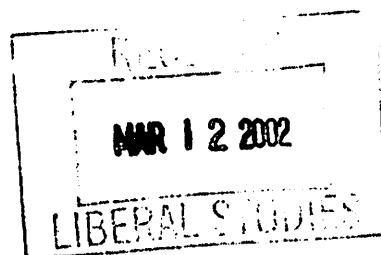
LAS 480 - Latin American Studies Seminar

I. Catalog Description. LAS 480 Latin American Studies Seminar 3c-01-3sh

A multidisciplinary colloquium emphasizing reading, discussion and writing on specialized topics relating to Latin American society, culture, history, literature, politics, geography, economics, and business. Specific topics include, but are not limited to: the nature of Pre-Colombian 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, ^{and} required for all Latin American Studies minors,

II. Course Objectives.

1. Students majoring in different academic disciplines will have an opportunity to exchange ideas and to utilize different approaches to gain a more comprehensive and complete understanding of Latin American as a cultural region.
2. Students will explore significant historical, literary, political and cultural topics and themes in an interactive class setting.
3. Students will work with a variety of primary and secondary sources and understand them in the context of specific historical situations.
4. 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.
5. Students will strengthen their oral skills in discussion and, as appropriate, other forms of speech.
6. Students will explore the ethical issues that emerge from class discussions and themes under consideration.
7. Students will benefit from the guidance of the primary instructor of record, but will also have access to, and gain insight from, a variety of guest speakers throughout the semester who will lecture on their specific Latin-American related specialty.



III. Detailed Course Outline.

This course is a capstone seminar that will focus on the comprehensive Latin American experience. Specific topics and themes covered will vary from semester to semester depending on the expertise of the Instructor of Record and the participating faculty members who give guest lectures. As is the case with other capstone seminars with varying topics, an all-purpose detailed course outline cannot be supplied. This generic syllabus is nevertheless important to the Latin American Studies program as a record of course policies for instructors. Individual semester syllabi will be reviewed by the Latin American Studies Program Coordinator for consistency with the Syllabus of Record.

Although the seminar will vary depending on the specialization of the Instructor of Record and the participating faculty members who present guest lectures, there are some pedagogical assumptions underlying the course. The term seminar itself suggests an interactive pedagogy, and this is what is expected in the course. The course will emphasize reading, discussion, and writing. Lecture will be used as an efficient means of providing background, introducing different interpretations, modeling theoretical method, or building a bridge to the next sub-topic, but it is not to be the primary form of instruction. Students will be expected to take an active part in discussions and, where appropriate, participate in setting directions and exercising leadership. Professors will not drive the course to a predetermined conclusion, but will act as facilitators. Professors are expected to use their greater experience and wider knowledge of the various fields to insure that as many aspects or issues as possible are noticed and discussed, and that as little time as possible is wasted pursuing dead ends. Finally, students will be expected to draw their own conclusions from the readings, discussions, and lectures before them.

IV. Evaluation Methods.

Evaluation methods may vary, subject to the following limits:

- | | |
|---------------------|--|
| At least 50% | Substantial interpretative paper(s) |
| Up to 50% | Other writing, projects, presentations, quizzes, tests, class participation and attendance. |

[See the attached sample syllabus for a detailed example of the implementation of this evaluation policy.]

V. Required Textbooks, Supplemental Books and Readings.

Will vary by semester according to specialization of Instructor of Record and participating faculty members who give guest lectures.

[See the attached sample syllabus for a detailed list of required books and supplemental readings.]

VI. Special Resource Requirements.

None.

VII. Bibliography.

No single bibliography is applicable because of the variable course content.

[See attached sample syllabus for an example of a bibliography to be used by a Instructor of Record with a specialization in the field of History.]

Course Analysis Questionnaire

A. Details of the Course.

A1. The course will be open to all majors and required for Latin American Studies minors. As a capstone course, the seminar is designed for students who have had considerable exposure to Latin-American related fields, but we also expect to attract students who are strongly interested in the Spanish language and international business. The course will count toward the required hours in Latin American Studies.

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

A3. This course has not been offered at IUP on a trial basis.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit

A6. Capstone seminars in Latin American Studies exist at a number of higher education institutions including Vanderbilt University, the University of Pittsburgh, the University of West Chester, Texas Tech University, and the University of Florida.

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 instructor, but will include the participation of various IUP faculty members with different Latin-American related specializations. Through the Latin American Studies Committee, the Instructor of Record will arrange for participating faculty members - at various points during the semester - to give guest lectures or facilitate class

discussions concerning their specific area of specialization. The rationale for this teaching plan is to maximize the experience for the students who will benefit from the expertise of several faculty members who specialize in different academic disciplines.

B2. This course does not duplicate or affect courses offered by other departments. It does rely, however, on the participation of different faculty members throughout the university. The accompanying letters of support from the various departmental chairs directly address the commitment by respective departments and by the faculty members of those departments who specialize in Latin America to the goals of the course.

B3. This course is not appropriate to Continuing Education students.

C. Implementation.

C1. Faculty resources are adequate since there are over thirty members of the current IUP faculty who specialize in some field of Latin American Studies. The department of the Instructor of Record is the only department directly affected by the course offering; the accompanying letters of support from the department chairs most likely affected recognize 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, supplies, library materials, or travel funds are needed.

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

C4. We expect to offer this course once a year, preferably in the spring.

C5. We expect to offer one section of this course per semester.

C6. Twenty students is the desired maximum number of students in an interactive course of this nature. This number is not limited by the availability of resource.

C7. The Latin American Studies Association does not recommend maximum enrollments for this type of course.

D. Miscellaneous.

No additional information is being supplied.

I. Catalog Description:

LAS 480 Latin American Studies Seminar	3 class hours
	0 lab hours
	3 semester hours
	(3c-01-3sh)

Prerequisites: Approval of program coordinator and permission of instructor.

Historically and today Latin America is characterized by great cultural heterogeneity. This course will provide a contextual framework for understanding the region's cultural, literary, historical and socio-economic development from Pre-Colombian times to the present. The term "seminar" suggests the interactive pedagogy expected in this course. As such, LAS 480 will involve reading, writing and discussion of important themes in the field of Latin American Studies. Specific topics include, but are not limited to: the nature of Pre-Colombian 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. Specific topics and themes covered will vary from semester to semester depending on the expertise of the Instructor of Record and the participating faculty members who give guest lectures. Open to all majors, required for all Latin American Studies minors, and fulfills Liberal Studies Non-Western and Elective requirements.

II. Course Objectives

Students will:

- 1. Study specialized topics relating to Latin American society, culture, history, literature, politics, geography, economics and business.**
- 2. Explore ethical issues - as they relate to Latin America - that emerge from class discussions and themes under consideration.**
- 3. Learn how past events and intellectual currents influence Latin America's cultural and historical development.**
- 4. Be required to work with a variety of primary and secondary sources and understand them in the context of specific historical situations.**
- 5. Develop an understanding of Latin America as a distinct, yet heterogeneous cultural region.**
- 6. 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 Sample Course Outline

A. Precolombian Cultures - 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 - 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
- First draft of Paper #1 due at the end of this course segment - peer editing.**

C. Encounter, Conquest and the Foundations of Colonialism - 6 hours

1. Patterns of Exploration, Conquest and European Settlement
 2. 15th and 16th-Century Spanish and Native American Literature
 3. Disease and Diminution
- Final draft of Paper #1 due at the end of this course segment**

D. The Colonial Experience - 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 - 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 20th Century - 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
- First draft of Paper #2 due at the end of this course segment - peer editing.**

G. Special Topics - 6 hours

1. International Business, Trade, and Competitiveness and Latin America
 2. Hispanics in the United States
 3. The Future of Latin America
- Final draft of Paper #2 due at the end of this segment**

H. Final Report/Presentation - 2 hours

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

Attendance policy: Take special note of my policy that attendance is not optional. Un-excused absences (absences not related to illness or personal emergency) will invariably reduce your overall numerical average. Un-excused absences which total more than 6 hours of class missed will result in a reduction of one letter grade. In my view, regular attendance and active participation in class discussions and projects are essential to learning and will thus have a positive impact on your grade. In contrast, chronic absences, tardiness, snoozing or talking with fellow students during lectures, bad manners, and the like, generally serve to disrupt the rhythms of the course, are detrimental to learning, and will thus have a negative effect on your overall average.

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.

[See Attachment]

Selected Bibliography - LAS 480 - Latin American Studies Seminar

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.

The New Politics of Inequality in Latin America, edited by Douglas A. Chalmers. New York, Oxford University Press, 1997.

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.

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.

Gill, Anthony. *Rendering unto Caesar: The Catholic Church and the State in Latin America*. Chicago, University of Chicago Press, 1998.

Greenleaf, Richard E. "The Inquisition and the Indian of New Spain. A Study in Jurisdictional Confusion" *The Americas* 22 (1965): 138-66.

Klein, Herbert. *African Slavery in Latin America and the Caribbean*. New York, Oxford University Press, 1986.

Lehmann, David. *Struggle for the Spirit: Religious Transformation and Popular Culture in Brazil and Latin America*. Cambridge, UK, Polity Press, 1996.

O'Toole, Rachael Sarah. "Who Betrays Ana Negra?" *Hemisphere* 9:30-33 Winter/Spring 1999.

Peterson, Anna L. and Vasquez, Manuel A. "The New Evangelization in Latin American Perspective." *Cross Currents* 48:311-329 Fall 1998.

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.

Course Analysis Questionnaire - LAS 480 Latin American Studies Seminar

A. Details of the Course.

A1. The course will be open to all majors and required for Latin American Studies minors. As a capstone course, the seminar is designed for students who have had considerable exposure to Latin-American related fields, but we also expect to attract students who are strongly interested in the Spanish language and international business. The course will count toward the required hours in Latin American Studies.

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

A3. This course has not been offered at IUP on a trial basis.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit

A6. Capstone seminars in Latin American Studies exist at a number of higher education institutions including Vanderbilt University, the University of Pittsburgh, the University of West Chester, Texas Tech University, and the University of Florida.

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 instructor, but will include the participation of various IUP faculty members with different Latin-American related specializations. Through the Latin American Studies Committee, the Instructor of Record will arrange for participating faculty members - at various points during the semester - to give guest lectures or facilitate class discussions concerning their specific area of specialization. The rationale for this teaching plan is to maximize the experience for the students who will benefit from the expertise of several faculty members who specialize in different academic disciplines.

B2. This course does not duplicate or affect courses offered by other departments. It does rely, however, on the participation of different faculty members throughout the university. The accompanying letters of support from the various departmental chairs directly address the commitment by respective departments and by the faculty members of those departments who specialize in Latin America to the goals of the course.

B3. This course is not appropriate to Continuing Education students.

C. Implementation.

C1. Faculty resources are adequate since there are over thirty members of the current IUP faculty who specialize in some field of Latin American Studies. The department of the Instructor of Record is the only department directly affected by the course offering; the accompanying letters of support from the department chairs most likely affected recognize 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, supplies, library materials, or travel funds are needed.

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

C4. We expect to offer this course once a year, preferably in the spring.

C5. We expect to offer one section of this course per semester.

C6. Twenty students is the desired maximum number of students in an interactive course of this nature. This number is not limited by the availability of resource.

C7. The Latin American Studies Association does not recommend maximum enrollments for this type of course.

D. Miscellaneous.

No additional information is being supplied.

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:

<input type="checkbox"/> Humanities: History	<input type="checkbox"/> Fine Arts
<input type="checkbox"/> Humanities: Philos/Rel Studies	<input type="checkbox"/> Social Sciences
<input type="checkbox"/> Humanities: Literature	<input checked="" type="checkbox"/> Non-Western Cultures
<input type="checkbox"/> Natural Sci: Laboratory	<input type="checkbox"/> Health & Wellness
<input type="checkbox"/> 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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.

Liberal Studies IV.

A. This course is a capstone seminar that will focus on the comprehensive Latin American experience. Specific topics and themes covered will vary from semester to semester depending on the expertise of the Instructor of Record and the participating faculty members who give guest lectures. As is the case with other capstone seminars with varying topics, an all-purpose detailed course outline cannot be supplied. The generic Syllabus of Record is nevertheless important to the Latin American Studies program as a standard of course policies for instructors. Individual semester syllabi will be reviewed by the Latin American Studies Program Coordinator for consistency with the Syllabus of Record.

Although the seminar will vary depending on the specialization of the Instructor of Record and the participating faculty members who present guest lectures, there are some pedagogical assumptions underlying the course. The term seminar itself suggests an interactive pedagogy, and this is what is expected in the course. The course will emphasize reading, discussion, and writing. Lecture will be used as an efficient means of providing background, introducing different interpretations, modeling theoretical method, or building a bridge to the next sub-topic, but it is not to be the primary form of instruction. Students will be expected to take an active part in discussions and, where appropriate, participate in setting directions and exercising leadership. Professors will not drive the course to a predetermined conclusion, but will act as facilitators. Professors are expected to use their greater experience and wider knowledge of the various fields to insure that as many aspects or issues as possible are noticed and discussed, and that as little time as possible is wasted pursuing dead ends. Finally, students will be expected to draw their own conclusions from the readings, discussions, and lectures before them.

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 two 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 one of the "Required Textbooks" deals exclusively with the institution of slavery in the New World. Finally, the main thematic focus of three of the eight books listed of the Syllabus of Record as "Required Textbooks" is the role of women in Latin American society.

C. Of the eight books listed on the Syllabus of Record, three are works of fiction and one is a primary source from the 16th century.

D. This is not an introductory course. It is by design a capstone course to be taken by Latin American Studies Minors or by students with significant exposure to issues relating to Latin America as an academic discipline.

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.