



UNC CHARLOTTE

The University of North Carolina at Charlotte
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November 13, 2003

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Dr. Gretchen Bataille
Senior Vice President for Academic Affairs
Office of the President
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. Bataille:

Enclosed are five copies of a request for authorization to establish a new Bachelor of Arts in Latin American Studies program. A number of years ago, UNC Charlotte made a strategic decision to develop strengths in Latin American Studies. Our Departments of History, Languages and Culture Studies, Political Science, and Sociology and Anthropology now have significant emphases in Latin America. The proposed program capitalizes on the course inventory to support majors in these departments and to support our new and growing B.A. in International Studies.

The proposed B.A. in Latin American Studies will provide an important service to the state and region. Latin America is an important economic partner for this state. At the same time, an understanding of Latin American cultures will enable the state to cope with the unprecedented influx of immigrants from that region.

Thank you for your consideration of this request. Provost Joan Lorden or I would be pleased to respond to any questions that you may have regarding this request.

Sincerely yours,

J. H. Woodward
Chancellor

Enclosures (5 copies)

cc: Provost Joan F. Lorden
Dr. Schley R. Lyons

The University of North Carolina at Charlotte

College of Arts and Sciences

**Bachelor of Arts in
Latin American Studies**

Request for Authorization to Establish

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

THE UNIVERSITY OF NORTH CAROLINA

Date: March 1, 2003

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Latin American Studies

CIP Discipline Specialty Number: 05.0107 Level: B M D 1st Prof

Exact Title of Proposed Program: Bachelor of Arts in Latin American Studies

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2004

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request. Not applicable

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Executive Summary

The proposed Bachelor of Arts degree in Latin American Studies is an interdisciplinary program, including the fields of African-American Studies, anthropology, Spanish and Portuguese languages, literature and culture, history, and political science. The program provides students with skills and knowledge to understand Latin America and Caribbean societies. These regions are of growing importance as economic interdependencies and migration continue to grow. Students will be prepared for graduate study in the humanities, social sciences, and law; for work with the burgeoning Hispanic population of North Carolina; for careers in the foreign service, the military, and other governmental agencies; for careers in non-governmental organizations with an international orientation; and for careers in international business.

The major in Latin American Studies requires a minimum of 30 semester hours in courses approved for Latin American Studies credit to include: (1) LTAM 1100 (Introduction to Latin America); (2) a minimum of two courses from each of the three following perspectives: Economy and Society; Historical Context; and Literature and the Arts, for a total of at least 24 semester hours; and (3) LTAM 4600 (Latin American Studies Seminar). Majors must also complete advanced work in Spanish and/or Portuguese and an international experience as stipulated in the core curriculum. Each student, in consultation with an advisor, will prepare a Plan of Study for completion of these requirements upon declaration of the major. The vast majority of courses are currently offered at UNC Charlotte. These courses will be cross-listed as Latin American Studies (LTAM) courses. Because of the commitment of the participating departments, the strength of the faculty, and the efficient use of cross-listed courses, the B.A. in Latin American Studies would be implemented at little expense.

UNC Charlotte has a long history of commitment to international education and programming, and Latin American Studies is a high priority. In 1998, a faculty team secured an Undergraduate International Studies and Foreign Languages (UISFL) grant from the U.S. Department of Education for strengthening Latin American studies at the University. Funds from this first grant were used to add a specialist in Latin American history, as well as to fund the development of 12 new Latin American Studies courses. Over the last several years, UNC Charlotte has assembled a cadre of Latin Americanist faculty in the Departments of History, Languages and Culture Studies, Political Science, and Sociology and Anthropology. We currently have 14 faculty members teaching courses in Latin American Studies.

This faculty strength has helped the Latin American concentration in the newly established B.A. in International Studies grow to 28 students in Fall 2002. Growth in interest in Latin American Studies is a phenomenon found in other institutions. The Duke – UNC-Chapel Hill Latin American consortium reports a similar increase in student interest. The head of the Duke – UNC-Chapel Hill consortium has expressed support for the proposed program.

While the B.A. in Latin American Studies and B.A. in International Studies will be highly complementary, the students in the two programs are likely to have different goals. International Studies are more inclined to pursue a career in the foreign service or other professions that require an understanding of international and global issues. Students in the Latin American Studies program will develop an in-depth understanding of one area of the world. It is the Latin American

American Studies graduates who will have the skills and knowledge to help the region thrive with the Spanish-speaking population of the state continues to grow.

Emphasizing the commitment to Latin American Studies, UNC Charlotte is a key participant in two University of North Carolina Latin American partnerships: one with the Instituto Tecnológico de Monterrey in Mexico (Monterrey Tec), and one with the Universidade Federal do Paraná in Brazil.

The interdisciplinary program will be administered within the College of Arts and Sciences by a Coordinator, who will work with the participating departments and the Latin American Studies Faculty.

Atkins Library has a strong monograph collection in Latin American Studies, and subscribes to the most important English-language journals in Latin American Studies. Thanks to recent U.S. Department of Education grants and three gifts of books from private donors, library holdings are sufficient to operate the program.

No additional facilities are required to implement the program, as the proposed major will capitalize on existing courses through cross-listings. All the departments that support the proposed Latin American Studies program will gain additional space as new buildings are constructed on campus over the next one to two years. Increases in classroom and office space will accommodate growth in enrollments.

I. DESCRIPTION OF THE PROGRAM

A. Description of the Program

The major in Latin American Studies leading to the Bachelor of Arts degree is an interdisciplinary program centered on a variety of fields, including African-American Studies, anthropology, Spanish and Portuguese language, literature and culture, history, and political science. It also includes substantial training and education in Spanish and/or Portuguese. The program is structured to give students skills and knowledge to understand and analyze the societies of Latin America and the Caribbean — a region of key importance in the age of globalization and mass migration. The program is an excellent foundation for graduate study in the humanities, social sciences, and law, as well as an important qualification for individuals working with the burgeoning Hispanic population of North Carolina. It is also designed for the growing number of students seeking careers in the foreign service, the military, and other governmental agencies; in non-governmental organizations with an international or cross-cultural orientation; and in international business. The minor in Latin American Studies has the same basic philosophy, but correspondingly reduced expectations of coursework and related academic work.

The major in Latin American Studies requires a minimum of 30 semester hours in courses approved for Latin American Studies credit to include: (1) LTAM 1100 (Introduction to Latin America); (2) a minimum of two courses from each of the three following perspectives: Economy and Society; Historical Context; and Literature and the Arts, for a total of at least 24 semester hours; and (3) LTAM 4600 (Latin American Studies Seminar). Majors must also complete advanced work in Spanish and/or Portuguese and an international experience as stipulated in the core curriculum. Each student, in consultation with an advisor, will prepare a Plan of Study for completion of these requirements upon declaration of the major.

The minor in Latin American Studies includes a minimum of 18 semester hours, including LTAM 1100 and a minimum of one course from each of the three above-mentioned perspectives for a total of fifteen hours, as well as training in Spanish and/or Portuguese through the intermediate level.

B. Educational Objectives of the Program

The proposed program in Latin American Studies has the following educational objectives:

- to study the culture, geography, history, politics, and society of Latin America and the French- and Spanish-speaking Caribbean;
- to gain an understanding of the socio-cultural background of the Latino/a immigrant population in the United States;
- to understand economic development and underdevelopment from a comparative perspective;

- to gain insight into interdisciplinary work in the social sciences from a variety of methodological perspectives;
- to improve students' writing and critical thinking skills by introducing them to rigorous scholarly inquiry and research methods; and
- to combine in-depth training in Spanish and/or Portuguese with the lived experience of speakers of these languages.

The program further promotes:

- * An awareness that an individual's view of the world is not universally shared, and that others may hold profoundly different perceptions.
- * An awareness of the diversity of cultures, ideas, and practices found outside the United States; and some recognition of how the ideas and practices of one's own culture might be viewed by individuals in other societies.
- * An awareness that the world's regions, however defined, are interdependent and that local processes have a national, international and global impact.
- * An awareness of ethical questions and issues that derive from an increased sensitivity to cultural difference.

The proposed program leading to the Bachelor of Arts degree in Latin American Studies will therefore provide students with competencies, concepts, skills, and values by which they can understand the significance and impact of events across the Americas. It also will help them make rational decisions about the conduct of their private lives and will enable them to participate intelligently and responsibly in today's multicultural and transnational society. Finally, the proposed major will also provide a solid preparatory foundation for graduate study in the humanities, social sciences, education, business and law.

C. Relationship of the Proposed Program to Other Programs at the Institution

As an interdisciplinary program, Latin American Studies will draw upon the faculty and courses of a number of departments, including African-American and African Studies, Art, History, Languages and Culture Studies, Political Science, and Sociology and Anthropology. Future incremental additions of faculty might create faculty capacity in other humanities and social science departments. By integrating Latin American Studies courses from a variety of departments, the new major and minor will strengthen and enhance those programs by allowing students interested in studying other cultures and societies to focus attention across traditional disciplinary boundaries. It will share many resources of the above-mentioned programs, including faculty, library resources, classroom space and other facilities.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

Since its inception in 1965, the University has made a commitment to strengthening international studies and global awareness on the campus and in the Charlotte metropolitan area. The University hired faculty members with international research and teaching interests; the Department of Political Science created a concentration in International Relations; the Department of History added faculty with expertise in Africa, Asia, and Latin America; and in 1975 the University established an Office of International Programs. With assistance from the UISFL and Fulbright-Hayes programs of the U.S. Department of Education, humanities and social science departments added courses in foreign languages and international and area studies to their curricula. Faculty traveled to Africa, India, and Latin America, and they began the first efforts at internationalizing the professional colleges, especially Business and Engineering. All of these actions were accomplished under a strong institutional mission to enhance international education. The formal review of UNC Charlotte's mission that was submitted to the Board of Governors in 1991 states that "The intellectual resources of the campus must be expanded to permit the addition of instructional, research, and service programs in international studies." Furthermore, the review document points out that the University's commitment to international education and foreign language training synchronizes with "the evolution of Charlotte as an international city...." ["UNC Charlotte and Its Region: Partners for the Advancement of North Carolina." January 15, 1991, pp. 3, 12]. The "Purpose Statement" of the University as stated on page 5 of the 2001-03 Catalog states that "[UNC Charlotte] is the distinctively metropolitan-oriented university of the state and focuses special attention on global literacy and international education." Three years ago, the faculty added to the curriculum a major in International Studies that requires students to take a core of five courses in either African, Asian, European, or Latin American Studies.

Despite the sustained efforts of UNC Charlotte to create a strong international emphasis on campus, the building of a Latin American area studies program dates back only five years. In 1998, a faculty team secured a Undergraduate International Studies and Foreign Languages (UISFL) grant from the U.S. Department of Education for strengthening Latin American studies at the University. Funds from this first grant were used to add a specialist in Latin American history, as well as to fund the development of 12 new Latin American Studies courses. The Departments of Anthropology and Sociology, Political Science, and Languages and Culture Studies also hired Latin American specialists, and the university implemented bilateral exchange agreements with Instituto Tecnológico de Monterrey in Mexico (ITESM) and the Pontificia Universidad Católica in Santiago, Chile. Since 2001, a second UISFL grant has allowed the university to further strengthen Latin American Studies by adding expertise in Brazilian studies, creating new courses with Brazilian content and increasing library and teaching materials devoted to Brazil. UNC Charlotte now serves as one of the two principal U.S. partners within the new exchange relationship between the sixteen-campus University of North Carolina system and its counterpart in the state of Paraná, Brazil. The UISFL

Paraná, Brazil. The UISFL application committed UNC Charlotte to add one new Brazilian specialist. The University more than fulfilled this obligation by adding not only a new Brazilian scholar to the Department of Languages and Culture Studies, but also a Brazilian specialist in the Department of History. Together, these two new faculty members have created four new courses. There are now 14 faculty teaching Latin American Studies courses at UNC Charlotte.

Thus, UNC Charlotte has made Latin American Studies an important priority on campus. Further evidence of the recent progress made in the area of Latin American Studies includes the following:

- the fact that the University has received \$420,000 in outside funding and private gifts for Latin American Studies since 1998, not including grants for individual and/or collaborative research;
- the establishment of a Latin American Studies Advisory Committee in the College of Arts and Science;
- the creation of a Community Advisory Committee composed of University faculty as well as leaders from the Charlotte area's Latin American community;
- the establishment of an annual, region-wide Latin American Film Festival in cooperation with the Duke-UNC Chapel Hill Program in Latin American Studies; and
- the implementation of an M.A. in Spanish.

UNC Charlotte also plays a crucial role in two system-wide international exchange agreements: one with the Instituto Tecnológico de Monterrey in Mexico (ITESM), and one with the Universidade Federal do Paraná in Brazil. The chair of the UNC system committee on the ITESM exchange, Professor Lyman Johnson, is a faculty member at UNC Charlotte. As UNC Charlotte is one of only two schools in the UNC system offering language instruction in Portuguese on a regular basis (UNC-Chapel Hill is the other), the University plans to play a key role in the Paraná exchange as well, including possibly offering instruction in Portuguese for distance learners. A degree program in Latin American Studies will not only increase the number of UNC Charlotte students taking part in these two system-wide exchanges, but it will also create a center of expertise on Latin America that will be attractive to Mexican and Brazilian students considering our University for their study-abroad experience.

The creation of an undergraduate major and minor will be the culmination of this impressive growth in Latin American Studies. Beyond the benefits to students, the new degree program in Latin American Studies will increase the ability of UNC Charlotte to attract external funding. Universities such as UNC-Chapel Hill have parlayed the existence of a free-standing Latin American Studies program into millions of dollars in outside funding; indeed, the very existence of the free-standing degree program is often a prerequisite for the largest outside grants. The track record of Latin American Studies at UNC Charlotte indicates that the potential for similar success exists at our University. In the past five years, Latin Americanist faculty were successful in procuring two Undergraduate International Studies and Foreign Languages (UISFL) grants from the U.S. Department of Education that added three specialists

three specialists to the faculty of the College of Arts and Sciences, as well as a gift from Mr. William W. Brown, Jr. that funds three stipends for study abroad given by the Office of International Programs. With a major and minor in Latin American Studies, UNC Charlotte can compete for large area studies grants such as the Undergraduate Area Studies Centers funded by the U.S. Department of Education — grants reserved for institutions with area studies programs.

Finally, the 2004-09 Academic Plan recognizes the importance of interdisciplinary programs and calls for the creation of a Latin American Studies major.

2. Student demand

There has been a steady increase in student interest in courses on Latin American subjects at UNC Charlotte. In Fall 2002, for instance, more than 200 students were enrolled in Latin American history courses, and 125 Spanish majors studied in the Department of Languages and Culture Studies. The Latin American concentration within the International Studies major also attracts an increasing number of students. In Fall 2002, 28 students were enrolled in the introductory sections of the concentration.

In our consultation process, UNC-Chapel Hill and Duke University reported that Latin American Studies majors are in high demand in both graduate education and the job market. Of the 2000-01 baccalaureate degree recipients of the Duke – UNC-Chapel Hill consortium, 28 percent of those responding continued their studies; 31 percent took jobs in the private, for-profit sector; 33 percent worked for educational institutions or the non-profit sector; and eight percent were employed by the government or international/foreign organizations. These two institutions also reported that a joint survey had determined the high usefulness of language training in their Latin American Studies program. Analysis of about 300 responses showed that, of those who studied Spanish, 61 percent report using the language in their current position; the rate is 50 percent for those who studied Portuguese. Of those who studied Spanish, 49 percent, as well as 38 percent of those who studied Portuguese also studied abroad. Seventy-six percent of respondents reported area training as relevant to their careers, and 78 percent reported that their careers have some degree of international focus. Ninety-seven percent of respondents were employed or in graduate school. For the excellent job prospects of Latin American Studies majors, see also Shirley Kregar and Jorge Nallim, After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanists, 3rd rev. ed. (University of Pittsburgh: Latin American Monograph Series, 2000); and Michael McClintock, “Area Studies and the Human Rights Career,” LASA Forum 31.2 (2000): 10-13.

3. Societal Need

Due to the increasing interconnectedness of the U.S. and Latin American economies, as well as the rapid growth of the Latino population of the Charlotte metropolitan area, the new degree program in Latin American Studies fills an important need of the University and region. The North American Free Trade Agreement (NAFTA) has highlighted the increasing economic integration of the Western hemisphere. As a result, during the last decade, the

Charlotte region has developed strong ties with Latin America. In turn, these closer contacts have led to increasing investments of local Charlotte business in Latin America: for instance, Bank of America and Wachovia Bank have provided loans in Latin America; and Duke Energy, a major international energy corporation, has invested in Argentina, Brazil, Chile, and Uruguay. Local banks, manufacturers, the regional power company, and the region's agricultural sector are thus all rapidly expanding their business linkages with Latin America. Increasingly, corporations such as these need the services of university graduates who not only speak and write Spanish, but also possess an in-depth knowledge of Latin America, the original home of more than 60,000 Charlotteans. Mecklenburg County is home to one of the nation's fastest-growing Latino population, which is expected to surpass 10 percent of the total population in the next several years. Both economic integration and immigration have led to an increasing awareness of the need to understand Latin American culture, economics, politics, and society. The program in Latin American Studies will prepare students for the growing number of careers that require knowledge of Latin America and Latin Americans.

4. Impact on existing undergraduate programs at UNC Charlotte

The proposed program will complement and strengthen several majors at the University: Anthropology, History, International Studies, Spanish, and Political Science. Students interested in these fields will see an expansion of their opportunities to take sophomore- and junior-level courses taught to accommodate both the curricula of their home department or curriculum and the Latin American Studies Program. We also expect many students in the above fields to double major in Latin American Studies, or to take a minor in the new program.

The planning of the new degree program has revealed the great common interest of UNC Charlotte faculty in the humanities and social sciences in seeing this new area studies program come into existence. The cooperation among UNC Charlotte departments in planning for the new degree program has shown the common thinking among our faculty. Early work on the proposal for the major and minor in Latin American Studies included members of the following curricula and departments: African-American and African Studies; History; International Studies; Languages and Culture Studies; Political Science; and Sociology and Anthropology. This kind of interdisciplinary outlook and cooperation will continue as the new major takes hold. In particular, the administrative structure created for the major and minor in Latin American Studies could support future undergraduate certificate programs for students in Business, Education, Nursing, and Social Work, as well as a graduate certificate in Latin American Studies for students in the M.A. programs in History, Sociology, Spanish, and Business.

As became evident during the consultation process, Latin American Studies majors at other universities number among the more intellectually adventurous students. They usually have a good knowledge of Spanish, and are eager to study in and travel to Latin America. We believe that having a Latin American Studies major will (a) help us attract bright students proficient in Spanish and/or Portuguese; (b) encourage students interested in Latin America not only to choose the Latin American Studies major but also to pursue extracurricular opportunities in Latin American and Latino/a issues; and (c) help UNC Charlotte recruit high school students

school students with excellent qualifications interested in pursuing a Latin American Studies major. We therefore expect the new major to strengthen the University Honors program as well.

Another boost will be for foreign languages, and particularly Spanish and Portuguese. The program will not merely result in greater enrollments, although this will probably be one result especially for Portuguese. There will also be more students seeking real competency in a foreign language. Since there is a synergistic effect from foreign language study, more Latin American courses in the curriculum, and study abroad, we foresee the impact of the Latin American Studies program enhancing Spanish and Portuguese in a number of ways. In particular, the Latin American Studies major and minor will aid the development of the Portuguese language program at UNC Charlotte.

As related but quite different programs, Latin American Studies and the existing major and minor in International Studies will cross-fertilize and support each other. In the International Studies program — one of UNC Charlotte's fastest-growing majors — the study of an area of the world forms a part of an effort to understand global issues and international relations. The typical International Studies major or minor is often interested in a career in the foreign service or other professions that require an understanding of international and global issues. A Latin American Studies program, on the other hand, focuses on an in-depth understanding of one area of the world, combining competency in Spanish and/or Portuguese with the intensive study of Latin American culture, history, and society. It therefore trains university graduates to tackle the special challenges facing our region as it experiences an unprecedented influx of Spanish speakers — an influx that poses new challenges for doctors, the legal profession, nurses, police officers, school teachers, and social services alike. The curriculum of the new major is also quite different from that of the Latin American concentration within the International Studies major. This concentration requires INTL 2401/HIST 2207 and four electives, in addition to five International Studies courses. Patterned after the successful curricula existing at UNC-Chapel Hill and USC-Columbia — also homes to successful International Studies programs — the proposed program in Latin American Studies requires an interdisciplinary introductory course, eight Latin American courses organized in three different disciplinary perspectives, and an interdisciplinary, writing-intensive capstone course. The curricular expansion that has given rise to the new program in Latin American Studies will support the Latin American concentration within the International Studies major and minor as well, and hence enhance that program on the whole. In fact, as the International Studies major has grown much faster than envisioned, the short history of this related interdisciplinary program has offered much encouragement to the faculty interested in seeing a Latin American Studies major come to fruition.

The new program in Latin American Studies will not stretch existing resources because it primarily draws on existing courses and faculty. As discussed below under IV., V., VI., and XI., it can be implemented at a limited cost.

There is no danger of a proliferation of low-productivity degree programs at UNC Charlotte.

B. Discuss potential program duplication and program competitiveness

1. Similar Programs Offered Elsewhere in North Carolina

Only one institution of higher learning offers a Bachelor of Arts in Latin American Studies in North Carolina:

Institution	Location	Distance (miles)
UNC-Chapel Hill	Chapel Hill	140

Several other universities and colleges in North Carolina have developed certificates or minors in Latin American Studies and/or undergraduate programs in International Studies, and Latin American Studies tracks within an Interdisciplinary Studies or International Studies major.

2. Similarities to Other Programs in the University

As stated above, the only undergraduate major in the University of North Carolina system is found at UNC-Chapel Hill. While there are a number of structural similarities between the proposed program and the one at UNC-Chapel Hill, the major differences include the following:

1. Whereas the program at UNC-Chapel Hill allows students to focus on either a humanities or social science concentration, the degree at UNC Charlotte will require training in three different perspectives: economy and society, the historical context, and literature and the arts.
2. Unlike the program at UNC-Chapel Hill, the UNC Charlotte program will require students to take an interdisciplinary introduction to Latin American Studies (LTAM 1100).
3. The UNC-Chapel Hill program is limited to a major. The UNC Charlotte program will have both a major and a minor, allowing majors in other fields such as International Business to add a minor in Latin American Studies to their UNC Charlotte degree.
4. Unlike the degree program at UNC-Chapel Hill, the proposed program contains an “experiential learning” requirement. While it is assumed that this “experiential learning” will likely involve study abroad, it will be possible for students to satisfy this requirement either by learning a second foreign language spoken in Latin America or by a supervised internship working with Latino/as.

As the program at UNC-Chapel Hill is not set up to accommodate distance learners, a cooperative agreement cannot meet student demand for this program.

C. Enrollment

Five-year history of enrollments and degrees awarded at UNC-Chapel Hill (consulted February 2003)

Institution: UNC-Chapel Hill
 Program Title: B.A. in Latin American Studies

	1997-8	1998-9	1999-2000	2000-1	2001-2
Enrollment	19	15	19	26	34
Degrees-awarded	11	10	8	7	15

Projected enrollment in the program for four years (majors only):

	Year 1 (2004-05)	Year 2 (2005-06)	Year 3 (2006-07)	Year 4 (2007-08)
Full-time	5	10	15	20
Part-time	0	1	2	3
TOTALS	5	11	17	23

Basis of projections:

Growth of enrollment in Latin American Studies courses over the past five years; number of students in Latin American concentration of International Studies major; and projections of enrollment growth at UNC Charlotte.

Steady-state headcount enrollment after four years:

Full-time 20 Part-time 3 Total 23

A further steady increase in headcount enrollment is anticipated after the fourth year.

SCH production (upper division program majors, juniors and seniors *only*).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

Assumption: each major takes 5 classes each during junior and senior year (15 credit hours/student/year)

Year 1	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	75		
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	150		
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	225		
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	300		
Category III			
Category IV			

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning

1. Similar High-Quality Programs

The University of North Carolina at Chapel Hill offers a high-quality A.B. degree in Latin American Studies, one of the oldest in the nation. The Institute of Latin American Studies at UNC-Chapel Hill joins that of Duke University (where only a certificate is available) to form a nationally ranked, federally funded consortium, the Duke – UNC-Chapel Hill Program in Latin American Studies. [Kregar and Nallim, 5]

The only other program in the Carolinas leading to a major in Latin American Studies is located at the University of South Carolina-Columbia. Founded on resources comparable to those available at UNC Charlotte, this program has served as an important model for the proposed program.

2. Institutions Visited or Consulted

The planning process for the new major began in April 2002, after UNC Charlotte was awarded a UISFL grant in Brazilian Studies from the U.S. Department of Education — the second such grant that the University has received in the last five years. That month, one of the members of the grant team and the chair of the Latin American Studies Advisory Committee at UNC Charlotte, Professor Jurgen Buchenau, visited USC-Columbia to attend a workshop on developing Latin American Studies at colleges and universities in the Carolinas. Following this meeting, Professor Buchenau and three other UNC Charlotte faculty members elaborated a draft plan to establish a major in Latin American Studies. In May, this plan was discussed further during the visit of Professor John French from Duke University, the outside evaluator of the UISFL grant and currently the head of the Duke – UNC-Chapel Hill Program in Latin American Studies. During his visit, Professor French stressed the need for and potential of a Latin American Studies Program at UNC Charlotte (see Professor French’s consultant report in the Appendix C). In August 2002, the Dean of the College of Arts and Sciences, Professor Schley Lyons, appointed a Latin American Studies Planning Committee. Under the direction of Jurgen Buchenau, the Planning Committee researched Latin American Studies programs throughout the nation and devised a program that suited the specific needs of UNC Charlotte as a rapidly growing urban public university with a focus on interdisciplinary programs. In October 2002, Professor Jeffrey Lesser, head of the Latin American Studies program at Emory University, came to campus and provided important suggestions for program planning. In February 2003, Professor Buchenau conducted site visits at two internationally renowned consortia in Latin American Studies: the Duke – UNC-Chapel Hill Program in Latin American Studies, and the consortium of the University of Arizona and Arizona State University. Since both consortia enjoy far greater resources than Latin American Studies at UNC Charlotte, these site visits served primarily to formulate a long-range vision for the new program and to learn from the curricular experience of universities with a long history in Latin American Studies programs.

B. Admission

1. Admission requirements: Students declaring a Latin American Studies major must meet all requirements for undergraduate admission to the University. Students matriculated at UNC Charlotte and planning to change to or declare Latin American Studies as their major must have an overall GPA of at least 2.0. Transfer students from other institutions must meet all general requirements for admission to the University. Matriculated and transfer students who do not meet requirements for admission to the program because of special circumstances may petition the Coordinator for acceptance into the program.

2. Documents required for admission: Students applying for admission to the University and acceptance into the Latin American Studies program must submit all documents specified in the current UNC Charlotte Catalog. Matriculated students requesting acceptance into the Latin American Studies program must complete the University Declaration of Major form. Students seeking to apply course work taken at other institutions to the Latin American Studies major must provide a copy of the official course description for each course requested

requested for consideration.

C. Degree Requirements

1. Total hours required. The proposed program leading to the Bachelor of Arts degree in Latin American Studies is a 120 semester-hour program, including completion of all General Education requirements and 30 semester hours in courses approved for Latin American Studies credit.

2. Proportion of courses open only to graduate students. Not applicable.

3. Grades required. To graduate, students majoring in Latin American Studies must have an overall GPA of at least 2.0, including a GPA of at least 2.0 in the major.

4. Amount of credit accepted for transfer. Up to 64 semester hours may be accepted from a two-year institution. There is no limit on the number of hours that may be accepted from four-year institutions. All students must complete their last 30 semester hours in residence at UNC Charlotte, including the last twelve hours of the major.

5. Other requirements. Students are required to complete a study or work experience in Latin American Studies. This may be fulfilled through participation in a formal study abroad program, through foreign-based work, service or internship activities; through an internship in the United States involving work with Latino populations; or through completing six credit hours in a second foreign language current in Latin America such as Spanish, Portuguese, French, or three hours in an indigenous language such as Yucatec Maya, Náhuatl, or Quechua. Academic credits earned may be applied to the requirements of the major. At the discretion of the Program Coordinator, prior international experience may be considered.

6. Language and/or research tool requirements. Students are expected to demonstrate competency in Spanish by completion of two courses at the 3000 level or above, or a combination of Portuguese through the 2000 level and reading knowledge in Spanish equivalent to the completion of SPAN 2050

7. Time Limit for Completion of Major. Not applicable.

CURRICULUM

1. Major:

1.1. Introductory Course (3 hours)

LTAM 1100: Introduction to Latin America (3)

1.2. A minimum of two courses from each of the following three perspectives (total of 24 hours):

1.2.1. Economy and Society (6-9 hours)

- LTAM 2116 (crosslisted with ANTH 2116) Contemporary Latin America (3)
- LTAM 3129 (crosslisted with SPAN 3029) Cultural Dimension of Doing Business with Spanish-Speaking Countries (3)
- LTAM 3144 (crosslisted with POLS 3144) Latin American Politics (3)
- LTAM 3154 (crosslisted with POLS 3154) Political Economy of Latin America (3)
- LTAM 3164 (crosslisted with POLS 3164) US-Latin American Relations (3)
- LTAM 3190 (crosslisted with AAAS 3190) Political Economy of the Caribbean (3)
- LTAM 4116 (crosslisted with ANTH 4116) Culture and Conflict in the Amazon (3)
- LTAM 4120 (crosslisted with SPAN 4120) Advanced Business Spanish I (3)
- LTAM 4121 (crosslisted with SPAN 4121) Advanced Business Spanish II (3)

1.2.2. Historical Context (6-9 hours) To include at least one class each on pre-1800 and post-1800 periods.

Pre-1800:

- LTAM 2206 (crosslisted with HIST 2206) Colonial Latin America (3)
- LTAM 2252 (crosslisted with ANTH 2152) New World Archaeology (3)
- LTAM 3274 (crosslisted with HIST 3174) Resistance and Adaptation in Colonial Latin America (3)
- LTAM 3275 (crosslisted with HIST 3175) Reform, Riots and Rebellions in Colonial Spanish America (3)

Post-1800:

- LTAM 2207 (crosslisted with HIST 2207) Modern Latin America (3)
- LTAM 3260 (crosslisted with HIST 3160) The United States and Latin America (3)
- LTAM 3276 (crosslisted with HIST 3176) History of Mexico (3)
- LTAM 3277 (crosslisted with HIST 3177) The Cuban Revolution (3)
- LTAM 3278 (crosslisted with HIST 3178) History of Brazil (3)
- LTAM 3279 (crosslisted with HIST 3179) Authoritarianism in Latin America (3)

1.2.3. Literature and the Arts (6-9 hours)

- LTAM 3309 (crosslisted with SPAN 3009) Masterpieces of Hispanic Literature in English Translation (3)
- LTAM 3310 (crosslisted with SPAN 3210) Spanish American Civilization and Culture (3)
- LTAM 3312 (crosslisted with SPAN 3212) Introduction to Spanish American Literature (3)

- LTAM 3313 (crosslisted with ARTA 3112) Pre-Columbian Art (3)
- LTAM 3319 (crosslisted with SPAN 3019) Hispanic Women Writers in English Translation (3)
- LTAM 3360 (crosslisted with SPAN 3160) Studies in Hispanic Film (3)

LTAM 4302 (crosslisted with AAAS 4102) Caribbean Literature in English (3)
LTAM 4310 (crosslisted with SPAN 4210) Studies in Spanish American Poetry (3)
LTAM 4311 (crosslisted with SPAN 4211) Studies in Spanish American Prose Fiction (3)
LTAM 4312 (crosslisted with SPAN 4212) Studies in Spanish American Theater (3)
LTAM 4350 (crosslisted with SPAN 4050) Topics in Latin American Literature (3)

Additional stipulations:

- 1) Among the 24 hours required, no more than nine (9) hours may be taken from the faculty members of any one department. The Program will post a list of courses sorted by the offering department on its website each semester.
- 2) Students may take LTAM 2000: Topics in Latin American Studies; and LTAM 3000: Advanced Topics in Latin American Studies to help fulfill these requirements. As the topics of these courses vary, students may repeat them for credit.
- 3) The Latin American Studies Steering and Curriculum Committee will determine which perspective(s) a given section of LTAM 2000 or LTAM 3000 fulfills. Each semester, a list of Latin American Studies elective courses sorted by the above perspectives will be posted on the program website.

1.3. Senior Seminar (3 hours)

LTAM 4600: Seminar in Latin American Studies (3)

1.4. Foreign Language:

Students are expected to demonstrate competency in Spanish by completion of two courses at the 3000 level or above; or a combination of Portuguese through the 2000 level and reading knowledge in Spanish equivalent to the completion of SPAN 2050.

1.5. Experiential Learning:

Students are required to complete a study or work experience in Latin American Studies. This may be fulfilled through participation in any one of the following:

1.5.1. A formal study-abroad program of at least 45 contact hours equaling three hours of academic credit.

1.5.2. At least 135 hours of work, service or internship activities in Latin America or with Latino populations in the United States. Three hours of academic credit for this option are available by enrolling in LTAM 3400: Internship in Latin American Studies.

1.5.3. Course work in another Latin American language in addition to the language requirement under 1.4. This option may be fulfilled by completing six credit hours in Spanish, Portuguese, or French. Students may also elect to complete three hours of an indigenous

indigenous language such as Yucatec Maya, Náhuatl, or Quechua. As the latter languages are currently not taught at UNC Charlotte, interested students would need to enroll in an off-campus program.

Academic credits earned in the course of fulfilling this requirement may be applied to the requirements of the major.

At the discretion of the Program Coordinator, prior life, study, or work experience may be considered in exempting a student from this requirement.

1.6. Language Intensive Option

An optional credential will be awarded for completing one of the following in addition to the degree requirements above:

- a) Spanish (or, if available, Portuguese) minor;
- b) Certificate in Translating or Certificate in Business Spanish; OR
- c) 2nd major Latin American language (Spanish or Portuguese) through Intermediate level

1.7. Honors in Latin American Studies

This optional credential may be awarded to students with a minimum overall GPA of 3.00 and a GPA of at least 3.25 in Latin American Studies courses. To receive honors in Latin American Studies, a student must be approved by the Latin American Studies Honors Committee. Students who plan to graduate with “Honors in Latin American Studies” must apply for, and be approved for “Honors Candidacy” during the semester prior to the semester they plan to graduate. They must register for three hours of LTAM 4700: Honors in Latin American Studies during their senior year and present an honors thesis based on in-depth research in primary sources to a committee composed of three members of the Latin American Studies faculty. One of these faculty members will serve as the student’s primary honors thesis adviser. Following an oral defense of the thesis, the committee shall award a grade. A thesis awarded an “A” is acceptable for curricular honors.

Students may also obtain honors through the University honors program (details available at www.honors.uncc.edu).

2. Minor:

2.1. Introductory Course (3 hours)

LTAM 1100: Introduction to Latin America (3)

2.2. A minimum of one course from each of the following perspectives (15 hours, or 12 hours + LTAM 4600)

2.2.1. Economy and Society (3-6 hours)

- LTAM 2116 (crosslisted with ANTH 2116) Contemporary Latin America (3)
- LTAM 3129 (crosslisted with SPAN 3029) Cultural Dimension of Doing Business with Spanish-Speaking Countries (3)
- LTAM 3144 (crosslisted with POLS 3144) Latin American Politics (3)
- LTAM 3154 (crosslisted with POLS 3154) Political Economy of Latin America (3)
- LTAM 3164 (crosslisted with POLS 3164) US-Latin American Relations (3)
- LTAM 3190 (crosslisted with AAAS 3190) Political Economy of the Caribbean (3)
- LTAM 4116 (crosslisted with ANTH 4116) Culture and Conflict in the Amazon (3)
- LTAM 4120 (crosslisted with SPAN 4120) Advanced Business Spanish I (3)
- LTAM 4121 (crosslisted with SPAN 4121) Advanced Business Spanish II (3)

2.2.2. Historical Context (3-6 hours)

- LTAM 2206 (crosslisted with HIST 2206) Colonial Latin America (3)
- LTAM 2207 (crosslisted with HIST 2207) Modern Latin America (3)
- LTAM 2252 (crosslisted with ANTH 2152) New World Archaeology (3)
- LTAM 3260 (crosslisted with HIST 3160) The United States and Latin America (3)
- LTAM 3274 (crosslisted with HIST 3174) Resistance and Adaptation in Colonial Latin America (3)
- LTAM 3275 (crosslisted with HIST 3175) Reform, Riots and Rebellions in Colonial Spanish America (3)
- LTAM 3276 (crosslisted with HIST 3176) History of Mexico (3)
- LTAM 3277 (crosslisted with HIST 3177) The Cuban Revolution (3)
- LTAM 3278 (crosslisted with HIST 3178) History of Brazil (3)
- LTAM 3279 (crosslisted with HIST 3179) Authoritarianism in Latin America (3)

2.2.3. Literature and the Arts (3-6 hours)

- LTAM 3309 (crosslisted with SPAN 3009) Masterpieces of Hispanic Literature in English Translation (3)
- LTAM 3310 (crosslisted with SPAN 3210) Spanish American Civilization and Culture (3)
- LTAM 3312 (crosslisted with SPAN 3212) Introduction to Spanish American Literature (3)

- LTAM 3313 (crosslisted with ARTA 3112) Pre-Columbian Art (3)
- LTAM 3319 (crosslisted with SPAN 3019) Hispanic Women Writers in English Translation (3)
- LTAM 3360 (crosslisted with SPAN 3160) Studies in Hispanic Film (3)
- LTAM 4302 (crosslisted with AAAS 4102) Caribbean Literature in English (3)
- LTAM 4310 (crosslisted with SPAN 4210) Studies in Spanish American Poetry (3)
- LTAM 4311 (crosslisted with SPAN 4211) Studies in Spanish American Prose Fiction (3)
- LTAM 4312 (crosslisted with SPAN 4212) Studies in Spanish American Theater (3)
- LTAM 4350 (crosslisted with SPAN 4050) Topics in Latin American Literature (3)

Additional Stipulations:

1. Among the 15 hours required, not more than six (6) hours may be taken from the members of any one department.
2. Students may take LTAM 2000: Topics in Latin American Studies; and LTAM 3000: Advanced Topics in Latin American Studies to help fulfill these requirements. As the topics of these courses vary, students may repeat them for credit.
3. The Latin American Studies Steering and Curriculum Committee will determine which perspective(s) a given section of LTAM 2000 or LTAM 3000 fulfills. Each semester, a list of Latin American Studies elective courses sorted by the above perspectives will be posted on the program website.

2.3. Foreign Language:

Students are expected to demonstrate competency in Portuguese or Spanish by completion of two courses at the 2000 level or above. Additional language training and/or study-abroad is strongly recommended.

List existing courses by title and number and indicate (*) those courses that are required. Include an explanation of numbering system. List and describe new courses proposed

Course Numbering System. Courses are identified by four-digit numbers. The first digit indicates the level of the course: **1000-2999:** lower division undergraduate; **3000-3999:** upper division undergraduate; **4000-4999:** upper division undergraduate and graduate; **5000-5999:** graduate and advanced undergraduate; **6000-7999:** graduate only; **8000-8999:** doctoral only. The following second digits designate special types of courses: **0** for topics; **4** for internships and practicum, **5** for cooperative education, **6** for seminars, **7** for Honors courses, **8** for independent study, and **9** for research.

Latin American Studies Courses (required courses are marked with an *).

***LTAM 1100 Introduction to Latin America. (3) (O)** An introductory, interdisciplinary survey of the field of Latin American Studies. Course will focus on the culture, economy, geography, history, politics, and society of Latin America, as well as on the diverse ways in which scholars have studied the region. (*Fall and Spring*)

LTAM 2000 Topics in Latin American Studies (3) Analysis of a selected topic related to Latin American Studies. The particular topic of the course may vary from semester to semester. A student may repeat the course for credit as topics vary. (*On demand*)

LTAM 2116 (crosslisted with ANTH 2116). Contemporary Latin America. (3) (W)
Prerequisite: None. A survey of the people and cultures of Mexico, Central America, South

America, and the Caribbean. Areas of investigation include religion, race, ethnicity, gender, kinship, social inequality, and economic development. (*Alternate years*)

LTAM 2152 (crosslisted with ANTH 2152). New World Archaeology. (3) Prehistory of North America; Paleoindians, Eastern United States, Southwest, Mexico; archeological methods and theory. (*Spring*)

LTAM 2206 (crosslisted with HIST 2206). Colonial Latin America. (3) A survey of major political, economic, and cultural developments from earliest times to 1826. (*Yearly*)

LTAM 2207 (crosslisted with HIST 2207). Modern Latin America. (3) A survey of Latin American history from 1826 to the present with emphasis on the economy and society. Special attention to twentieth-century revolutions and the role of the United States in Latin America. (*Fall and Spring*)

LTAM 3000 Advanced Topics in Latin American Studies. (3) Analysis of a selected topic related to Latin American Studies. The particular topic of the course may vary from semester to semester. A student may repeat the course for credit as topics vary. (*On demand*)

LTAM 3129 (crosslisted with SPAN 3029). Cultural Dimension of Doing Business with Spanish-speaking Countries (3) Prerequisite: ENGL 1102 or 1103. Development of cultural awareness for conducting business with Spanish-speaking countries and U.S. Hispanic communities. Course conducted in English. (*On demand*)

LTAM 3144 (crosslisted with POLS 3144). Latin American Politics. (3) Comparative overview of political and socio-economic change in Latin America from the colonial period to the present. Primary emphasis on Latin American politics in the twentieth century, competing political ideologies, socio-economic issues, international political economy, and internal political change. (*Yearly*)

LTAM 3154 (crosslisted with POLS 3154). Political Economy of Latin America. (3) Intersections of politics and economics in Latin America, focusing on the efforts to foster economic development in the region. Emphasis on post-World War II era. Includes issues such as debt management, dependency theory, impact of free market theories, and the power of labor movements. (*Yearly*)

LTAM 3164 (crosslisted with POLS 3164). U.S.-Latin American Relations. (3) Addresses the always-complicated and often-conflictive relationship between Latin American and the United States. Particular attention to critical contemporary issues such as the drug trade, immigration, international trade, humanitarian aid and U.S. policy toward Cuba. (*Yearly*)

LTAM 3190 (crosslisted with AAAS 3190). The Political Economy of the Caribbean. (3) An examination of the manifestations of Caribbean economic problems and policies and Caribbean political development from the post-war period to the present. (*Fall*)

LTAM 3260 (crosslisted with HIST 3260). The United States and Latin America. (3) An

An examination of the complex relationship between the United States and Latin America in the nineteenth and twentieth centuries. Topics include U.S. territorial and economic expansion, cultural imperialism, and Latin American efforts to safeguard national sovereignty and to achieve economic development. (*Alternate years*)

LTAM 3274 (crosslisted with HIST 3174). Resistance and Adaptation: Indian Peoples Under Spanish Rule. (3) A historical survey of the interactions of indigenous peoples of the western hemisphere with Spanish colonial authorities from the conquest era to 1825. The course focuses on the indigenous peoples of Mexico, Peru, Chile, and Argentina. (*Alternate years*)

LTAM 3275 (crosslisted with HIST 3175). Reform, Riots, and Rebellions in Colonial Spanish America, 1692-1825. (3) This course examines the economic, political, and cultural origins of violent conflict in colonial Latin America, culminating with an analysis of the revolutions for independence. (*Alternate years*)

LTAM 3276 (crosslisted with HIST 3176). History of Mexico. (3) A survey of Mexican history from pre-Columbian times to the present. Special emphasis will be given to the Spanish conquest, the colonial economy, the independence period, the revolution, and relations with the United States. (*Alternate years*)

LTAM 3277 (crosslisted with HIST 3177). The Cuban Revolution. (3) An examination of the economic and political forces that led to the Cuban revolution. Significant background material from the 19th and early 20th centuries will be presented in addition to an analysis of the revolution and post-revolutionary events. (*Alternate years*)

LTAM 3278 (crosslisted with HIST 3178). History of Brazil. (3) A study of Brazilian history since 1500, with an emphasis on social and economic history. The course emphasizes slavery and race relations, the emergence of export economics, rural protest movements, the effects of urbanization and industrialization, and the rise and fall of the military dictatorship. (*Alternate years*)

LTAM 3279 (crosslisted with HIST 3179). Authoritarianism in Latin America. (3) A study of authoritarian rule and resistance thereto in one or more selected Latin American countries, including but not limited to Argentina, Brazil, and Chile. May be repeated for credit as topics vary. (*Alternate years*)

LTAM 3309 (crosslisted with SPAN 3009 if course is on Latin American topic). Masterpieces of Hispanic Literature in English Translation. (3) Prerequisites: sophomore standing and ENGL 1102. Advanced studies of Spanish or Spanish-American literature in English translation. May be repeated for credit as topics vary. Course conducted in English

LTAM 3310 (crosslisted with SPAN 3210). Spanish American Civilization and Culture. (3) Prerequisite: SPAN 2202 or permission of Department. Introduction to the cultural heritage of Spanish America. (*Alternate semesters*)

LTAM 3312 (crosslisted with SPAN 3212). Introduction to Spanish American Literature. (3) Prerequisite: SPAN 2202 or permission of the Department. Introduction to Spanish American literature from the 16th century through the contemporary period. *(Spring)*

LTAM 3313 (crosslisted with ARTA 3112). Pre-Columbian Art. (3) Survey of the arts and architecture of the Americas before European contact in the 16th century. Special emphasis on the interactions of religion, social systems, and the arts as well as identification of ethnic styles of art. Discussions of readings, lectures, slides and video tapes. Essay exams. *(Fall) (Alternate years)*

LTAM 3319 (crosslisted with SPAN 3019). Hispanic Women Writers in English Translation. (W) (3) Prerequisites: sophomore standing and ENGL 1102. Examination of prose and poetry by women writers from Spain and the Americas to understand women's voices and other cultures. Conducted in English. Knowledge of Spanish not required. *(On demand)*

LTAM 3360 (crosslisted with SPAN 3160 if course is on Latin American topic). Studies in Hispanic Film (3) The study of Spanish, Spanish American and/or Hispanic/Latino films. Course conducted in English. May be repeated for credit as topics vary. *(Yearly)*

LTAM 3400 Latin American Studies Internship. (1-3) Prerequisite: consent of the coordinator. Practical experience and/or training related to Latin American studies. A minimum of 45 hours per credit. *(On demand)*

LTAM 3800 Independent Study. (1-3) Supervised investigation of an issue related to Latin American Studies that is of special interest to the student and that is not covered in existing or available courses. *(On demand)*

LTAM 4116 (crosslisted with ANTH 4116) Culture and Conflict in the Amazon (3) Prerequisite: None. This course examines the development strategies Brazil has used in the Amazon and explores how these policies have affected both the environment and the various populations living in the Amazon. Topics covered include environmental degradation, human rights abuses, culture change, migration, and globalization. *(On demand)*

LTAM 4120 (crosslisted with SPAN 4120). Advanced Business Spanish I. (3) Prerequisites: SPAN 2210, 3201 and an additional 3000- or 4000 level course (3202 recommended), or permission of the Department. Advanced studies in Business Spanish, intensive practice in speaking, listening comprehension, reading, writing, and translation in functional business areas such as economics, management, and marketing. *(Fall)*

LTAM 4121 (crosslisted with SPAN 4121). Advanced Business Spanish II. (3) Prerequisites: SPAN 2210, 3201 and an additional 3000- or 4000 level course (3202 recommended), or permission of the Department. Advanced studies in Business Spanish, intensive practice in speaking, listening comprehension, reading, writing, and translation in functional business areas such as marketing, finance, and import-export. *(Spring)*

LTAM 4302 (crosslisted with AAAS 4102). Caribbean Literature in English. (3)
Prerequisite: junior standing; at least one course in AAAS for AAAS majors. Topics include: loneliness, quest for identity, nationalism, protest, and the use of patois. (*On demand*)

LTAM 4310 (crosslisted with SPAN 4210). Studies in Spanish American Poetry. (3)
Prerequisites: two 3000 level courses or permission of the Department. Studies of 19th- and 20th-century Spanish American poetry. (*Alternate years*)

LTAM 4311 (crosslisted with SPAN 4211). Studies in Spanish American Prose Fiction. (3)
Prerequisites: two 3000 level courses or permission of the Department. Studies of 19th- and 20th-century Spanish American prose fiction. (*Alternate years*)

LTAM 4312 (crosslisted with SPAN 4212). Studies in Spanish American Theater. (3)
Prerequisites: two 3000 level courses or permission of the Department. Studies of 20th-century Spanish American theater. (*On demand*)

LTAM 4350 (crosslisted with SPAN 4050). Studies in Latin American Literature. (3)
Prerequisites: two 3000 level courses or permission of the Department. Study of a predetermined topic in Latin American literature. May be repeated for credit as topics vary (*On demand*)

***LTAM 4600 Seminar in Latin American Studies. (3) (W)** Prerequisite: advanced junior or senior class status. A capstone seminar involving in-depth research and analysis of a topic of common interest to Latin American Studies majors, and the elaboration of a senior writing project. (*Spring*)

LTAM 4700 Senior Honors Thesis. (3-6) Prerequisite: senior standing, an overall minimum GPA of 3.25, and permission of the Coordinator of Latin American Studies. The preparation and presentation of an acceptable honors thesis. (*On demand*)

New courses: All of the above courses are new listings as LTAM courses. However, with the exception of LTAM 1100, 3400, 3800, 4600, and 4700, these courses are currently in the UNC Charlotte catalog under departmental rubrics.

IV. FACULTY

A. The names of persons now on the faculty who will be teaching in the proposed program are listed below. Their resumes are included in Appendix A.

Faculty

Latin American Studies Major and Minor

Department of Languages and Culture Studies

José Batista
Carlos Coria
Michael Scott Doyle
Robert M. Gleaves
Ann Brashear Gonzalez
Tracy Devine Guzmán
Edward Hopper
Martha Lafollette Miller

Department of History

Jurgen Buchenau
Jerry Dávila
Lyman L. Johnson

Department of Political Science

Gregory Weeks

Department of Sociology and Anthropology

Coral Wayland

Some of the Latin American Studies courses in the UNC Charlotte catalog are currently taught by part-time faculty not listed above.

B. Need for new faculty

All but two of the courses that compose the Latin American Studies major will be taught by faculty from existing programs in cross-listed courses that are currently being offered to serve the needs of other degree programs. (see Appendix B for course proposals and syllabi.) Existing courses are taught in the Departments of African-American and African Studies; Art; History; Languages and Culture Studies; Political Science; and Sociology and Anthropology. Departments who make these courses available for the Latin American Studies major will be affected by increased student demand for these courses; however, the strength of their degree programs will not be affected by the new major and minor in any way. As can be seen from the supporting letters (see Appendix D) written by the chairs of the departments from which these courses are drawn, the increased student demands of this new major can be absorbed with minimal impact on existing resources. No new faculty lines will be necessary to implement the program, but we hope to increase the number of course offerings as the growth

offerings as the growth of the University makes new faculty lines available, particularly in the Departments of Geography and Earth Sciences, Languages and Culture Studies, and Sociology and Anthropology.

It will be necessary to appoint a part-time Coordinator of Latin American Studies from among the existing Latin Americanist faculty at UNC Charlotte. This individual will need to be granted partial release from teaching in light of the responsibilities outlined as follows:

Teaching responsibilities. The new major and minor will require that all students take LTAM 1100, Introduction to Latin American Studies, which will likely be offered every semester. All majors will also need to enroll in LTAM 4400, Latin American Studies Seminar, which will be offered at least once every year. It will also be necessary to supervise and/or advise students taking LTAM 3400, Latin American Studies Internship; and LTAM 3800, Independent Studies.

Administrative responsibilities. The Coordinator of Latin American Studies will be given the responsibility for administration and direction of the new major and minor. This will include, but not be limited to, advising student majors, supervising student progress, overseeing student Plans of Study as well as their files and records, and outcomes assessment. In cooperation with other faculty and the Office of Development, the Coordinator will also seek outside grants and private donations to enhance Latin American Studies at UNC Charlotte.

Service responsibilities. The Charlotte metropolitan region has a long history of support for Latin American outreach. To tie this new major to this existing network of community resources will require substantial time and effort. In particular, the Coordinator will need to direct the Latin American Studies Community Advisory Committee and oversee the annual William W. Brown Latin American Film Festival.

C. Funding for new faculty

No funding for new faculty is necessary to begin operation of the program.

D. Impact of program on faculty activity, course loads, public service activity, and scholarly research.

Course loads. The proposed program would not increase the course loads of the faculty from existing departments. Most of the courses in the Latin American Studies major and minor would be cross-listed with existing courses. Although the number of students per section will increase, the size of the sections will be controlled to ensure an effective learning environment.

Public service activity. It is expected that the level of contact between the University and the community will increase. The Charlotte/Mecklenburg Metropolitan Region has a very active Latin American community of more than 60,000 individuals as well as hundreds of firms invested in Latin America. This community will be able to draw upon this Program for instruction and labor in the form of student experiential education opportunities. The Program will be able to build on the well established base provided by the Office of International Programs to provide individual faculty and students a structured foundation to expand their relationships with individuals, groups and organization within the community.

Scholarly research. The proposed program will enable tenure-track faculty involved in Latin American Studies to teach more courses in their specialty areas and work with students in more advanced independent research activities focused on international topics. The result will be further integration of their research and teaching. In addition, the proposed program provides an excellent foundation for increasing the number of advanced courses which would further integrate faculty research activity with the program's mission and objectives.

V. LIBRARY

A. Provide a statement as to the adequacy of present holdings for the proposed program

The J. Murrey Atkins Library meets the informational needs of the UNC Charlotte community, providing, resources and services to faculty, students, and staff. The mission of the J. Murrey Atkins Library is to enhance the educational, service, and research effectiveness of the University by facilitating access to the world of information within and beyond the campus, to meet the needs of students, faculty and staff, citizens of North Carolina, and the larger scholarly community. J. Murrey Atkins Library, in a newly constructed 21.5 million dollar facility, has grown from a collection of 30,000 volumes in 1963 to a collection of 753,611 in 2000/2001. In addition there are approximately 200 public workstations and 1,800 reader seats. The library subscribes to 98 electronic databases. The collections include monographs, serials, and non-print resources. As of 2000/2001 there were approximately 753,611 serials and monographs, 970,101 documents [the library is a partial depository (66%) for federal documents and a complete depository (100%) for state documents], 4,912 current subscription and approximately 4,900 electronic databases, micro software, and CDs. Web-accessible services are available from any Internet workstation on campus.

In terms of the proposed major, Atkins Library has a strong monograph collection in Latin American Studies. The library also subscribes to the most important English-language journals in Latin American Studies. Thanks to recent U.S. Department of Education grants and three gifts of books from private donors, library holdings are sufficient to operate the program.

(See also the statement from librarian in Appendix E.)

B. State how the library should be improved to meet new program requirements for the next five years. Examination should cover needs for books, periodicals, reference material, primary source material etc. What additional library support must be added to areas supporting the proposed program?

Journal subscriptions and monograph purchases should be continued in order to continuously update the library collections. An ongoing commitment to improve library holdings in Latin American Studies will be necessary in order to keep the collection up to date and to add materials in Portuguese and Spanish. If possible, the library should subscribe to various important journals not now available in Atkins Library, such as Mexican Studies, Bulletin of Latin American Research, and Journal of Latin American Cultural Studies.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

Given the limited number of new courses created in conjunction with the proposed program, existing classroom space is adequate. Contributing faculty will continue to reside in their home departments. Secretarial support will be required.

B. Describe the effect of this new program on existing facilities.

The College of Arts and Sciences already maintains secretarial support and office space for its interdisciplinary programs. If this existing secretarial support is not sufficient to accommodate the new program, part-time secretarial support will need to be provided.

C. Indicate any computer services needed/or available.

Students have access to computer resources necessitated by the proposed program through a variety of existing computing laboratories. The computing needs of contributing faculty are handled through their home departments. Computer equipment will be required for the Coordinator and the secretary assigned to work on behalf of the proposed program.

D. Indicate sources of financial support for any new facilities and equipment.

The proposed program will have an operating budget. Future resources will be obtained through the normal budget allocation process.

VII. ADMINISTRATION

The proposed program will be administered by a Coordinator appointed by the Dean of the College of Arts and Sciences, working with the Faculty of the Latin American Studies Major.

An organizational chart showing the "location" of the proposed new program is below.

ORGANIZATIONAL CHART



A. The Coordinator of the B.A. in Latin American Studies Degree Program

Selection of the Coordinator - A search committee drawn from the academic units which will contribute to the program will be appointed by the Dean of the College of Arts and Sciences. The search committee will organize and conduct the search and will report its recommendations to the Arts and Sciences Dean.

Coordinator's Job Description and Responsibilities - The Coordinator will report to the Dean of Arts and Sciences. The Dean will provide an annual evaluation of the Coordinator's performance concerning the degree program to the Coordinator's department chair for incorporation into the annual evaluation.

The Coordinator is responsible for:

- a) Overall direction of the program;
- b) Assembling the faculty periodically for program updates and reviews;
- c) Coordination of class scheduling with chairs;
- d) Handling of student special requests;
- e) Managing the advising of Latin American Studies majors, and
- f) Outcomes assessment.

The Coordinator also administers a budget that includes funds for

- a) one-time course buyouts for faculty time required for course development;
- b) replacement cost to the department for the Coordinator's course reduction;
- c) travel to other campuses, conferences and professional meetings to remain current with respect to program developments;
- d) Latin American Studies programming, including speakers and other special events.

The Coordinator provides input concerning class evaluations and other feedback from students to department chairs annually.

Finally, the Coordinator ensures that program committees are functioning properly.

B. The Latin American Studies Faculty

The Latin American Studies interdisciplinary faculty (hereafter referred to as "The Faculty") will be composed of those members of the faculty at UNC Charlotte who apply for inclusion and are appointed by the Latin American Studies Steering Committee. Preliminary faculty appointments will be made from the list presented in section IV above. Subsequent appointment will require a written application from the candidate to the Steering Committee including a curriculum vitae and outlining the contribution the individual can make to the program, along with a letter from the individual's department chair supporting the requested appointment. Appointments will be made for five years.

The Faculty will be responsible for the development of the curriculum.

C. Committees

The Faculty of the Program will establish appropriate committees including, but not limited to, a Steering, Curriculum, and Assessment Committee, and an Honors Committee.

1. The Steering, Curriculum, and Assessment Committee

The Steering, Curriculum, and Assessment Committee will advise the Coordinator on a regular basis, and will have the authority to conduct the affairs of the Faculty, subject to the approval of the Faculty. It will also receive curriculum proposals concerning the Latin American Studies major and forward them with a recommendation for approval or rejection to the Faculty, and it will assist the Coordinator in conducting outcomes assessment as required by the University.

The Steering, Curriculum, and Assessment Committee will have three members, plus the Coordinator, who will serve as Chair. Prior to the first semester of the operation of the program, the Coordinator will appoint the committee for a two-year term from among the

faculty so as to provide broad representation across the range of departments contributing to the Program. In subsequent years, the Committee will be elected by the Latin American Studies faculty, with two members elected during odd years and one member elected during even years.

2. The Honors Committee

The Honors Committee will supervise the curricular Honors program, consider students for Honors candidacy, and assess the Honors program on a periodic basis. It will consist of the Coordinator and two elected members. Prior to the first semester of the operation of the program, the Coordinator will appoint the committee for a two-year term from among the Faculty so as to provide broad representation across the range of departments contributing to the Program. In subsequent years, the Committee will be elected by the Latin American Studies Faculty, with one member elected during odd years and one member elected during even years.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with Programs similar to the one proposed.

UNC Charlotte as an institution is accredited through the Southern Association of Colleges and Schools (SACS). There is no recognized organization that specifically accredits degree programs in Latin American Studies.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Certain courses in other fields of study have been identified as integral to the Latin American Studies curriculum. Current offerings of these courses are ideally suited to the needs of the proposed curriculum, and the departments responsible for the courses have confirmed their support for the proposed program. The improvement and/or expansion of these and other fields such as Geography and Sociology will further strengthen the new program, but is not necessary.

X. ADDITIONAL INFORMATION

See appendices

XI. BUDGET

The summary of estimated additional costs for the first three years of the proposed program is found in Appendix F.

Costs include include:

Stipend and benefits for Coordinator

Cost of course buyouts for Coordinator and faculty teaching LTAM 1100 and LTAM 4600

Salary and benefits for office assistant

Supplies and materials

Current services

Capital outlay

Library

Travel

XII. EVALUATION PLANS

A. Criteria to be used to evaluate the proposed program:

1. Relevance of content to the students' career needs
2. Quality of instruction
3. Quality of graduates
4. Quality of faculty
5. Satisfaction of graduates
6. Satisfaction of employers

B. Measures to be used to evaluate the program:

1. Match between assessed needs and program content, measured using surveys of current students, graduates, and employers.
2. Teaching evaluations.
3. Placement of students.
4. GPA of entering students.
5. Average SATs of entering students compared to institution at large.
6. Retention and graduation rates.
7. Research activity of program faculty.
8. Satisfaction of students measured at exit interviews and focus groups.

9. Satisfaction of employers measured using surveys.

C. Projected Productivity Levels (number of graduates):

	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Year 4 (2007-2008)	TOTALS
B	0	0	8	10	18
M					
I/P					
D					

D. Recommended consultants/reviewers:

Professor Michael Scardaville
Director, Latin American Studies
408 Gambrell Hall
University of South Carolina
Columbia, SC 29208
Phone: 803-777-0437
mcardaville@sc.edu

Professor Gilbert M. Joseph
Director, Council on Latin American and Iberian Studies
Center of International and Area Studies
34 Hillhouse Avenue, Suite 342
Yale University, P.O. Box 208206
New Haven, CT 06520
Phone: 203-432-1380
gilbert.joseph@yale.edu

Professor K. Lynn Stoner
Associate Professor of History
Arizona State University
Tempe, AZ 85287-2501
Phone: 480-965-5778
lynn.stoner@asu.edu

E. Plan for Evaluation Prior to Fifth Year

An annual self-evaluation will be conducted by the program faculty. The program will be revised as needed based on these assessments. Outside consultants will be brought in no later

than the fourth year of operation. Fifth year review will be conducted according to UNC guidelines for the review of new programs.

XIII. REPORTING REQUIREMENTS

UNC Charlotte will report on program productivity after one year and three years of operation. This information will be solicited as part of the biennial long-range planning process.

XIV. STARTING DATE AND INSTITUTIONAL APPROVAL

Proposed date of initiation of proposed degree program: August 2004

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____

Appendix A

Faculty Vitae

José Manuel Batista

Assistant Professor
Department of Languages and Culture Studies
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
jbatista@email.uncc.edu
704/687-4113

1510 Ivy Meadow Drive #1124
Charlotte, NC 28218
704/503-1617

Education

August 2003	Ph.D. in Romance Languages, University of Georgia
May 1998	M.A. in Spanish Literature, University of Georgia
1994	B.A., Manhattan College, Magna Cum Laude Major: English Literature

Dissertation / Abstract

Underpinned by post-colonial theory, the study traces the specter of universalism as it is articulated in the Afro-Hispanic cultural production of the Spanish-speaking Caribbean from the colonial period up until the 1950s. Since the *negristas* perceived Afro-Caribbean particularity as deviation, universalism amounts to the inherited colonial discourse sustained by an elitist literary establishment and related cultural institution. The central twentieth-century poets under study are the white-identified Creole poets Emilio Ballagas, Luis Palés Matos, and Manuel Del Cabral, respectively, from Cuba, Puerto Rico, and the Dominican Republic. The representation of another poet, the nineteenth-century Cuban poet Plácido, provides the ground work for analyzing the colonialist discourse that informs the neocolonialist discourse in which *negrista* practice flourished. In the first chapter, the criterion for Plácido's initial canonization is shown to be contingent upon a Eurocentric perspective imbued with white supremacy, which encouraged the erasure of Plácido's blackness. In the second chapter, two *negrista* poetry anthologies, one by Emilio Ballagas and the other by Ramón Guirao, are revisited and deconstructed in order to examine the lack of a decolonizing thrust. In the third chapter, cover illustrations and prints related to the *negrista* poetry collections of the aforementioned twentieth-century poets are analyzed to derive a grammar that is then applied to the canonized *negrista* poetry of the white-identified Creole poets. The binary comes across as an effective rhetorical device for neocolonialist discourse. In the last chapter, the Universal Ideal of Man is shown to emerge as the central concern in the latter poetry of Ballagas, Palés Matos, and Del Cabral. In fact, the legacy of white supremacy from the racially-stratified, Spanish-speaking Caribbean of the colonial era informs the trajectory and poetics of these *negristas*. Throughout the study, specific texts of the 1930s and 40s provide evidence that José Martí's image reigned as the "official" representative of the Universal Ideal of Man in Cuba.

INDEX WORDS: Afro-Hispanic poetry, Emilio Ballagas, Binary, Black agency, Caribbean culture, Manuel Del Cabral, José Martí, Miscegenation, *Negrismo*, Luis Palés Matos, Plácido, Post-colonial theory, Universalism, Whitening, White supremacy

Specializations

Latin American Poetry
Spanish Caribbean Literatures and Cultures
Post-colonial theory

Teaching

1994-6 Middle School Religion Professor at St. Raymond's Elementary School on East Tremont Avenue in the Bronx (N.Y.).

Administrative Experiences

2002-3 Graduate Representative for the Spanish teaching assistants in Romance Languages

2000/01 Coordinator / Instructor. In charge of the Spanish language section of the Costa Rica Study Abroad Program sponsored by the Women's Studies Department and the Department of Romance Languages at the University of Georgia. Two summers.

Spanish Language levels taught:
Intermediate SPAN2001 and 2002
Conversation and Composition 3010 and 4010.
Introduction to Spanish Literature 3030

Fellowships, Awards, Honors

2002-3 Graduate School Dissertation Completion Assistantship

2002-3 Dolores E. Artau Scholarship for Academic Excellence in Romance Languages

2000 Outstanding Graduate Teaching Award, University of Georgia

1994 The Paul Cortissoz Award for English Literature, Manhattan College

1993 The Edward V. Branigan Research Endowment, Manhattan College

Papers

18 Oct 2002 Second speaker of the colloquia sponsored by Romance Languages at UGA: "Plácido, the Incorrect: A Postcolonial Take on Late 19th Century Criticism."
Held in Room 350 Gilbert Hall at 5:00p.m.

Societies and Memberships

Modern Language Association
Epsilon Sigma Pi, Manhattan College Chapter
Phi Beta Kappa, Manhattan College Chapter

Theatrical Performances

2000 Absalom in Tirso de Molina's La venganza de Tamar. Directed by Elizabeth Combier

1997 Manolo in Ramón de la Cruz's Manolo Directed by Elizabeth Combier

Linguistic Skills

English (native fluency)
Spanish (native fluency)
French (reading and listening proficiency; intermediate speaking competence)
Portuguese (reading proficiency)

JÜRGEN BUCHENAU
Department of History, UNC-Charlotte
Charlotte, N.C. 28223
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jbuchena@email.uncc.edu

EDUCATION

Ph.D. in History, University of North Carolina at Chapel Hill (1993).
Dissertation: "**In the Shadow of the Giant: The Making of Mexico's Central America Policy, 1898-1930.**" (Director: Professor Gilbert M. Joseph).

M.A. in History and **Certificate** in Latin American Studies, University of North Carolina at Chapel Hill (1988).

Zwischenprüfung (B.A. equivalent), Universität zu Köln, Germany (1986).

ACADEMIC POSITIONS

Associate Professor, University of North Carolina at Charlotte, 2002-.
Assistant Professor, University of North Carolina at Charlotte, 1999-2002.
Assistant Professor, University of Southern Mississippi, 1997-1999.
Assistant Professor, Wingate University, 1993-1997.

TEACHING INTERESTS

Latin American History, History of Mexico, History of Cuba, Inter-American Relations.

RESEARCH INTERESTS

Modern Mexican history, U.S.-Latin American relations, migration in the Americas.

PUBLICATIONS

BOOKS

Werkzeuge des Fortschritts: Eine deutsche Händlerfamilie in Mexiko-Stadt von 1865 bis zur Gegenwart (Stuttgart: Verlag Dieter Heinz, 2002).

Tools of Progress: A German Merchant Family in Mexico City, 1865-present (University of New Mexico Press, in press).

In the Shadow of the Giant: The Making of Mexico's Central America Policy, 1876-1930 (Tuscaloosa: The University of Alabama Press, 1996).

ARTICLES IN PROFESSIONAL JOURNALS (most important)

"**The Life Cycle of a Trade Diaspora: The German 'Colony' in Mexico City, 1821-present,**" *Jahrbuch für Geschichte Lateinamerikas* 39 (2002): 275-97.

"**Small Number, Great Impact: Mexico and Its Immigrants, 1821-1973,**" *Journal of American Ethnic History* 20.3 (2001): 23-49.

"**México y las cruzadas anticomunistas estadounidenses, 1924-1964,**" *Secuencia* 48 (2000): 225-52.

"**México como potencia mediana: una perspectiva histórica,**" *Secuencia* 41 (1998): 75-93.

"**Inversión extranjera y nacionalismo: lo paradójico de la política internacional de Porfirio Díaz,**" *Dimensión Antropológica* 4:7 (1996), 7-24. Won SECOLAS Sturgis-Leavitt Prize for Best Article (1998).

"**Unfriendly Neighbors: Mexico and Guatemala's Manuel Estrada Cabrera, 1898-1920,**" *Jahrbuch für Geschichte von Gesellschaft, Wirtschaft und Staat Lateinamerikas* 33 (1996), 289-311.

"**Mexico and the Sandino Rebellion in Nicaragua, 1927-1930,**" *South Eastern Latin Americanist* 38:1 (Summer 1994), 1-10.

"Counter-Intervention Against Uncle Sam: Mexico's Support For Nicaraguan Nationalism, 1903-1910," The Americas 50:2 (Oct. 1993), 207-32.

"Up Against the Big Stick: Mexico and U.S. Intervention in Central America, 1906-1910," SECOLAS Annals 23 (1992), 70-80.

HONORS AND AWARDS (most recent)

Harvey L. Johnson SCOLAS Award for the Best Article (2002)

Fellowship, National Endowment for the Humanities (2001)

Title VIa Grant in International Education, U.S. Department of Education (2001). Co-director of project
Curriculum and Instructional Development Grant, UNC Charlotte (2001).

Faculty Research Grant, Southern Regional Education Board, Atlanta (1999, 2000, 2001, 2002).

Faculty Research Support Grant, UNC Charlotte (2000, 2001).

Junior Faculty Research Award, UNC Charlotte (2000, 2001).

Aubrey K. Lucas Award for Excellence in Research, University of Southern Mississippi (1999).

Summer Research Award, University of Southern Mississippi (1998).

Sturgis-Leavitt Award for Best Article, Southeastern Council of Latin American Studies (1998).

Spivey Fellow, Wingate University (1996-97).

Fulbright-Hays Award, Fulbright Foundation (1995).

Jessie Ball duPont Faculty-Student Research Award, Wingate University and duPont Foundation (1995).

MAJOR UNIVERSITY AND PROFESSIONAL SERVICE (most recent)

UNC Charlotte

Chair, Latin American Studies Planning Committee, 2002-present.

Chair, Latin American Studies Advisory Committee, 2001-present.

Co-Director, U.S. Department of Education UISFL grant project, 2001-present.

Coordinator, Latin American Film Festival, 1999-present.

Southeastern Council on Latin American Studies

President, 2001-2.

Southern Historical Association

Executive Committee, 2002-.

President, Latin American and Caribbean Section, 1999-2000

Journal of Urban History

Editorial Board Member, 2001-present.

EXPERIENCE SUPERVISING STUDENT RESEARCH

University of Southern Mississippi

Advisor, Ph.D. dissertation (pending)

service on three doctoral committees

service on one M.A. committee

UNC Charlotte

Advisor on two M.A. theses

Advisor on one honors thesis

LANGUAGES

German:

native speaker.

English, Spanish:

native-level fluency.

French, Italian, Latin, Portuguese:

reading knowledge

Carlos M. Coria-Sánchez, Ph.D.
6734 Linda Lake Dr.
Charlotte, NC 28215
(704) 537-0380
carcori@netscape.net

EDUCATION:

Ph.D., Romance Languages, University of Georgia, Athens, GA, 1999
Major field of concentration: Mexican and Latin American Literature.

M.A. in Spanish, University of Georgia, Athens, GA, 1996
Major field of concentration: Mexican and Latin American Literature.

B.A. in Spanish, Georgia State University, Atlanta, GA, 1994

ACADEMIC POSITIONS HELD:

Assistant Professor of Spanish, UNC-Charlotte, 2001 to present.

Assistant Professor of Spanish, Clemson University, 1999-2001.

Summer program director, Universidad de Guadalajara, Mexico, 1999-2001

Instructor of Spanish, Oxford College at Emory University, Fall 1997

COURSES TAUGHT:

all levels of Spanish, Spanish for Business, Latin American and Mexican Literature, Cross Cultural Relations, Latin American Culture and Civilization, Introduction to Literature

RESEARCH INTERESTS:

Mexican and Latin American Literature, Spanish for Business and the professions, Women Studies.

SELECTED PUBLICATIONS:

Forthcoming. "La literature: la gran ausente en los programs de lenguas para negocios internacionales" (with Germán Torres). TEXTOS, WORKS AND CRITICISM. The University of South Carolina,

2001 "Angeles Mastretta y FEM, diálogo feminista". Proceedings of the PCCLAS Los Angeles, California, 1999 and Tijuana, BC., Mexico, v. 18-9. 133-140. Editores: López-Calvo, Ignacio, Enrique Ochoa and Pete Sigal.

2002. Co-author of Visiones: Realidades sociales en la literature Hispana. Yale University Press.

January 2000 "Angeles Mastretta: vida, obra y pensamiento" (website).
<http://ensayo.rom.uga.edu/filosofos/mexico/mastretta/introd.htm>

1999 "Entrevista con Angeles Mastretta". Revista de Literatura Mexicana Contemporánea. The University of Texas at El Paso. (1999): 101-104.

1999 "El gesticulador: contextualización del 'yo' mexicano". Cuadernos Americanos. UNAM. June: 208-214.

1998 "Don Segundo Sombra : El espacio de la mujer". FEM. 186: 33-34.

1988 "Los tratados en defensa de las mujeres en la España medieval ¿Tratados feministas?" FEM. 184: 21-26.

1997 "Breve historia de la mujer en Cuba". FEM. 177: 21-25.

PAPERS PRESENTED:

2002 "La literature: un camino diferente en los cursos de español comercial". SAMLA, Baltimore, MD.

2002 "Compro, luego existo" y su aplicación en la clase de español para negocios. Global Interdependence and Language, Culture, and Business (CIBER 2002) Chapel Hill, NC.

2001 *Las prácticas internacionales en los programas de Language and International Trade*. Blue Ridge International Conference on the Humanities and the Arts. Appalachian State University, NC.

2000 *Nuevas aproximaciones a las clases de español para negocios*. Blue Ridge International Conference on the Humanities and the Arts. Appalachian State University. Boone, NC.

1999 *Ángeles Mastretta y FEM, diálogo feminista*. Pacific Coast Council on Latin American Studies Conference. California State University, Los Angeles.

1998 *La reacción de Mexico ante la guerra Hispano-Americana de 1898*. AATSP. Madrid, Spain.

1998 *Don Segundo Sombra : El espacio de la mujer*. Twentieth-Century Literature Conference. University of Louisville, Kentucky.

1998 *FEM : Periodismo feminista en Mexico*. Coloquio Internacional La mujer latinoamericana y su cultura en los umbrales del próximo milenio: teoría, historia y crítica. La Habana, Cuba.

1997 *Ramos, Usigli, Paz: The Mexican Self*. Graduate Student Forum, SAMLA, Atlanta, Ga.

1997 *El Gesticulador : Contextualización del "yo" mexicano*. 47th Annual Mountain Interstate Foreign Language Conference.

AWARDS AND GRANTS:

Faculty Research Grants Program, UNC-Charlotte, (declined).

Funding from the Department of Languages, Clemson University to travel to Mexico for research purposes, Summer of 2000.

1998-99 Hispanic Scholarship Fund Scholar. March 1999.

Funding from the Office of the Vice President for Research, The University of Georgia to travel to Madrid Spain, Summer of 1998.

Funding from the Department of Romance Languages, The University of Georgia to travel to Havana Cuba, Spring of 1998.

Outstanding Teaching Assistant Award, The University of Georgia June 1996.

JERRY DÁVILA

Department of History
University of North Carolina at Charlotte
9201 University City Boulevard, Charlotte, NC 28223
email: jerry@davila.org -- tel: 704-687-4633

EDUCATION

Ph.D., Brown University, Department of History, 1998.

M.A., Brown University, Department of History, 1993.

B.A., Dartmouth College, awarded high honors in history, 1991.

ACADEMIC POSITIONS

Assistant Professor, University of North Carolina at Charlotte, 2002-present.

Assistant Professor, Gustavus Adolphus College, 1998-2002.

Fulbright Visiting Professor of History and American Studies, University of São Paulo, Brazil, 2000.

Visiting Instructor of History, Connecticut College, 1997-1998.

TEACHING INTERESTS

History of Brazil; Brazilian Cinema; Brazil: 500 Years of History; Latinos in the United States; Gender in the Latin America; Race and Slavery in Latin America; The Rise and Fall of the Left in Latin America; Thinking Historically; The Mexican Revolution; The History of the United States, in Black and White (taught in Portuguese); The Spanish Empire; The Cuban Revolution; Modern Latin America; Colonial Latin America; Introduction to Latin America

RESEARCH INTERESTS

Brazil, Race Relations

PUBLICATIONS

'Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945. (Durham: Duke University Press, 2003).

"Norma Fraga: Growing Up Black in the Estado Novo," in *The Human Tradition in Modern Brazil*, Peter M. Beattie, ed., Wilmington: Scholarly Resources, 2002.

"Chief of the Nation: Brazil's Getúlio Vargas" in *Heroes and Hero Cults in Latin America*, Samuel Brunk and Ben Fallaw, eds. Austin: University of Texas Press, 2002.

"Under the Long Shadow of Getúlio Vargas: A Research Chronicle," *Estudios Interdisciplinarios de América Latina y El Caribe*. Vol. 12, No. 1 (2001).

“Expanding Perspectives on Race in Brazil,” *Latin American Research Review*. Vol. 35, No. 3 (2000).

“A Era da Dependência,” interview with Thomas Skidmore, *Folha de São Paulo*. (May 1998).

“O Coordenador de Cooperação e Dependência: Nelson Rockefeller e a Segunda Guerra Mundial,” *O Olho da História*. (February 1997).

BOOK REVIEWS

Daryle Williams, Culture Wars in Brazil: The First Vargas Regime, 1930-1945, *Hispanic American Historical Review*. Vol. 82, No. 3 (2002).

Robert Levine and John Crocitti, eds., The Brazil Reader, *Brazil-Brasil*. Vol. 24, No. 4 (2001).

Gilberto Hochman, A era do saneamento: as bases da política de saúde pública no Brasil, *Hispanic American Historical Review*. Vol. 80, No. 4 (2000).

Monica Esti Rein, Education and Politics in Argentina, 1946-1961, *Hispanic American Historical Review*. Vol. 79, No. 1 (1999).

Theresa Meade, Civilizing Rio: Reform and Resistance in a Brazilian City, 1889-1830, *Estudios Interdisciplinarios de América Latina y El Caribe*. Vol. 9, No. 1 (1998).

FELLOWSHIPS

Fulbright Lecturing and Research Fellowship, University of São Paulo, Brazil, 2000.

Presidential Faculty Student Collaboration in Research and Publication Fellowship, Gustavus Adolphus College, 1999.

Doctoral and Dissertation Fellowships, Dorothy Danforth Compton Foundation, 1992-1998.

Foreign Language and Area Studies Fellowship, Brown University Center for Latin American Studies, 1995-1996.

Pre-Dissertation Research Fellowship, Watson Institute for International Studies, 1994.

OTHER ACTIVITIES

- Organizer and director, Gustavus in Brazil foreign study in history program, 1999-2002.
- Bush Foundation Active Learning Workshop, 2001-2002.
- Co-Director and Organizer, Latin American, Latino and Caribbean Studies Program, 1998-2002. Gustavus Adolphus College
- Member, Search Committee for Director of International Education, 1998-1999. Gustavus Adolphus College

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University address:

Department of Languages and Culture Studies
University of North Carolina at Charlotte
Charlotte, North Carolina 28223
(Phone: 704-547-4274; msdoyle@email.uncc.edu)

EDUCATION

- Ph.D. 1981 - University of Virginia (Dissertation and Director: “*Los mercaderes: A Literary World by Ana María Matute*” - Dr. Javier Saura Herrero).
- Certificat 1977 - Sorbonne (French).
- M.A. 1976 - Universidad de Salamanca (Spanish).
- B.A. 1975 - University of Virginia (Spanish).
- Diploma 1974 - Universidad de Barcelona (Spanish).

PROFESSIONAL EXPERIENCE

- 1993- UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
Professor of Spanish and Graduate Coordinator
Chair of Department of Languages and Culture Studies (1993-99)
Interim Chair, Department of Psychology, 2001-02
- 1990-93 SAN DIEGO STATE UNIVERSITY
Professor of Spanish
Chair of Department of Spanish and Portuguese (1991-93)
- 1988-90 Associate Professor of Spanish
Department of Spanish and Portuguese, San Diego State University
- 1987-88 UNIVERSITY OF NEW ORLEANS
Associate Professor of Spanish, Department of Foreign Languages
- 1984-87 Assistant Professor of Spanish
Undergraduate Coordinator, Department of Foreign Languages, University of New Orleans
- 1981-84 UNIVERSITY OF NOTRE DAME
Assistant Professor of Spanish, Department of Modern and Classical Languages

RESEARCH AND TEACHING INTERESTS

Spanish for Business and International Trade (Language, Discourse, and Culture Studies); Translating and Translation Studies (Theory and Practice, Literary and Non Literary); Twentieth-Century Spanish Literature.

SELECTED PUBLICATIONS

Books

2001 *Éxito comercial: Prácticas administrativas y contextos culturales*, lead author, co-authored with Drs. T. Bruce Fryer and Ronald Cere. 3rd ed. Fort Worth: Holt, Rinehart, and Winston and Harcourt Brace College Publishers.

2001 *Exito comercial: Cuaderno de correspondencia y documentos comerciales*, lead author, co-authored with Drs. T. Bruce Fryer and Ronald Cere. 3rd ed. Fort Worth: Holt, Rinehart, and Winston and Harcourt Brace College Publishers.

1989 *The Heliotrope Wall and Other Stories* trans. of Ana María Matute's collection of stories, *Algunos muchachos*. New York: Columbia University Press.

Chapters in Books

"Evaluating Learner Outcomes in Business Spanish: An Inventory of Testing Exercise Typologies." *Spanish and Portuguese for Business and the Professions* eds. T. Bruce Fryer and Gail Guntermann. Lincolnwood, Illinois: National Textbook Company, 1998, 167-187. Substantially revised and expanded version of *CIBER Working Paper* by San Diego State University.

"Translation and the Space Between: Operative Parameters of an Enterprise." *Translation: Theory and Practice, Tension and Interdependence* ed. Mildred L. Larson. Binghamton: State University of New York Press, 1991, 13-26.

"Anthony Kerrigan: The Attainment of Excellence in Translation." *Translation Excellence: Assessment, Achievement, Maintenance* ed. Marilyn Gaddis Rose. Binghamton: University Center at Binghamton (State University of New York Press - SUNY), 1987, 135-141.

Articles and Essays

"Translation and Translation Studies in the United States: The Struggle for Credibility and Legitimacy." *In Other Words: Journal of the Translators Association*. London: Society of Authors, No. 4 (November 1994): 23-27.

"Translating Matute's *Algunos muchachos*: Applied Critical Reading and Forms of Fidelity in *The Heliotrope Wall and Other Stories*." *Translation Review* 41 (1993): 20-30.

"The Place of Literary Translation in American Higher Education." *Translation Review* 36-37 (1991): 16-21.

"Contemporary Spanish and Spanish American Fiction in English: Tropes of Fidelity in the Translation of Titles." *Translation Review* 30-31 (1989): 41-46.

"Entrevista con Ana María Matute: 'Recuperar otra vez cierta inocencia.'" *Anales de la literatura española contemporánea* 10.1-3 (1985): 237-247.

"Trace-Reading the Story of Matia/Matute in *Los mercaderes*." *Revista de estudios hispánicos* XIX.2 (May 1985): 57-70.

Proceedings

Teaching Foreign Languages for Business Purposes: Explorations in Content, Delivery, and Assessment ed. with Preface by Michael Scott Doyle. San Diego: San Diego State University, National Foreign Language Acquisition Resource Center, 1993.

PROFESSIONAL CONFERENCES, WORKSHOPS AND KEYNOTES

- 42 papers presented at professional conferences
- 36 workshops conducted or co-conducted
- 36 invited keynotes, addresses, lectures and panels

Curriculum Vitae Robert Milnor Gleaves

EDUCATION:

David Lipscomb College, 1960 (Spanish and English), B.A.
Vanderbilt University, 1963 (Spanish major and French minor), M.A.
International Academy of Spanish in Saltillo, Mexico, Graduate Studies, Summer 1963 (Spanish American literature and culture).
Vanderbilt University, 1968 (Spanish major and French minor), Ph.D.

PROFESSIONAL EXPERIENCE:

Vanderbilt University, 1960-65, Teaching Assistant.
University of South Florida, 1965-69.
Instructor of Spanish, 1965-68.
Assistant Professor of Spanish, 1968-69. Permanent tenure granted in 1968.
University of North Carolina at Charlotte, 1969-present. Assistant Professor of Spanish, 1969-72. Permanent tenure, 1971.
Associate Professor of Spanish, 1972-present.
Department Chair, 1982-88.

CLASSES TAUGHT AT UNC CHARLOTTE:

I taught 92 first-year Spanish classes, 1969-2002.
I taught SPAN 2201 (Intermediate Spanish, I) 5 times, 1969-98.
I taught SPAN 2202 (Intermediate Spanish, II) 39 times, 1969-98.
SPAN 2009, the Department's first writing-intensive class (Hispanic Literature in English Translation), which I taught 7 times, 1989-2000. Prior to 1989 I taught the same class, minus the writing component, 5 times.
SPAN 2050, the Department's first Spanish for Reading Knowledge class (Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003).
SPAN 3203 & 3204: Introduction to Spanish Literature (Fall 1969, Spring 1970)
SPAN 3210: Introduction to Spanish American Culture (Spring 1978)
SPAN 3212: Introduction to Spanish American Literature (Fall 1972, Spring 1973, Spring 1975, Fall 1976, Spring 1979, Spring 1981, Fall 1983, Spring 1998, Spring 2000)
SPAN 3231: Phonetics (Spring 1970, Fall 1973)
SPA 450: Topics in Spanish (Summer 1974, Summer 1975, Fall 1978, Summer 1979, Spring 1986)
SPA 450: Magical Realism (Spring 1971, Spring 1982)
SPA 450: Introduction to Literary Research (Spring 1976)
SPA 450: The Poet and His Setting (Spring 1977)
SPA 450: The Hispanic Novella (Summer 1980)
SPA 450: Summer in Puerto Rico (Summer 1986)
SPA 450: Summer in Mexico (Summer 1987)
SPAN 4050: Spanish Linguistics (Spring 1984, Spring 1988, Fall 1994)
SPAN 4050: Great Poets of the Hispanic World (Spring 1987, Spring 1992, Spring 1996)
SPAN 4050: Mexican Literature (Fall 1997)
SPAN 4050: Bécquer, Lorca, and Neruda (Fall 1979, Fall 1998, Spring 2001)
SPAN 4050: Magical Realism and Fantasy Fiction (Spring 1999, Fall 2001, Spring 2003)
SPAN 4050: Spanish America in its Literature (Fall 2000)
SPAN 4210: Spanish American Poetry (Fall 1978, Fall 1980, Fall 1982, Spring 1985, Fall 1988, Spring 1991, Spring 1994, Fall 1996, Fall 1999, Spring 2002)
SPAN 4211: Spanish American Prose Fiction (Fall 1970, Fall 1971, Fall 1977, Spring 1980, Fall 1981, Spring 1993, Summer 1995)
SPA 491-492: Senior Colloquium (Fall 1969, Spring 1970, Spring 1972, Fall 1972, Spring 1974, Fall 1975)

UNIVERSITY SERVICE

Department (most recent)

Chair, Study Abroad Committee, Spring 1990.
Chair, Study Abroad Committee, 1990-91 (also set up a special award in memory of Mary Jim Whitlow).
M. A. Authorization to Plan Committee, Spring 1991.
Coordinator, Spanish Staff, 1991-92.
Chair, Computing Advisory Committee, 1991-92.
Chair, Employment Status Review Committee, 1991-92.
Chair, Mary Whitlow Awards Committee, 1991-92.
Chair, Study Abroad Committee, 1991-92.
Chair, FL Computing Advisory Committee, Spring 1992.
Chair, FL Computing Advisory Committee, 1992-93.
Employment Status Review Committee, 1992-93.
Chair, FL Computing Advisory Committee, 1993-94 .
Chair, FL Computing Advisory Committee, 1994-95.
Chair, Employment Status Review Committee, 1994-95.
Evaluated two classes for the Employment Status Review Committee, Spring 1995.
Judge of (Costa Rica es pura vida! photography contest, Fall 1994.
Contact person for installation of Project Desktop in Department, 1994-95.
Chair, FL Computing Advisory Committee, 1995-96.
Chair, Lab Manager Search Committee, Fall 1995.
Judge of (Costa Rica es pura vida! photography contest, Fall 1995.
Contact person for installation of Shared Network Services in Department, 1996.
Chair, FL Computing Advisory Committee, 1996-97.
Chair, Spanish Search Committee, 1996-97.
Chair, FL Computing Advisory Committee, 1997-98.
Departmental Grievance Committee, 1997-98.
Administrator of Departmental LISTSERV, 1997 to date.
Chair, FL Computing Advisory Committee, 1998-99.
Coordinator, Spanish Staff, calendar year 1998.
Chair, Information Technology Advisory Committee, 1999-2000.
Language Resource Center Advisory Committee, 1999-2000.
Search Committee for Director of the Language Resource Center, Fall 1999.
Chair, Information Technology Advisory Committee, 2000-01.
Language Resource Center Advisory Committee, 2000-01.
M.A. Planning Committee, Spring-Summer 2001.
Chair, Information Technology Advisory Committee, 2001-02.
Language Resource Center Advisory Committee, 2001-02.
Academic Policy and Curriculum Committee, 2001-02.
Chair, Spanish Search Committee, 2001-02.
Employment Status Review Committee, 2002-03.
Associate Chair of the Department, 2000 to date.

College:

Departmental representative on Information Technology Subcommittee, 1994-95.
Task force on information technology, advisory to Dale Pike, 2000-2001.

PUBLICATIONS AND RESEARCH:

I. Book:

Hispanoamérica mágica y misteriosa. Once relatos, edited in collaboration with Charles M. Vance. New York: Holt, Rinehart & Winston, 1973. I did ninety percent of the work on this anthology, including the solicitation of

letters of permission from authors and/or editors, writing critical introductions to the authors and their stories, compiling bibliographies, composing questionnaires for each story, and compiling the end vocabulary.

2. Articles in refereed journals:

“La emancipación literaria de México.” *Language Quarterly* 4 (Spring-Summer 1966): 35-40.

“*Los pasos perdidos*, *Pedro Páramo* and the ‘Classic’ Novel in Spanish America.” *Language Quarterly* 7 (Fall-Winter 1969): 5-8.

“Neruda and Lorca: A Meeting of Poetic Minds.” *Research Studies* 48 (September 1980): 142-51.

“An Ecuadorian Epic.” *Cross Currents* 30 (Winter 1980-81): 465-68.

“The Latin American Dictator in Fact and Fiction: The Novelist at Work on the Outer Edges of Reality.” *South Eastern Latin Americanist* 28 (March 1985): 1- 8.

“Modes of Metaphoric Expression in Pablo Neruda’s *Estravagario*.” *Chasqui* 19 (May 1990): 47-55.

“The Reaffirmation of Analogy: An Introduction to Jorge Carrera Andrade’s Metaphoric System.” *Confluencia: Revista Hispánica de Cultura y Literatura* 10 (Fall 1994): 33-41.

“For (and Against) the Birds: The Swallow as a Motif in Modern Spanish American Poetry.” *Hispanic Journal* 16 (Spring 1995): 135-45.

“A Heap of Broken Images: Lorca’s *Poeta en Nueva York* and Neruda’s *Residencia en la Tierra*.” *Confluencia: Revista Hispánica de Cultura y Literatura* 13 (Fall 1997): 26-36.

HONORS AND AWARDS:

UNCC Research Grant to study the topic “Six Authors in Pursuit of an Elusive Reality: The Maya as a Literary Figure,” Summer 1972.

UNCC Research Grant to study the topic “Magical Realism and the Literary Expression of Latin American Reality,” Summer 1974.

Plaque and letter of recognition from the Sociedad Cultural Hispana of Charlotte, NC, “for your dedication and efforts on behalf of Hispanic culture, art, and literature in the United States of America,” November 1981.

UNCC Curriculum and Instructional Development Grant to study “The Potential for Microcomputers in the Foreign Language Classroom,” Summer 1985. UNCC Curriculum and Instructional Development Grant to prepare Spanish tutorials for use on computers in Learning Assistance Services, Summer 1988.

College of Arts and Sciences Reassignment of Duties to study “Modes of Metaphoric Expression in Pablo Neruda’s *Estravagario*,” Spring 1989.

PROFESSIONAL AFFILIATIONS:

American Association of Teachers of Spanish and Portuguese, 1965-present.

Center for Inter-American Relations, 1968-87.

Computer Assisted Language Learning & Instruction Consortium, 1984-87.

Philological Association of the Carolinas, 1991-94.

Ann Brashear González

Associate Professor of Spanish
Department of Languages and Culture Studies
University of North Carolina Charlotte
Charlotte, NC 28223

704-687-4491(office); 704-687-3496 (fax); abgonzal@email.uncc.edu

EDUCATION:

Ph.D. Comparative Literature 1983
University of South Carolina (Columbia)
M.A. Comparative Literature 1975
University of South Carolina (Columbia)
B.A. English 1971
University of North Carolina (Chapel Hill)

Dissertation:

La Novela Totalizadora: Pynchon's *Gravity's Rainbow* and Fuentes' *Terra Nostra*

TEACHING EXPERIENCE:

1990-present University of North Carolina at Charlotte
2000-Spring University of Costa Rica (visiting)
1999-Fall Director of UNC Charlotte Study Abroad Program to Spain
1998-Spring University of Cantabria, Spain (faculty exchange)
1988-89 University of South Carolina
1980-87 University of Costa Rica

AREAS OF EXPERTISE:

Central American Literature, Spanish American Narrative, Literary Translation

PUBLICATIONS—BOOK IN PROGRESS:

“Sí pero no: Fabián Dobles and the Post-Colonial Challenge,” 200pp. Currently being revised for resubmission to Fairleigh Dickinson University Press.

CHAPTERS IN BOOKS (since 1997):

"(Re)Visiones de la conquista: *La niña blanca y los pájaros sin pies* de Rosario Aguilar" in *Otros testimonios: Voces de mujeres centroamericanas*. edited by Amanda Castro. Guatemala: Letra Negra, 2001, pp. 167-173.

“Introduction: Spanish Caribbean and Latin-American Writers” in *Concise Dictionary of African, Caribbean, and Latin-American Writers*, selected by Bernth Lindfors and Ann González. The Gale Group, 2000, xv-xvi.

ARTICLES IN REFEREED JOURNALS (since 1997):

"El Legado de Tata Mundo" *Istmo: Revista virtual de estudios literarios y culturales centroamericanos*. No. 3 (enero-junio 2002), <http://www.denison.edu/istmo/articulos/tata.html>

"Fabián Dobles and the Maze of Memory," *World Literature Today* (Summer 1999), 485-488.

"Historical (Re)visions of the Conquest: Rosario Aguilar's *La niña blanca y los pájaros sin pies*," *South Eastern Latin Americanist*, Vol. 42, nos. 2,3 (Fall 1998-Winter 1999), 29-34.

"Fabián Dobles y la novela de recuerdos." *Káñina*, 12, no.3(December 1998), 23-28.

ARTICLES SUBMITTED:

“Fabián Dobles’s *Una burbuja en el limbo* : Colonialism and the Dissident Artist.” *South Eastern Latin Americanist*.

“Involving Spanish Majors in Literary Research: The Case of ‘Mambrú.’” Revising for resubmission to *Foreign Language Annals*.

REVIEWS:

Alegria, Claribel. *Sorrow*. Translated by Carolyn Forché. Curbstone Press, 1999. *World Literature Today*, 74:4 (Autumn 2000), 897.

Castillo, Roberto. *The Bugler/El Corneta*. Translated by Edward Waters Hood. University Press of America, 2000. *World Literature Today*. 75:1 (Winter 2001), 182.

PAPERS PRESENTED AT INTERNATIONAL CONFERENCES (since 1997):

1997 “Involving Spanish Majors in Literary Research: The Case of ‘Mambrú.’” Accepted for presentation at AATSP Conference. July. Chicago.

2002 “Fabián Dobles’s *Una burbuja en el limbo*: Colonialism and the Dissident Artist.” Accepted for presentation at Congreso Internacional de Literatura Centroamérica. March. Costa Rica.

2002 “Language and Tata Mundo.” Décimo Congreso Internacional de Literatura Centroamericana (CILCA). April. Berlin.

1. “The Legacy of Tata Mundo.” Segunda Conferencia Internacional de Literatura Centroamericana. October. California State University, Northridge.

2001 “Costa Rica’s Foundational Fiction: Dobles’s *El sitio de las abras*.” Noveno Congreso Internacional de Literatura Centroamericana. March. Belice.

1999. “La caña dulce y las primeras novelas de Fabián Dobles.” Séptimo Congreso Internacional de Literatura Centroamericana, March. Nicaragua.

1997 “Fabián Dobles y la Novela de recuerdos.” Quinto Congreso Internacional de Literatura Centroamericana, March. Costa Rica.

ACADEMIC AWARDS AND GRANTS (since 1997)

2002 Awarded a More Project Mini-Grant (\$2000) for course design

2. Awarded a Faculty Research Grant (\$4000) for completion of book project on Fabián Dobles.
Awarded an International Travel Grant (\$500)

1999 Awarded a Reassignment of Duties for Spring 2000 for research in Costa Rica on Fabián Dobles. Awarded a Faculty Research Support Grant (\$4000) for research in Costa Rica on Fabián Dobles Spring 2000.

1998 & 1999 Awarded \$3000 from the Latin American Studies Initiative (US Department of Education Title VI grant) for the creation of a new course in Latin American film and the revision of an existing course on Latin American Children’s Literature.

Awarded a UNC Charlotte Curriculum and Instructional Development Grant for work on a course in Hispanic Children’s Literature (2700).

Tracy L. Devine Guzmán
1333 Heather Lane
Charlotte NC 28209
704-665-9248
tdguzman@email.uncc.edu

EDUCATION

Ph.D. Latin American Studies (2002) Duke University, Durham, NC.

- **Dissertation:** *Legacies of the Indianist Imagination and Failures of Indigenist Politics: 'Indians,' 'Intellectuals,' and 'Education' in Peru and Brazil, 1910-2000.*

MA Government (1994) College of William & Mary, Williamsburg, VA.

BA Foreign Affairs/French Language & Literature (1992) University of Virginia, Charlottesville.

PROFESSIONAL EXPERIENCE

Assistant Professor of Brazilian and Spanish American Studies, UNC Charlotte.
August 2002-present.

Instructor, Spanish Program, Duke University.
1994-1995; 1996-1998; Spring 2002.

Instructor of Political Science, Thomas Nelson Community College, Hampton, VA.
1993-1994.

COURSES TAUGHT

All levels of Portuguese; Race, Ethnicity and Gender in LA

PUBLISHED WORK

“Subalterity and the Cultural Politics of Representation in Brazil,” Plantation Societies in the Americas. Forthcoming 2003.

“Indigenous Identity and Identification in Peru: *Indigenismo*, Education and Contradictions in State Discourses,” Journal of Latin American Cultural Studies (8.1): 63-74. 1999.

Introduction and translation from French into English,: “Román Chalbaud: The ‘National Melodrama’ on the Air of Bolero,” by Paul Antonio Paranagúa. In: Ann Marie Stock, ed. Framing Latin American Cinema: Contemporary Critical Perspectives. Hispanic Issues Vol. 15: 162-173. (Minneapolis: University of Minnesota Press, 1997).

Review of Adam Versényi, Theatre in Latin America: Religion, politics, and culture from Cortés to the 1980s. Choice. Vol. 31, Issue 11-12: 1735. 1994.

GRANTS, FELLOWSHIPS & AWARDS

- UNC Charlotte Junior Faculty Development Grant Jun-Aug 2003
- Duke Romance Studies Department Dissertation Award Jun-Aug 2001
- FLAS Fellowship for Dissertation Research (Brazil) Sept 2000-May 2001

- FLAS Fellowship for Dissertation Research (Brazil) Sept 1999-May 2000
- Duke Graduate School Award for International Research (Brazil) Sept 2000-May 2001
- Duke Graduate School Award for International Research (Brazil) Sept 1999-May 2000
- FLAS Fellowship for advanced Portuguese study (Brazil) Jun-Aug 2000
- FLAS fellowship for intermediate Quechua study (Peru) Jul-Aug 1999
- Ford Foundation dissertation research fellowship (Peru) Jan-Aug 1999
- FLAS fellowship for elementary Quechua study (Peru) Jul 1998-Aug 1998
- Tinker Foundation Travel Grant (Guatemala) Aug 1998
- Ford Foundation pre-dissertation research fellowship (Peru) Jun-Aug 1997
- Duke Romance Studies Dept. teaching positions Fall: 94, 96, 97, 98; Spring 95, 97, 98, 02
- Duke-in-Madrid Scholar Aug-Dec 1995
- *William and Mary internship and research awards Aug 1992-Dec 1993*

LANGUAGE SKILLS

Fluent in Brazilian Portuguese and Spanish; proficient in French; basic knowledge of Cusqueñan Quechua.

SERVICE AND ADMINISTRATION

Member, Caribbeanist Search Committee, Dept. of Languages and Culture Studies. 2002-2003.

Member, UNC Exchange Program Committee on Brazil. September 2002- present.

Portuguese Evaluator, Davidson College Program for Self-taught Language Instruction. Fall 2002.

Assistant Coordinator, Ford Foundation Peruvian Exchange, Duke University, Durham NC. 1997-1998.

Assistant Coordinator, Spanish Language Program, Duke University. 1996-1998.

Assistant Coordinator, Duke-in-Madrid Program, Center for International Studies, Madrid. 1995.

Edward Warren Hopper
Associate Professor of Spanish

Education

B.A. North Texas State University, 1961
M.A. University of Missouri, 1964
Ph.D. University of Missouri, 1972

Dissertation

“A Critical and Annotated Edition of Mira de Amescua’s La rueda de la fortuna.” University of Missouri, 1970.

Professional Experience:

Instructor, University of Missouri, 1966-67
Instructor, University of North Carolina at Charlotte, 1967-72
Assistant Professor, University of North Carolina at Charlotte, 1972-76
Associate Professor, University of North Carolina at Charlotte, 1976-present

Book:

Williamsen, Vern, Walter Poesse, Edward Hopper et al., An Annotated Analytical Bibliography of Tirso de Molina Studies, 1627-1977 (Independence: University of Missouri Press, 1979).

Funded Research:

UNC Charlotte Research Grant, 1968
UNC Charlotte Research Grant for the MLA Research Project on Tirso de Molina, 1970-71
Park Foundation Grant to create two new courses in Spanish, 1996

Honors and Awards:

NCNB Award for Teaching Excellence, 1986
Outstanding College Professors in the United States, 1996

Professional Affiliations:

South Atlantic Modern Language Association

Courses Taught:

Spanish (all levels, beginning and intermediate)
Introduction to Spanish Literature
Spanish Civilization and Culture
Latin American Civilization and Culture
Advanced Spanish Grammar and Composition

Advanced Spanish Grammar and Conversation
Spanish Phonetics
Spanish Golden Age Drama
Spanish Golden Age Theater
Spanish Golden Age Novel
Spanish Novel of the Nineteenth Century
Spanish Novel of the Twentieth Century
Don Quijote
Contemporary Latin American Fiction
Senior Seminar in Spanish
Hispanic Literature in English Translation
Sex and Utopia in the Renaissance
Spanish for Medical Professionals
Spanish for Law Enforcement Professionals

University Service (selected)

President, College of Humanities, 1970-71
Secretary of the Faculty, 1972-74
Chairman, UNC Charlotte Curriculum Committee, 1973-74
Chairman, College Executive Committee, 1977-78
Coordinator, UNC Charlotte proposed exchange program with Arequipa, Peru
Secretary, UNC Charlotte chapter of the AAUP, 1983-84
Co-Chairman, NCNB Award for Teaching Excellence Committee, 1986-87
University Grievance Committee, 1995-96

Lyman L. Johnson
Department of History, University of North Carolina at Charlotte,
Charlotte, North Carolina 28223
(704) 547-4633 (o)
ljohnson@email.uncc.edu

Education:

B.A. Tufts University, 1967 (cum laude)
M.A. University of Rhode Island, 1968
Ph.D. University of Connecticut, 1974
Dissertation: "The Artisans of Buenos Aires during the Viceroyalty, 1776-1810"

Employment History:

Instructor, UNCC, 1972-74
Assistant Professor, UNCC, 1974-1979
Associate Professor, UNCC, 1979-1987
Professor, UNCC, 1987
Visiting Professor, Instituto Torcuato di Tella, Buenos Aires, 1976
Covington Distinguished Visiting Professor of History,
Davidson College, 1989-90, Spring semester 1991, Spring semester 1992

Teaching Interests

Colonial Latin America; Modern Latin America; History of Argentina; Slavery and Race Relations in the Col. Americas; Revolutions in Twentieth-Century Latin America; Social History of Colonial Latin America; The Indians Under Spanish Rule; Economy and Society in Colonial Spanish America; Riots, Rebellions, and Revolutions in Colonial Latin American History

Publications and Research (selected):

"The Entrepreneurial Reorganization of an Artisan Trade: The Bakers of Buenos Aires," *The Americas* 37:2 (October, 1980), 139-160.

"The Impact of Racial Discrimination on the Black Artisans of Colonial Buenos Aires," *Social History* 6:3 (October, 1981), 301-316.

"Urbanization in Colonial Latin America," *Journal of Urban History*, 8:1 (November, 1981), 27-59, with Susan Socolow.

"Recent Contributions to the History of Eighteenth-Century Spanish America," *Latin American Research Review*, 17:2 (1982) 222-230.

"Changing Criminal Patterns in Buenos Aires, 1880-1914," *Journal of Latin American Studies* 14:2 (November, 1982), 359-379, with Julia K. Blackwelder.

"The Economic Achievement of Migrants and Metropolitan Natives in Nine Peruvian Cities," *SECOLAS Annals*, vol. XIV (March 1983), 19-32, with Fernando Bertoli.

"Estadística criminal y acción policial en Buenos Aires, 1887-1914," *Desarrollo Económico* 24:93 (Abril-Junio 1984), 109-122, with Julia K. Blackwelder.

"The Racial Limits of Guild Solidarity: An Example from Colonial Buenos Aires," *Revista de Historia de America*: 99 (Enero-Junio, 1985), 7-26.

"The Militarization of a Colonial City: Buenos Aires, 1776-1810," *Proceedings of the Rocky Mountain Council on Latin America Studies*, vol. 1 (1984), 26-40.

"Presidential Leadership: McKinley's role in the Spanish/American War," *Boletín Americanista*, No. 36 (1987), 55-74.

"Police Response to Crime and Disorder: A Tale of Two Cities," *Proceedings of the Rocky Mountain Council on Latin American Studies*, Vol. 1 (1985), 27-39.

"Artisans" in Louisa Schell Hoberman and Susan Migden Socolow, eds., *Cities and Society in Colonial Latin America* (University of New Mexico Press, 1986), 227-250.

"The Role of Apprenticeship in Colonial Buenos Aires," *Revista de Historia de America*, No. 103 (Enero-Junio, 1987), 7-30.

"Los efectos de los gastos militares en Buenos Aires Colonial," *HISLA*, 9 (1er semestre de 1987), 41-57.

"Crime and the Police in an Era of Transition: Puerto Rico, 1887-1930," *Proceedings of the Rocky Mountain Council on Latin American Studies* (1989), 12-20, with Eliza Kate Johnson.

"Cambio en las pautas de arrestos policiales en tres ciudades Argentinas: Buenos Aires, Santa Fe y Tucumán, 1900-1930," *Desarrollo Económico* 29:113 (Abril-Junio, 1989), 87-112.

"The Price History of Buenos Aires During the Viceregal Period," in Lyman L. Johnson and Enrique Tandeter, eds., *Essays on the Price History of Eighteenth-Century Latin America* (University of New Mexico Press, 1990), 137-171.

"Salarios, Precios y Costo de Vida en el Buenos Aires Colonial Tardío," *Boletín del Instituto de Historia Argentina y América* "Dr. E. Ravignani," Tercera Serie, No. 2 (1er. semestre, 1990), 133-157.

"Colonial Latin America" in Paula H. Covington, et al, eds., *Latin America and the Caribbean. A Critical Guide to Research Sources* (Greenwood Press, 1992), 321-333, with Susan Socolow.

"Perspectivas encontradas: Romano, Johnson y la historia de precios en el Buenos Aires colonial," *Boletín del Instituto de Historia Argentina y América*, "Dr. E. Ravignani," (3ra Serie, 2do semestre de 1992), 163-173.

"The Military as a Catalyst of Change in Late Colonial Buenos Aires," in Jonathon C. Brown and Mark D. Szuchman, eds., *Revolution and Restraint: The Social Order of Argentina, 1776-1860* (University of Nebraska Press, 1994), 27-53.

"Spanish American Independence and Its Consequences," in John Charles Chasteen and Joseph S. Tulchin, eds., *Problems in Modern Latin American History, A Reader (Scholarly Resources Books, 1994)*, 1-7.

"Race Mixing, Miscegenation and the Invention of New People," in *Le Nouveau Monde-Mondes Nouveaux*, Serge Gruzinski and Nathan Wachtel, eds., (Éditions Recherche sur les Civilisations. Éditions de l'École des Hautes Études en Sciences Sociales: Paris, 1996), 73-79.

"The Competition of Slave and Labor in Artisanal Production: Buenos Aires, 1770-1815," *Review International of Social History*, 40 (1996), 409-424.

"The Frontier as an Arena of Social and Economic Change," in Donna J. Guy and Thomas E. Sheridan, eds., *Contested Ground: Comparative Frontiers in the Greater Southwest and the Rio de la Plata*, (University of Arizona Press, 1998), 167-181.

Books.

Ed., *The Problem of Order in Changing Societies*, (The University of New Mexico Press, 1990).

Ed., *Essays on the Price History of Eighteenth-Century Latin America* (The University of New Mexico Press, 1990), with Enrique Tandeter.

Colonial Latin America (Oxford University Press: New York, 1990) with Mark Burkholder. Fourth edition, 2001.

Ed., *The Political Economy of Spanish America in the Age of Revolution 1750-1850* (The University of New Mexico Press, 1994), with Kenneth Andrien.

The Earth and Its Peoples, (Houghton Mifflin Company, 1997), with Richard Bulliet, Pamela Crosley, Daniel Headrick, Steven Hirsch, and David Northrup. Second Edition, 2000.

Ed., *The Faces of Honor*, (University of New Mexico Press, 1998), with Sonya Lipsett-Rivera.

Plebeian City: Buenos Aires and the Crisis of the Old Order (under contract with The University of New Mexico Press).

Selected Teaching and Research Grants

Department of Education, Title VI A, 1998-2000/ Project Coordinator
NEH Fellowship for College Teachers, 1993-94
American Philosophical Society, 1994, 1996

CURRICULUM VITAE
Martha LaFollette Miller

EDUCATION:

Smith College	1961-1965	B.A., <i>magna cum laude</i>
University of Wisconsin, Madison	1965-1967	M.A.
Washington University, St. Louis	1967-1972	Ph.D.

TEACHING EXPERIENCE:

Yale University, spring, 1973: Acting Assistant Instructor
Ohio State University, 1975-1976: Instructor
University of North Carolina at Charlotte, 1976-present (Assistant Professor of Spanish), 1976-80;
Associate Professor of Spanish, 1980-1989; Professor of Spanish [as of July, 1989]
Adjunct Professor of Women's Studies 1990-present

COURSES TAUGHT:

Beginning, intermediate, and advanced Spanish language; Spanish and Latin-American culture and civilization; nineteenth- and twentieth-century Spanish literature; humor in Spanish literature; thought revolutions of the twentieth century (team-taught honors course); seminar on Valle-Inclán; teacher institutes on nineteenth- and twentieth-century Spanish literature; song lyrics of the Hispanic world; introduction to Women's Studies, Hispanic women writers in English translation.

PUBLICATIONS AND RESEARCH:

Book: *The Ludic Poetry of Angel González*. Madison, N.J.: Fairleigh Dickinson University Press, 1995.

Journal Articles and Book Chapters (Asterisks Indicate Invited):

- ◆ "La angustia en tres novelas contemporáneas latinoamericanas." *Journal of Spanish Studies Twentieth Century* 2.3 (Winter, 1974): 137-53.
- ◆ *"Dos poemas de Guillermo Valencia: *Palemón el Estilita* y *San Antonio y el Centauro*." *Estudios: Edición en homenaje a Guillermo Valencia 1873-1973*. Ed. Hernán Torres. Cali, Colombia: Carvajal y Cía. (1976), 199-230.
- ◆ "Transcendence through Love in Jorge Guillén's *Cántico*: The Conciliation of Inner and Outer Reality." *MLN* 92 (1977): 312-25.
- ◆ "Aproximación a 'Grado elemental' de Angel González." *Archivum* 27-28 (1977-1978): 123-40. (Co-authored with Alfredo Rodríguez.)
- ◆ "Elementos metapoéticos en un poema de Claudio Rodríguez." *Explicación de Textos Literarios* 8.2 (1980): 127-36.
- ◆ "Parallels in Rosalía de Castro and Emily Dickinson." *The Comparatist* (May 1981): 3-9.
- ◆ "Linguistic Skepticism in Claudio Rodríguez: A Counterpoint to Jorge Guillén's Linguistic Faith." *Anales de la Literatura Española Contemporánea* 7.1 (1982): 79-95.
- ◆ "Self-Commentary in Jorge Guillén's *Aire nuestro*." *Hispania* 65 (Mar. 1982): 273-82.
- ◆ "Aspects of Perspective in Rosalía de Castro's *En las orillas del Sar*." *Kentucky Romance Quarterly* 29.3 (1982): 273-82.
- ◆ "Oppositions and their Subversion in Clarín's 'La rosa de oro.'" *Modern Language Studies* 12.3 (1982): 99-109.
- ◆ "Literary Tradition Versus Speaker Experience in the Poetry of Angel González." *Anales de la Literatura Española Contemporánea* 7.1 (1982): 79-95.

- ◆ "A Semiotic Analysis of Three Poems by Rosario Castellanos." *Revista/Review Interamericana* 12.1 (1982): 77-86.
- ◆ "El encanto de las sirenas by Jorge Guillén: A Cervantine Exploration of Reality." *Hispanófila* 79 (1983): 69-76.
- ◆ "Music as Order in the Poetry of Jorge Guillén." *Perspectives on Contemporary Literature* 10 (1983): 66-74.
- ◆ *"Recent Critical Trends: Valuable Innovations or Fashionable Trappings?" *Los Ensayistas* 16-17 (1984): 91-93.
- ◆ "Political Intent versus Verbal Play in 'La paloma' by Angel González." *Perspectives on Contemporary Literature* 11 (1984): 93-99.
- ◆ *"Rosalía de Castro: Su autoconcepto como poeta y como mujer." *Actas del Congreso Internacional sobre Rosalía de Castro y su tiempo*. Santiago de Compostela: Universidad de Santiago (1986). 65-72.
- ◆ "Order and Anarchy: Cosmic Song in Jorge Guillén and Claudio Rodríguez." *Anales de la Literatura Española Contemporánea* 12 (1987): 259-272.
- ◆ *"The Uses of Play and Humor in Angel González' Second Period." *Simposio - Homenaje a Angel González*. Ed. Susana Rivera and Tomás Ruiz Fábrega. Madrid: Editorial José Esteban, 1987. 113-128.
- ◆ *"The Ludic Poetry of Angel González." *After the War: Essays on Recent Spanish Poetry*. Ed. Salvador Jiménez Fajardo. Boulder, Colorado: The Society of Spanish and Spanish-American Studies, 1988. 75-82.
- ◆ "Humor, Power, and the Female Condition in the Poetry of Rosario Castellanos." *Revista/Review Interamericana* 15.1-4 (Spring-Winter, 1984): 61-72.
- ◆ *"Society, History, and the Fate of the Poetic Word in *La realidad y el deseo*." *The Word and the Mirror: Critical Essays on the Poetry of Luis Cernuda*. Ed. Salvador Jiménez Fajardo. Madison, New Jersey: Fairleigh Dickinson University Press, 1989. 166-80.
- ◆ "Disorder and Sacrifice in *Sonata de estío*." *Romance Quarterly* (Fall 1989): 325-333.
- ◆ "Rosalía de Castro and her Context." *Ensayos de Literatura Europea e Hispanoamericana*. Lejona, Vizcaya: Universidad del País Vasco, 1990. 325-29.
- ◆ *"Gloria Fuertes." *Dictionary of Literary Biography: Twentieth-Century Spanish Poets*. Ed. Michael L. Perna. Detroit, London: Bruccoli Clark Layman, 1991. 125-33.
- ◆ "Mythical Conceptualizations of Galicia in Murguía and Pardo Bazán: Aspects of Rosalían Context." *Actas do Segundo Congreso de Estudios Gallegos*. Ed. Antonio Carreño. Vigo: Galaxia, 1990. 267-76.
- ◆ "Desorden y sacrificio en *Sonata de estío*." *Suma Valleincliniana: Homenaje a Emma Susana Speratti-Pinero*. Ed. John P Gabriele. Barcelona: Anthropos, 1992. 465-77. (A translation of "Disorder and Sacrifice," above.)
- ◆ *"Inestabilidad temporal y textual en Angel González." *En homenaje a Angel González: Ensayos, entrevista y poemas*. Eds. Andrew P. Debicki and Sharon Keefe Ugalde. Boulder: Society of Spanish and Spanish-American Studies, 1991. 25-36.
- ◆ *"The Feminization and Emasculation of Galicia in Valle-Inclán's *Jardín umbrío*." *Romance Quarterly* 39.1 (1992): 87-92.
- ◆ *Entries on José Manuel Caballero Bonald, Jaime Gil de Biedma, Antonio Colinas, and José Luis Hidalgo in *Dictionary of the Literature of the Iberian Peninsula*, edited by Germán Bleiberg, Maureen Ihrle, and Janet Pérez. Westport, Conn.: Greenwood Press, 1993.
- ◆ "Documentary Reality and the Role of the Imagination in *Down Below* by Leonora Carrington." *Selected Essays from the International Conference on Surrealism and the Oneiric Process*. West Georgia College International Conference, 1992. 127-37.
- ◆ *"Oracular Lyricism and Elements of Romance in the Poetry of Claudio Rodríguez." *Revista Hispánica Moderna* (special issue edited by Philip Silver and Gonzalo Sobejano) 46.2 (1993): 322-31. Also included in *Claudio Rodríguez*. New York: Hispanic Institute, Columbia University, 1994.

- ◆ *"Ana María Moix." *Dictionary of Literary Biography: Twentieth Century Spanish Poets*, vol. 2, 235-41.
- ◆ "The Anxiety of Authority: Negative Self-Characterization in the Newspaper Editorials of Rosario Castellanos." Ed. Doris Meyer. Austin: University of Texas Press, 1995. 167-176.
- ◆ *"Mexican Customs," translation of "Costumbres mexicanas" by Rosario Castellanos. *Re-reading the Spanish-American Essay: Women Writers of the 19th and 20th Centuries*. Ed. Doris Meyer. Austin: University of Texas Press, 1995.
- ◆ *"The Fall from Eden: Desire and Death in the Poetry of Ana Rossetti," *Revista de Estudios Hispánicos* (special issue on women poets) 29 (1995): 259-77.
- ◆ "Ana Rossetti and the Wilde Connection: Disturbing Gender Polarity." *Romance Languages Annual VIII* (1996): 576-81.
- ◆ *"La estética de la muerte en la poesía de María Victoria Atencia." Forthcoming in *Analecta Malacitana* (University of Málaga, Spain).
- ◆ *"Continuidad y ruptura: Punto umbrío de Ana Rossetti." *Alaluz* 32.1-2 (2000):31-41.
- ◆ *"Childhood and Gender in the Poetry of Claudio Rodríguez." Forthcoming in *Revista de Estudios Hispánicos*.

Reviews Published: 18 book reviews in academic journals

Conference Presentations: 65 conference papers at regional, national, and international conferences

FELLOWSHIPS AND GRANTS:

Fulbright Fellowship for study in Argentina (1965) (declined)

NDEA Title IV Fellowship, University of Wisconsin, 1965-67; Washington University, 1967-69

NEH Summer Seminar Fellowship, University of Kansas, 1978 (\$2500)

Fellowship, School of Criticism and Theory, University of California at Irvine, 1979 (\$2000)

Travel Grant, UNCC Center for International Studies, 1977 (\$350)

UNCC Faculty Research Grants (Amounts from \$2500 to \$4100): 1978; 1979; 1982; 1984; 1985; 1987; 1988; 1989; 1990; 1991; 1992; 1993; 1994; 1996; 1997; 1998; 1999

College of Arts and Sciences Reassignment of Duties Leave, Spring, 1983; 1997-98

Honorarium and Travel Grant, Symposium on "Los poetas del medio siglo," U. of New Mexico, 1985

Travel Grant from Galician government and the University of Santiago de Compostela, International Congress of Rosalía de Castro and her Times, University of Santiago de Compostela, Spain, 1985 (25,000 pesetas plus subsistence at conference)

Travel Grant, Southern Regional Educational Board, 1986 (\$750)

NEH Summer Stipend Fellowship, 1992 (\$4000)

UNCC CID Grant 1994 (\$4100)

Departmental: Language Mission Project Award, 1996 (in collaboration with Drs. Doyle and Reimer);

Academic Program Improvement Grant for 1997 (in collaboration with the Language Mission Project Team) (\$19,682)

International Programs Latin American Studies Title VI Grant for \$159,233, 1998 (in collaboration with Drs. Josephson, Johnson, and Doyle)

Coral Barbarie Wayland, Ph.D.

Department of Sociology and Anthropology
University of North Carolina-Charlotte
9201 University City Blvd.
Charlotte, NC 28223
Phone: (704) 687-2290
Fax: (704) 687-3091
Email: cwayland@email.uncc.edu

Education

Ph.D., Department of Anthropology, University of Pittsburgh, August 1998
Dissertation Title: *Managing Child Health in the Urban Amazon*

Certificate in Latin American Studies, University of Pittsburgh, Fall 1997.

B.A. in Anthropology with a Certificate Minor in Environmental Studies, University of Florida, 1990

Academic Positions

Assistant Professor, Department of Sociology and Anthropology, UNC-Charlotte, 1998 to present.

Instructor, Department of Anthropology, University of Pittsburgh, Spring & Summer 1997

Courses Taught

Introduction to Anthropology; Introduction to Cultural Anthropology; World Population Problems; Latin American Culture and Society; Women in Cross-Cultural Perspective; Culture, Health and Disease; Food, Culture and Society; Plagues, Pestilence and Epidemics; Culture and Conflict in the Amazon

Research Interests

Brazil, the Amazon, Cuba, medical anthropology, gender, medicinal plants

Publications

Coral Wayland. 2002 **Acceptable and Appropriate: Program Priorities vs. Felt Needs in a CHW Program** *Critical Public Health* 12(4):335-350.

Coral Wayland and Jerome Crowder. 2002 **Disparate Views of Community in PHC: How Perceptions Influence Success.** *Medical Anthropology Quarterly* 16(2): 230-247.

Coral Wayland. 2001 **Gendering Local Knowledge: Medicinal Plant Use and Primary Health Care in the Amazon.** *Medical Anthropology Quarterly* 15(2):25-42.

Publications (cont.)

Kathleen DeWalt & Bill DeWalt with Coral Wayland. 1998 **Participant Observation**. In *Handbook of Methods in Cultural Anthropology*. H. Russell Bernard, editor. Walnut Creek, CA: Sage Publications.

Coral Wayland. **Home Remedies and Child Health in the Urban Periphery of Rio Branco (Acre, Brazil)** accepted for publication in *Advances in Economic Botany*.

Papers Presented

2001 "**Medicinal Plant Discourse as a Critique of Modernization in the Amazon**". The American Anthropological Association Annual Meeting, Washington, DC.

2000 "**Medicinal Plant Use and the Politics of Knowledge**". The American Anthropological Association Annual Meeting, San Francisco, California.

2000 "**Contested "Communities" in a CHW Program**". The Society for Applied Anthropology Annual Meeting, San Francisco, California.

1997 "**Medicinal Plant Use and Child Health in the Urban Amazon**". The Society for Applied Anthropology Annual Meeting, Seattle, Washington.

1995 "**The Downside of Development: Gender, Child Survival and the Urban Environment in Brazil**". The Society for Applied Anthropology Annual Meeting, Albuquerque, New Mexico.

1994 "**Missing Girls in Brazil: An Analysis of Resource Scarcity and Sex Differentials in Infant and Child Mortality**". Second Annual Women and Development Conference, University of Pittsburgh.

1993 "**Excess Female Mortality in Metropolitan Brazil: An Analysis of Sex Differentials in Child Mortality in Low Income Households**". 43rd Annual Meeting of the Pennsylvania Sociological Society.

DeWalt, Kathleen, Bill Leonard, Maura Mack and Coral Wayland

1994 "**Women's and Men's Education and Child Health in Two Household Systems**". The Society for Applied Anthropology Annual Meeting.

Extramural Funding

Curriculum and/or Instructional Development Grant, UNCC, 1999

Junior Faculty Summer Fellowship Grant, UNCC, 1999

Inter-American Foundation Doctoral Dissertation Grant, 1996 (\$2,300.00).

Wenner Gren Doctoral Dissertation Grant, 1996 (\$10,000.00).

National Science Foundation Doctoral Dissertation Improvement Grant, 1995-1996 (\$12,000.00).

Sigma Xi Grant-in-Aid of Research, 1995(\$400.00).

Foreign Language Areas Studies Fellowship, Center for Latin American Studies, University of Pittsburgh, 1994.

Summer Research Grant, Center for Latin American Studies, University of Pittsburgh, 1994.

Tinker Summer Research Award, Center for Latin American Studies, University of Pittsburgh, 1991.

Gregory Bart Weeks
Curriculum Vitae

Education:

Ph.D. (Political Science), University of North Carolina at Chapel Hill, 1999

Dissertation: *The Long Road to Civilian Supremacy over the Military: Chile, 1988-1998*

M.A. (Political Science), San Diego State University, 1994

Thesis: *The Pattern of United States Recognition Policy Toward Latin America*

A.B. (Political Science and Spanish--dual major), University of California, Berkeley, 1992.

Spent the 1990-1991 academic year studying at the Universidad Complutense, Madrid, Spain

TEACHING AND ACADEMIC EXPERIENCE

Fall 2000- Assistant Professor, University of North Carolina at Charlotte

Spring 2000 Lecturer, San Diego State University

Fall 1999 Lecturer, San Diego State University
Adjunct Professor, University of San Diego

Spring 1999 Lecturer, San Diego State University

TEACHING AND RESEARCH INTERESTS

Civil-Military Relations, US foreign policy towards Latin America, Chile

WORKS PUBLISHED

Book

The Military and Politics in Postauthoritarian Chile. Tuscaloosa: The University of Alabama Press, forthcoming (2003)

Articles and Book Chapters

"Is the Mold Being Broken? Defense Ministries and Democracy in Latin America," forthcoming (Summer 2003) in *Journal of Political and Military Sociology*.

"The Military and Democracy in Latin America: Chile in Comparative Perspective," forthcoming (2003) in Frank Columbus (ed.). *Politics and Economics of Latin America.* New York: Nova Science Publishers.

"The 'Lessons' of Dictatorship: The Military and Political Learning in Chile," *Bulletin of Latin American Research* v. 21, n. 3 (July 2002): 396-412.

"Almost Jeffersonian: U.S. Recognition Policy Toward Latin America," *Presidential Studies Quarterly* v. 31, n. 3 (September 2001): 490-504.

"Democratic Institutions and Civil-Military Relations: The Case of Chile," *Journal of Third World Studies* v. 18, n. 1 (Spring 2001): 65-85.

"Autumn of the General: Pinochet and the Search for Justice in Chile," *Hemisphere* v. 9, n. 2 (Spring 2000): 6-8.

"Waiting for Cincinnatus: The Role of Pinochet in Post-Authoritarian Chile," *Third World Quarterly* v. 21, n. 5 (2000): 725-738.

“The Long Road to Civilian Supremacy Over the Military: Chile, 1990-1998,” *Studies in Comparative International Development* v. 25, n. 2 (2000): 65-83.

CONFERENCE PARTICIPATION

“U.S. Foreign Policy and Civil-Military Relations in Latin America,” Presented at the 2002 Meeting of the North Carolina Political Science Association, Salisbury, North Carolina.

“What is ‘After’ Pinochet? *Pinochetismo* and Chilean Politics,” Presented at the 2001 Meeting of the International Studies Association-South, Winston-Salem, North Carolina.

“The ‘Lessons’ of Dictatorship: The Military and Political Learning in Chile,” Presented at the 2001 Meeting of the Latin American Studies Association, Washington, DC.

“From Bad to Worse? Civilian Authority and Defense Ministries in Latin America.” Presented at the 2001 Meeting of the Rocky Mountain Council on Latin American Studies, Tucson, Arizona.

"Waiting for Cincinnatus: The Role of Pinochet in Postauthoritarian Chile." Presented at the 2000 meeting of the Latin American Studies Association, Miami, Florida.

"Dealing With the Dictator: The Role of Pinochet in Postauthoritarian Chile." Presented at the 2000 Meeting of the Rocky Mountain Council on Latin American Studies, Santa Fe, New Mexico.

"Democratic Institutions and Civil-Military Relations: The Case of Chile." Presented at the 1999 Meeting of the American Political Science Association, Atlanta, Georgia.

“The Military and Chilean Democracy, 1990-1998.” Presented at the 1998 Meeting of the Latin American Studies Association, Chicago, Illinois.

Appendix B

Course Proposals and Syllabi

B 1 New Courses

LTAM 1100: INTRODUCTION TO LATIN AMERICA

Fall ????

Time/Place: MWF 9:00-9:50, Friday 38
Instructor: Jürgen Buchenau
Office: Garinger 124
Office Hours: MWF 8-9:00
Phone: 704-687-4635
Email: jbuchena@email.uncc.edu

Purpose: This interdisciplinary course will introduce you to the salient issues and problems that have defined the life of the people of Latin America. It will borrow from anthropology, geography, history, literary studies, political science, and sociology to give you an overview of the ways in which specialists on Latin America have studied the region. The course will combine an in-depth analysis of eight major issues with discussions of two major, book-length primary sources. The primary means of student learning will be classroom discussion, enhanced by discussions on WebCT, as well as student presentations and simulations (skits) These teaching methods stress history as a lived process, and they therefore discourage the rote memorization of a meaningless array of data.

This course fulfills Goal O of the UNCC General Education requirements. It will help you to “effectively send and receive in English written and oral messages in different situations for a variety of audiences, purposes, and subjects.”

Course Materials: Beezley/MacLachlan, Latin America: The People and Their History
Amado, The Violent Land
Burgos-Debray, I, Rigoberta Menchú
Coursepack

Assignments and Grades: First and foremost, regular attendance in this class is crucial. Any absence after the first four will cost you five points of your final grade (10 points=one letter grade) I strongly encourage all students to read the assigned material carefully, and to bring questions to class. We will use plenty of small-group work, student simulations, and other means to make sure that all students participate in the class discussions.

The assignments will consist of a 10-minute oral presentation, a final, and two papers. Students will select a presentation topic at the beginning of the semester. Some research in the library will be necessary to complete this assignment, and depending on the background of the student, Spanish- or Portuguese-language readings may be assigned. The final will be an essay-based examination on all course topics and materials. Each of the papers will consist of an essay of at least four pages on one of the two longer readings. Late papers carry a penalty of one letter grade per class day, and no papers will be accepted after the last day of classes.

Accommodations for disabilities will be provided in accordance with the Americans with Disabilities Act.

Your final grade is computed as follows:

Papers:	40%
Presentation:	20%
Participation:	20%
Final Exam:	20%

Tentative Schedule of Readings and Discussions

Weeks 1-2: The People. Read B/M, chs. 1-2; Riding, Saeger (cp)

Week 3: The City. Read B/M, chs. 3; Ward, de Jesus (cp)

Week 4: Environments. Read B/M, ch. 4; Melville (cp)

Week 5: Historical Economies. Read B/M, ch. 5; Stern, Cardoso (cp)

Week 6: Fictional Representations of Underdevelopment: Discussion of The Violent Land. Read Amado

Week 7: The Quest for Economic Development. Read B/M, ch. 6; Kay, Packenham (cp) **First Paper Due**

Week 8: Gender and Social Values. Showing and Discussion of “Camila.”

Week 9: Politics. Read B/M, ch. 7; Loveman, Joseph (cp)

Week 10: The Revolutionary Option. Showing and Discussion of “Fresa y Chocolate.”

Week 11: Autobiography of a Maya Woman: Discussion of I, Rigoberta Menchú. Read Burgos-Debray.

Week 12: U.S.-Latin American Relations. Read B/M, ch. 8; Buchenau, LaFeber (cp). **Second Paper Due.**

Week 13: Religion. Read B/M, ch. 9; Lernoux (cp)

Week 14. Popular Culture. Read B/M, ch. 10; Dorfman, Zolov (cp)

Week 15: Exam Review and Student Presentations.

Ancient Civilizations of Latin America Anthropology 2050/Latin American Studies 2000

Instructor: Charles Houck
Room and Time: Fretwell 415, MWF 10-10:50
Office: Fretwell 485-A
Office Hours By Appointment

Office: x2252
Home: 987-9232 – Before 9pm
Cell/Voicemail: (704) 453-4252
Email: cwhouck@earthlink.net

For most of prehistory, human groups practiced relatively simple lifeways, roaming the earth as nomadic hunter-gatherers, and later settling down into small agricultural village societies. However, in a handful of regions around the world, most famously Mesopotamia and the Nile River valley, environmental, social, and economic factors combined in just the right way to produce much more complex cultures, great cultural traditions that we refer to as “civilizations.” As the title implies, this course will focus on the civilizations of the New World, specifically those traditions that developed in the “crucible” areas of Mesoamerica and the Andes. Over the course of the semester we will discuss the culture history and achievements of most of the major players: the Mesoamerican metropolis of Teotihuacan, the kingdoms of the Maya, and the expansionistic empire of the Aztecs, as well as the Andean Chavin culture, the regional states of Tiwanaku, the Moche, and Wari, and the all-conquering Inka empire. Along the way we will also explore the theoretical issues of how and why civilizations develop, the factors that contribute their collapse, and whether the well-reasoned arguments of scholars are supported by hard archaeological data.

REQUIRED TEXTS

1. Weaver, Muriel P.
1993 *The Aztecs, Maya, and their Predecessors: Archaeology of Mesoamerica*. Third Edition.
2. Harrison, Peter D.
1999 *The Lords of Tikal: Rulers of an Ancient Maya City*.
3. von Hagen, Adrianna, and Craig Morris
1998 *The Cities of the Ancient Andes*.

Additional readings will be made available online at <http://home.earthlink.net/~houck2050>.

COURSE REQUIREMENTS

Your grade will be based upon the following:

Exam 1	20%
Exam 2	20%
Research paper	25%
Final exam	25%
Quizzes	5%
Participation	5%

RESEARCH PAPER

An 8 to 10-page research paper is required. You can write your paper on any topic, as long as it conforms to two general guidelines:

1. Your paper must focus on one or more of New World’s pre-Columbian complex cultures.
2. As we practice anthropological archaeology in the Americas, your paper should explore a specific question or problem, not just present a descriptive summary of data. For example, “The Role of Maize Agriculture in the Rise of the Ancient Maya” is a good topic, where “Ancient Maya Agricultural Practices” is not.

If you have trouble coming up with a topic, please let me know, I am happy to help.

Paper topics are due on October 4.

Rough drafts (optional) are due on November 15. Although not required, submission of a draft will allow me to comment on your progress and make suggestions that will improve the quality of the paper and the final grade.

PAPERS ARE DUE ON NOVEMBER 29. Late papers will be graded accordingly.

QUIZZES AND CLASS PARTICIPATION

Archaeology as a discipline has grown through the free, and sometimes hostile, exchange of ideas. While this is primarily a lecture course, I expect you to be current enough in the reading assignments to comment occasionally on the material, and to ask and answer questions. In addition, there will be both a series of scheduled map quizzes and occasional pop quizzes to keep you on your toes. Keep in mind that quizzes and participation will make up 10% of your final grade.

Reading Assignments

Week 1 (Aug. 19-23)

- M** Course Intro
- No Assignment
- W** The Origins of Civilization
- Scupin and DeCourse, Chapter 9. Available online.
 - Sharer, pp. 61-70.
- F** Introduction to Mesoamerica
- Weaver, Ch. 1, pp. 1-7.

Week 2 (Aug. 26-Aug. 30)

- M** Early Mesoamerica: The Olmecs, pt. 1
- Weaver, Ch. 3, pp. 25-26, 52-71.
- W** The Olmecs, pt. 2
- F** Early Mesoamerica: Highland Mexico
- Weaver, Ch. 3, pp. 28-46, 48-52.

MAP QUIZ - Mesoamerica

Week 3 (Sep. 2-6)

- M** Labor Day Holiday
- W** The Emergence of Teotihuacan
- Weaver, Ch. 4, pp. 77-85
 - Charlton and Nichols, pp. 169-185. Online.
- F** Teotihuacan: The City
- Weaver, Ch. 4, pp. 85-93; Ch. 6, pp. 161-168.

Week 4 (Sep. 9-13)

- M** Teotihuacan: The State
- Weaver, Ch. 6, pp. 168-186.
 - Charlton and Nichols, pp. 184-188. Online.
- W** Teotihuacan: The Regional Power.
- Weaver, Ch. 6, pp. 186-193; 205-217; Skim 218-223.
- F** Teotihuacan's Last Days
- Weaver, Ch. 6, pp. 203-205, 223-229.
 - Millon, Skim pp. 102-142, Read pp. 142-158. Online.

MAP QUIZ - The Maya World

Week 5 (Sep. 16-20)

- M** The Ancient Maya: Introduction
- Harrison, Ch. 1, 9-21; Ch. 2.
 - Sharer, Ch. 1, pp. 20-43. Online.
- W** Preclassic Maya: First Steps
- Weaver, Ch. 3, pp. 71-74.
 - Harrison, Ch. 3, pp. 45-52.
- F** EXAM 1

Week 6 (Sep. 23-27)

- M** Late Preclassic: Setting the Maya Pattern
- Weaver, Ch. 4, pp 108-109, 116-118, 120-140 (skim Tikal section).
 - Harrison, Ch. 4.
- W** Classic Maya Civilization
- Weaver, Ch. 6, pp. 237-249.
 - Harrison, Ch. 7.
- F** Classic Maya Civilization, Pt. 2
- Harrison, Ch. 5.

Week 7 (Sep. 30-Oct. 4)

- M** Calendar and Writing
- Weaver, Ch. 5.
 - Harrison, Ch. 1, pp. 21-24.
- W** Tikal and the Early Classic
- Harrison, Ch. 6 and 8.
 - Weaver, Ch. 6, pp. 249-256 (Skim).
- F** Late Classic: Central Lowlands
- Harrison, Read Ch. 9 and 12, skim Ch. 10 and 11.
 - Weaver, skim pp. 256-273.

PAPER TOPICS DUE

Week 8 (Oct. 7-11)

- M** Late Classic: Southeast and Southwest
- Weaver, Ch. 6, pp.273-297 (Copan), 303-308, 313-318, 321-331.
- W** Late Classic: Northern Lowlands.
- Weaver Ch. 6, pp. 344-352, 361-379.
- F** Fall Break

Week 9 (Oct. 14-18)

- M** Terminal Classic/Collapse
- Harrison, Ch. 13.
- W** Highland Mexico after Teotihuacan: The Toltecs
- Weaver, Ch. 7, pp. 383-411.
 - Charlton and Nichols, pp. 188-198. Online.
- F** Tula and the Toltecs
- Weaver, Ch. 7, pp. 411-412, 420-423.
- MAP QUIZ – Postclassic Central Mexico

Week 10 (Oct. 21-25)

- M** Rise of the Aztecs
- Weaver, pp. 438-451.
- W** The Aztec State
- Weaver, pp. 451-473.
- F** Aztec Society
- Weaver, pp. 473-479.

Week 11 (Oct. 28-Nov. 1)

- M** Civilizations of the Andes
- von Hagen and Morris (V&M), Ch. 1, pp. 14-26; Ch. 2, pp. 28-38.
- W** EXAM 2
- F** Early Complex Cultures: Chavin de Huantar
- V&M, Ch. 3, pp. 40-58; Ch. 4, pp. 61-72.

Week 12 (Nov. 4-8)

M Chavin, pt 2.

- V&M, Ch. 4, pp. 72-82; Ch.9 210-212.

W Moche, pt. 1

- V&M, Ch. 5, pp. 84-98.

F Moche, pt. 2

- V&M, Ch. 5, pp. 98-103; Ch. 9, pp. 201-210, 212-213.

MAP QUIZ – The Andes

Week 13 (Nov. 11-15)

M Moche/Nazca

- V&M, Ch. 5, pp. 105-112.

W Tiwanaku, pt. 1

- V&M, Ch. 6, pp. 114-125.

F Tiwanaku, pt. 2

- V&M, Ch. 6, pp. 125-127; Ch. 9, pp. 213-214.

ROUGH DRAFTS DUE (optional)

Week 14 (Nov. 18-22)

M Wari

- V&M, Ch. 6, pp. 128-138.

W Chan Chan

- V&M, Ch. 7; Ch. 9, pp. 215-217.

F Inka Expansion

- V&M, Ch. 8, pp. 162-179.

Week 15 (Nov. 25- 29)

M The Inka State

- V&M, Ch. 8, pp. 179-189.

W Thanksgiving Break

F Thanksgiving Break

TERM PAPERS DUE IN CLASS

Week 16 (Dec. 2-6)

M Inka Society, pt. 1

- V&M, Ch. 8, pp. 189-198; Ch. 9, pp. 217-219.

W Inka Society, pt. 2

- TBA

F Wrap-up

FINAL EXAM – Monday, December 9, at 8:00 am.

**“Others” and “Us” in Latin American Societies and Texts:
Race, Ethnicity and Gender in a Comparative Context**
(LTAM 3000/Foreign Languages 3050/Women’s Studies 3050)
Dr. Tracy Devine Guzmán

Who has the political and cultural power to construct categories of “us” and “other,” and what do written and visual texts have to do with the creation and proliferation of “identity” and “difference”? This course examines changing relationships and interplay between popular, intellectual and state-backed notions of “race,” “ethnicity” and “gender,” and how the three concepts have played out in a variety of Latin American texts, as well as the societies in which they were produced. While we will address the colonial creation of racial identities and trace international processes of identity formation, the course will focus on texts and events dating from the late nineteenth century to the present day.

We will study cultural, theoretical and political discourses that have addressed the role of different social groups within the nation-state, paying particular attention to the dominant ideas about nation-states that have commonly been referred to as “national imaginaries”--how different individuals, groups, civic and political leaders try to imagine themselves as members of one cohesive nation. We will see how intellectuals, writers, workers, peasants and politicians engaged with and made use of racial and social categories and “identities” in the context of nation building, and consider how certain individuals and groups responded to the ideas and projects that sought, in one way or another, to address and/or manipulate them.

By analyzing historiography, literature, social science, film, music and the popular media, students will develop an understanding of the complex historical construction of “race,” “ethnicity,” and “gender” in different part of Latin America. We will compare the use of these categories with their counterparts in the United States, and discuss the complications of using them at the outset of the twenty-first century.

Class readings and discussions will focus principally (but not exclusively) on Brazil, Mexico, Peru, Bolivia and Guatemala. Course study will be organized by country around themes that may be applied to all of the cases at hand. Final projects will require that students chose a topic from within the rubric of one theme and examine it in relation to a country or region that we have studied under a different theme.

Requirements for the course include:

- 1) Class preparation and participation: 25%
- 2) Reflection essays (1-2 pages): 25%
- 3) Mid-term: 25%
- 4) Final paper (12-15 pages) and presentation: 25%

Part I: First Impressions: Encounters With Difference

January

- | | |
|----|---|
| 13 | INTRODUCTION |
| 15 | BORGES
Jorge Luis Borges, “The Ethnographer” (short story – handout) |
| 17 | HALL
Stuart Hall, “Identities and Identifications” |

- 20 MLK (HOLIDAY)
- 22 SAID
Edward W. Said, Orientalism. New York: Pantheon Books, 1978.
(selections TBA)
- 24 ANDERSON
Benedict Anderson, Imagined Communities: reflections on the origin and spread of nationalism. London/New York: Verso, 1991. (selections TBA)
- 27 PAGDEN
Anthony Pagden, "Fabricating Identity in Spanish America," in History Today (May 1992) 44-49.
- 29 RAMOS
Alicia Rita Ramos, Indigenism: ethnic politics in Brazil. Madison: University of Wisconsin Press, 1998. (selections TBA)

Part II: Romanticizing and Discriminating "Otherness" (Brazil)

- 31 SOMMER
Doris Sommer, Foundational Fictions: the national romances of Latin America. Berkeley: University of California Press, 1991. (selections TBA)

FEBRUARY

- 3 BORGES
Dain Borges, "Puffy, Ugly, Slothful and Inert: Degeneration in Brazilian Social Thought (1880-1940)," Journal of Latin American Studies 25 (1993) 235-256.
- 5 BACK
Sylvio Back, *Our Indians*. (1996 Brazilian film)
- 7 ALENCAR
José de Alencar, Iracema. Trans. Clifford E. Landersew. Oxford/New York: Oxford University Press, 2000.
- 10 ALENCAR
- 12 ALENCAR
- 14 DIACUÍ/SPI
The marriage of Diacuí Aiute (case study)
Brazil's "Indian Protection Service" (SPI) (short films and photographs)
- 17 BENEDITA DA SILVA
Medea Benjamin and Maisa Mendonça, eds., Benedita da Silva: an Afro-Brazilian Woman's Story of Politics and Love. Oakland, Calif.: Institute for Food and Development Policy, 1997.
- 19 CAROLINA DE JESUS
Carolina Maria de Jesus, Child of the Dark. Trans. David St. Clair. New York: Dutton, 1962.

21 COTINHO/SANTA MARTA
Eduardo Cotinho, director. *Santa Marta: two weeks in the slums*. (documentary)

24 BLACK ORPHEUS
Marcel Camus, director (screenplay, Vinicius de Morães), *Black Orpheus* (1959 Brazilian film)

Part III: Inequity, Resistance and Political Violence (Mexico)

26 THE IDEA OF RACE IN LATIN AMERICA

28 VASCONCELOS
José Vasconcelos, The Cosmic Race. Trans. Didier T. Jaén. Washington D.C.: Johns Hopkins University Press, 1997. (selections TBA)

MARCH

3 AZUELA
Mariano Azuela, The Underdogs. Trans. Frederick H. Fornoff. Pittsburgh: University of Pittsburgh Press, 1992.

5 AZUELA

7 AZUELA

10 SPRING BREAK

12 SPRING BREAK

14 SPRING BREAK

17 CAMPOBELLO
Nellie Campobello, Cartucho. Trans. Doris Meyer and Irene Matthews. Austin: University of Texas Press, 1988.

19 CAMPOBELLO

21 PAZ
Octavio Paz, "The Sons of Malinche," in The Labyrinth of Solitude: Life and Thought in Mexico. Trans., Lysander Kemp. New York: Grove Press, 1962.

24 FRIDA KAHLO
Eila Herson et al., *Frida Kahlo, 1910-1954*. (1983 video)

26 BLOSSOMS OF FIRE
Maureen Gosling, *Blossoms of Fire* (2000 film)

28 SHADOWS OF TENDER FURY
Shadows of Tender Fury: the letters and communiqués of Subcomandante Marcos and the Zapatista Army of National Liberation. New York: Monthly Review Press, 1995.

31 SHADOWS OF TENDER FURY

APRIL

- 2 FOURTH WORLD WAR HAS BEGUN/ZAPATISTA VIDEO
Subcomandante Marcos, "The Fourth World War Has Begun," in Nepantla: views from south. Durham: Duke University Press, 2001.

Part IV: Educational, Geographical, and Cultural Notions of Race and Gender (Peru and Bolivia)

- 4 WOMEN ARE MORE INDIAN
Marisol de la Cadena, "Women are More Indian"
- 7 MARIÁTEGUI
José Carlos Mariátegui, Seven Interpretive Essays on Peruvian Reality. Trans. Marjory Urquidí. Austin: University of Texas Press, 1974. (Selections TBA)
- 9 MATTO DEL TURNER
Clorinda Matto del Turner, Birds Without a Nest. Austin: University of Texas Press, 1996. (novel)
- 11 MATTO DEL TURNER
- 14 MATTO DEL TURNER
- 16 VARGAS LLOSA/ ARGUEDAS
Mario Vargas Llosa, "Questions of Conquest," Harper's. Dec. 1990: 45-53.

José María Arguedas, ed. The singing mountaineers; songs and tales of the Quechua people. Austin: University of Texas Press, 1957. (selections TBA)
- 18 BARRIOS DE CHUNGARA
Domitila Barrios de Chungara and Moema Viezzer, Let me speak!: Testimony of Domitila, a woman of the Bolivian mines. New York: Monthly Review Press, 1978. (selections TBA)
- 21 I HAVE SPENT MY LIFE IN THE MINES (FILM) (OR) CHUQUIAGO
Antonio Eguino, *Chuquiago* (1977 Bolivian film)
Roy Loe and June Nash, *I have spent my life in the mines: an autobiography of a Bolivian miner*. (1985 U.S./Bolivian film)

Part V: Subalternity and the Struggle for Representation (Guatemala)

- 23 POPUL VUH (BOOK/FILM)
Popul vuh: the definitive edition of the Mayan book of the dawn of life and the glories of gods and kings. Trans. Dennis Tedlock. New York: Simon and Schuster, 1985. (selections)

Patricia Amlin, *Popul vuh: Sacred book of the Quiché Maya*. (1988 film)
- 25 MENCHU
Rigoberta Menchú, I, Rigoberta Menchú, an Indian Woman in Guatemala. London: Verso, 1984.
- 28 MENCHU

30 TODOS SANTOS CUCHUMATAN
Olivia Lucía Carrescia, *Todos Santos Cuchumatán*. (1982 film)

MAY

2 REAL THING
Gugelburger, Moreiras, Beverley in The Real Thing: Testimonial Discourse in Latin America. Durham: Duke University Press, 1996. (selections TBA)

LTAM 4600 THE CUBAN REVOLUTION (W)

Instructor: Jurgen Buchenau
Time/Place: T 3:30-6:10, Garinger 123
Office Hours: TR 2:00-3:00, after class, and by appointment
Phone: 687-4635 (o), 553-8863 (h)
Email: jbuchena@email.uncc.edu

Course Materials:

Pérez, Cuba From Reform to Revolution
Pérez-Stable, The Cuban Revolution
Paterson, Contesting Castro
Bunck, Fidel Castro and the Quest for A Revolutionary Culture in Cuba
Smith/Padula, Sex and Revolution: Women in Socialist Cuba
García, Dreaming in Cuban
Castro speech archive on LANIC (see WebCT)
Films shown in class
Readings on reserve (TBA)

Purpose: This course is an interdisciplinary examination of the Cuban Revolution as a case study of revolution. We will be looking at the following questions: 1) what is a revolution, and what can we learn about revolutions in general by studying a particular one? 2) what caused the Cuban Revolution? 3) what role did the United States play in the causation, process, and outcome of the revolution? 4) what role have nationalism, Marxism, and traditional Latin American political culture played in the Cuban revolution 5) did the revolution meet its stated objectives, 6) has the revolution changed established structures of class, race, and gender in Cuba; and 7) to what extent has a new revolutionary popular culture emerged in Cuba, reflected in literary and other cultural traditions?

As the capstone seminar in Latin American Studies and a writing-intensive course, emphasis will be given to improving your writing—hence the heavy load of writing assignments in this class. The most important of these assignments is the writing of a research paper of approximately twenty pages based on both primary and secondary sources.

Assignments: (all papers must be typed)

- 1) Four 2-3 page papers on Paterson, Bunck, García, Smith/Padula.
- 2) One review of a fellow student's paper.
- 3) A bibliography to be used for your research paper
- 4) A research paper of approximately twenty pages that follows EITHER Kate Turabian, A Manual for Writers, or the MLA Style Guide

Your grade will be computed as follows on a 100 point scale:

Book reviews	25%
Review of review	5%
Bibliography:	10%
Oral Contributions:	10%
Research Paper	50% (30% draft; 20% revisions)

Classroom Policies:

- A. Regular attendance is expected. Each absence after the first incurs a five-point penalty on the final grade (half a letter grade). Two lates equal one absence.

- B. Late papers will be penalized ten points per week (one letter grade).
- C. The use of cell phones in class is not allowed. That includes leaving them on so you can receive calls. Exceptions can be made in special circumstances.

Tentative Schedule of Discussions, and Readings

January 16: Introduction to Course. Viewing: “Strawberry and Chocolate”

January 23: What Is a Revolution? The Cuban Revolution in Historical Context.
Reading: Calvert, ch. 1 (on reserve); Pérez, chs. 1-6.

January 30-February 6: The Coming of Revolution in Cuba
Reading: Pérez, chs. 7-13; Pérez-Stable, chs. 1-4; Platt Amendment, Martí, Castro (on reserve).

Topic Statement Due February 6

February 13: The United States and the Cuban Revolution.
Reading: Paterson, all.

February 20: The Revolution Triumphant.
Reading: Pérez-Stable, chs. 5-6; Guevara, Castro, Matthews (on reserve). **First Book Review Due**

February 27: The Quest for an “Official” Revolutionary Culture.
Reading: Bunck, all; Aufderheide, Casal (on reserve). **Bibliography Due**

March 6: No Class—Spring Break

March 13: Gender and Revolution.
Reading: Smith/Padula, all; Azicri (on reserve). **Second Book Review Due**

March 20: Race and Revolution
Reading: Moore, Casal (on reserve). **Third Book Review Due**

March 27: The Outcome of Revolution.
Reading: Pérez-Stable, rest; Eckstein, Aguilera, Ubell, Leiner (on reserve).
Viewing of “Bitter Sugar”
Review of Book Review Due (or fourth book review) March 27
5-page section of final paper due April 3

April 3: Literary Representations of the Cuban Revolution
Reading: García, all.

April 10: Discussion: Whither the Cuban Revolution?
Reading: TBA
First Draft of Final Paper Due

April 17-24: Student Presentations and Discussion.

May 3: Final Paper Due.

B 2 Existing Courses to be Cross-Listed with LTAM

ANTH 2116/LTAM 2116: Contemporary Latin America

Dr. Coral Wayland
Fretwell 490 H

Email: cwayland@email.uncc.edu

Phone: 687-2290

Office Hours: MWF 11:00-12:00

Description

This course serves as an introduction to the people and cultures of Mexico, Central America, South America and the Caribbean. Using a variety of case studies, this course will develop students' general knowledge of Latin America from an anthropological perspective. The goals of the course are to:

- 1.) Apply key anthropological concepts such as cultural diversity, continuity and change, interdependence, and social inequality to Latin America.
- 2.) Examine cultural similarities and differences between Latin America and the United States.
- 3.) Examine cultural similarities and differences within Latin America.
- 4.) Understand the issues and problems currently facing Latin America.

COGE Requirements

This course satisfies the following COGE requirements: X

As part of the requirement satisfying goal X, this course should help you:

- Understand how institutions operate within societies both in historical and contemporary perspectives.
- Understand internal and external influences that promote and inhibit human interaction.
- Recognize the complex, integrated and dynamic nature of human behavior and experience.
- Understand the commonalities, differences, and interdependence among and within societies of the world.

Course Requirements

Students are responsible for all materials covered in class and in the readings. You **must** attend class to do well in this course. Because this class is taught as a lecture/seminar, you must complete the assigned readings before class. If you do not complete the readings on time, your contributions to class discussion will suffer. This will be reflected in your class participation grade. All students are expected to actively participate in class discussions on a regular basis.

Grading Policy

Map Quiz: There will be a short map quiz at the beginning of the semester. For this quiz, students will be required to locate all of the countries of Latin America (Central America, South America, and the Caribbean) on a map and also to name the capitals of these countries. This quiz is worth a total of 10 points.

Exams: There will also be three exams (two midterms and a final exam). Each exam is worth 50 points. Exams will consist of short answer and essay questions. The exam will cover materials from the readings, lectures and class discussions. In the event that a student cannot take an exam at the scheduled time, they have 1 week to present a valid excuse and schedule a make-up exam.

Contemporary Issues Project: Students are also required to do a project where they examine contemporary issues in Latin America. As part of this project, you will write three short (4-5 page) papers throughout the semester. You should then revise each of these papers based on the written feedback you receive and

incorporate them into a single, final paper. Each short paper is worth 10 points and the final revised paper is worth 20 points (for a total of 50 points). Details concerning the project will be discussed during class

Participation and Attendance: Finally, students are expected to participate in the class discussions that follow the lectures. These discussions are important because they help students synthesize information from the readings and lectures. Because class participation is an important part of this course it is worth 20 points. **If you do not participate in class discussions you cannot get an A in this course.** Also, in order to ensure that students are keeping up with the readings I reserve the right to give unannounced quizzes during the semester. These quizzes will count as part of the class participation portion of your grade.

Discretionary Points: There will also be 20 discretionary points given out throughout the semester. These points will come from various in-class exercises.

Point System

Map	10
Midterm1	50
Midterm2	50
Final	50
Essay 1	10
Essay 2	10
Essay 3	10
Final Paper	20
Discretionary Points	20
<u>Participation</u>	<u>20</u>
Total	250 points

The grading scale for this class is:

- A= 227-250 points
- B= 203-226 points
- C= 178-202 points
- D= 153-178 points
- F= 152 or below

Required Readings

Rigoberta Menchu, E. Burgos-Debray, Ann Wright
1987 I, Rigoberta Menchu: An Indian Woman in Guatemala. Verso Books

There is also a course pack available at Gray's

** all students are also required to have an e-mail account. If you do not have one, you need to activate your campus account. You will also need to check you account on a regular basis. Current event articles will be mailed to students on a regular basis. These articles will form the basis of class discussions.

Class Schedule

Topics and Readings

	<i>Topic</i>	<i>Lecture</i>
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1/9		Intro to Class/ Syllabus	
1/11	Part 1	People and Places	Environ/Resources/Population
1/14			Conquest, Demography and Disease
1/16		Economic Foundations	Colonial Economic Reorganization
1/18			ISI & Dependency
1/23			Debt crisis (1980's and 1990's)
1/25			Discuss Contemporary Issues Project
1/28	Part 2		Video: Free Markets for Free Men
1/30		Race & Ethnicity	Race/ Brazil
2/1			Video: 5 centuries later/ First Run
2/4			<i>Race/Ethnicity: Andes and Mesoamerica</i>
2/6		Gender	Gender Roles
2/8			Gender and Social Movements
2/11			Discuss Rigoberta Menchu
2/13			<i>Midterm 1</i>
2/15		Inequality	Poverty & Inequality
2/18			Responding to Inequality: Poverty Erradication Programs
2/20			Redressing Inequality: Cuba
2/22		Religion	Catholicism
2/25			Protestantism
2/27			Syncretism
3/1	Part 3	Human Rights	Military Dictatorships
3/11			Civil War
3/12			Indigenous Groups in the Amazon
3/15			Video: Amazon Journal
3/18		Environment	Paying Back Debt
3/20			Amazon: Deforestation
3/22			Pollution
3/25			Midterm 2
3/27		Urbanization	The Latin American City
3/29			The Growth of Slums
4/1			Street Children
4/3		Health and Disease	Infant and Child Mortality
4/5			HIV/AIDS
4/8			Aging
4/10		NAFTA	NAFTA Policy/ Maquiladoras
4/12			Chiapas
4/15		Drug Trade	Cultural Context of Coca & Cocaine
4/17			Colombia: FARC
4/19			Video: Coca Mama – The War on Drugs
4/22			WRC presentation

4/24		<i>Migration</i>	NA Migration Policy
4/26			Video: Mayan Voices: American Lives
4/28			<i>Impact on the US</i>
5/1			Midterm 3

ANTH/LTAM 2152 – NEW WORLD ARCHAEOLOGY Spring Semester 2003

Instructor: Charles Houck
Room and Time: Fretwell 415, MWF 11-11:50
Office: Fretwell 485-A
Office Hours By Appointment

Office: x2252
Home: (704) 987-9232 – Before 9pm
Voicemail: (704) 453-4252
Email: cwhouck@earthlink.net

This course is a survey of the prehistoric cultures of the New World, and will focus on tracing the culture history of the Americas from the arrival of the first humans at the end of the Pleistocene epoch through the development of high civilization in Mesoamerica. Along the way we will encounter Paleoindian big game hunters, Archaic foragers, the Hohokam, Mogollon, and Anasazi of the southwest US, Mississippian chiefdoms in the east, the Olmecs, Maya, and Aztecs of Mesoamerica. We will also explore a number of “Big Picture” theoretical issues such as the peopling of the New World, the rise of agriculture, the adoption of a sedentary lifestyle, and the development of complex civilization. In order to place the data that we will study in context, the course will begin with a brief examination of the discipline of archaeology itself, concentrating on current trends in method and theory as well as the history of archaeology in the Americas.

REQUIRED TEXTS

1. Fagan, Brian M.
2000 *Ancient North America: The Archaeology of a Continent*. Third Edition
2. Weaver, Muriel P.
1993 *The Aztecs, Maya, and their Predecessors: Archaeology of Mesoamerica*. Third Edition.

The following text is not required, although readings from it will be assigned:

1. Fiedel, Stuart J.
1992 *Prehistory of the Americas*. Second edition

Additional readings will be placed on reserve. A list of reserve readings follows the assignment list.

COURSE REQUIREMENTS

Your grade will be based upon the following:

Midterm exam	25%
Research paper	25%
Final exam	35%
Quizzes	5%
Participation	10%

RESEARCH PAPER

An 8 to 10-page research paper is required. You can write your paper on any topic, as long as it conforms to two general guidelines:

1. Your paper must focus on the prehistoric New World.
2. As we practice anthropological archaeology in the Americas, your paper should explore a scientific question or problem, not just present a descriptive summary of data. For example, “The Role of Maize Agriculture in the Rise of the Ancient Maya” is a good topic, where “Ancient Maya Agricultural Practices” is not.

If you have trouble coming up with a topic, please let me know, I am happy to help.

Paper topics are due on March 3.

Rough drafts (optional) are due on April 7. Although not required, submission of a draft will allow me to comment on your progress and make suggestions that will improve the quality of the paper and the final grade.

PAPERS ARE DUE ON APRIL 21. Late papers will be graded accordingly.

QUIZZES AND CLASS PARTICIPATION

Archaeology as a discipline has grown through the free, and sometimes hostile, exchange of ideas. While this is primarily a lecture course, I expect you to be current enough in the reading assignments to comment occasionally on the material, and to ask and answer questions. In addition, there will be periodic quizzes, announced and unannounced, to keep you on your toes. Keep in mind that quizzes and participation will make up 20% of your final grade.

Reading Assignments

Week 1 (Jan. 13-17)

M Introductory Meeting

W What is Archaeology?

- TBA

F Archaeology: Method and Theory

- ANA, Ch 17.

Week 2 (Jan. 20-24)

M Martin Luther King, Jr. Day

W Archaeology in America: The Early Days

- Ancient North America (ANA), Ch. 2

F Archaeology Grows Up: the 20th Century

- ANA, Ch. 3

Week 6 (Feb. 17-21)

M Western Archaic – Great Basin

- ANA, Ch. 12.

W Open Date

F Mesoamerican Archaic – Tehuacán

- Weaver, Ch. 2, pp. 13-24.

Week 3 (Jan. 27-31)

M Ice Age America

- ANA, pp. 67-81

W The Peopling of the New World: Traditions

- Fiedel, pp. 48-63; 78-83

F The Peopling of the New World: New Data and Views

- Meltzer *et al.* On the Pleistocene Antiquity of Monte Verde, Southern Chile.

ON RESERVE

- Additional online reading will be assigned

Week 7 (Feb. 24-28)

M Settling Down: The Southwest

- ANA, Ch. 14.

W Southwest Settlements, Part 2

- TBA.

F The Rise of Complex Cultures

- Review ANA, Ch. 14.

- TBA

Week 8 (Mar. 3-7)

M Hohokam, Pt. 1

- ANA, Ch. 15, pp. 329-333.

PAPER TOPICS DUE

W Hohokam, pt. 2.

- Fiedel, pp. 214-228.

F **MIDTERM EXAM**

Week 4 (Feb. 3-7)

M Paleoindians: Clovis

- ANA, Ch. 4 pp. 85-90.
- Fiedel, 63-75.
- Weaver, 7-12

W Late Paleoindian Adaptations

- ANA, Ch. 5.
- Fagan, Brian. Hunter-Gatherers and the Holocene:” Ancient North America, 2nd ed., pp. 87-100. **ON RESERVE.**

F Open Date

Week 5 (Feb. 10-14)

M The Archaic Transition

- ANA, Ch 16, pp. 353-370.
- Fiedel, pp. 84-97.

W Early and Middle Archaic in Eastern North America

- ANA, Ch. 16, pp. 370--380.

F Late Archaic in the Eastern Woodlands

SPRING BREAK

Week 9 (Mar. 17-21)

M Chaco and the Anasazi, pt. 1

- ANA, Ch. 15, pp. 318-329
- Fiedel, pp. 214-228.

W Video: “The Chaco Legacy”

F Chaco and the Anasazi, pt. 2

- ANA, pp 333-343

Week 10 (Mar. 24-28)

M Eastern Woodlands: Archaic to Adena

- ANA, Ch. 18.

W Eastern Woodlands: Hopewell

- ANA, Ch. 19.

F Early and Middle Mississippian: Cahokia

- ANA, Ch. 20, pp.439-450.

Week 11 (Mar. 31-Apr. 4)

M Late Mississippian: Cahokia and Moundville

- ANA, Ch. 20, pp. 450-468.
- Fiedel, pp. 251-261.

W Mesoamerica: An Introduction

- Weaver, pp. 1-6; Ch. 3, pp. 25-52 (skim).

F Preclassic Mesoamerica: The Olmecs

- Weaver, pp. 52-71.

Week 12 (Apr. 7-11)

M The Rise of Teotihuacán

- Weaver, pp. 77-93; 108-118.

DEADLINE FOR ROUGH DRAFTS

W Classic Teotihuacán

- Weaver, pp. 161-186; skim 186-203.

F The Collapse of Teotihuacan

- Weaver, pp. 203-218; 223-228.

Week 13 (Apr. 14-18)

M The Preclassic Maya

- Robert Sharer. The Ancient Maya, 5th ed, pp. 71-73; 91-101; 107-118; 129-133.

ON RESERVE

W The Early Classic Maya

- Weaver, pp. 237-265

- Sharer, pp. 138-146. **ON RESERVE**

F Video: “Lost Kingdoms of the Maya”

Week 14 (Apr. 21-25)

M The Late Classic Maya

- Weaver, pp. 267-268; 273-297; 303-308; 321-331.

W The Myth of the Classic Maya Collapse

- Sharer, pp. 338-348; 357-382. **ON RESERVE**

F The Aztec Expansion

- Weaver, pp. 438-450; 451-455 (skim).

Apr. 21 - PAPERS DUE IN CLASS

Week 15 (Apr. 28-May 2)

M Aztec Empire

- Weaver, pp. 455-479.

W 1521

- To Be Announced

F Course Wrap-up and Exam Review

FINAL EXAM – Friday, May 9, 12:00-3:00 pm

Reserve Readings

Fagan, Brian

1993 Chapter 1: Archaeology. In *People of the Earth*, 7th ed., pp. 3-38.

Meltzer, David, *et al.*

1997 On the Pleistocene Antiquity of Monte Verde, Southern Chile. *American Antiquity* 62(4): 659-663.

SYLLABUS

HIST 2206/LTAM 2206
COLONIAL LATIN AMERICA
Professor Lyman L. Johnson
Garinger 104 (EXT. 4639), ljohnson@email.uncc.edu
Office Hours T TH 10-11 and 12:30-2

Required books:

Mark Burkholder and Lyman Johnson, *Colonial Latin America*, 4th edition.
R. Douglas Cope, *The Limits of Racial Domination*.
Richard Boyer and Geoffrey Spurling, *Colonial Lives*.

Course Requirements:

Please arrive for class on time. Late arrivals disrupt class lectures and discussions. If you need to leave class early, you must tell me before class. If you arrive late or leave early without explanation, I will count it as an absence. I expect you to attend class and will take attendance most days. Five unexcused absences will result in the loss of one letter grade.

I expect you to purchase and read all three assigned books. The midterm and final examinations will require you to demonstrate mastery of material from assigned texts as well as material from lectures. There will be five grades awarded in this course. There will be midterm and final examinations. Each of these examinations will have short answer and essay components.

The other three grades will be for “portfolio” exercises. Each of these exercises will be based on assigned sections from the texts, *Colonial Latin America*, and *Colonial Lives*. For each “portfolio” you will be required to find three articles (in scholarly journals) that examine one or more themes treated in *Colonial Latin America*. You will photocopy the articles and then write a four-page commentary on one of the assigned themes. Your commentary must integrate materials from relevant sections of the text, at least one document from *Colonial Lives*, and the three articles you have selected and photocopied. At the end of the paper you must use standard historical citation style (See History Department web site) to identify all your sources. You must turn in the photocopied articles, properly cited along with the essay in a manila file folder with your name clearly indicated on all the materials. At the end of the semester you must turn in all three portfolio exercises or you will lose one letter grade. The three “portfolio” assignments and the two examinations will each count twenty percent of your final grade.

When class discussions are scheduled for assigned reading I expect you to come to class prepared to discuss. I reserve the right to give unannounced quizzes if the class appears unprepared to discuss the assigned readings. I will adjust the percentage counted for examinations and portfolios to reflect any unannounced quizzes that are given.

Do not miss the mid-term or final examination. Unless you have an excellent, and verifiable, excuse for missing these dates you will be given a grade of F. Turn in the three “portfolio” assignments on the scheduled dates. If you are late you will lose one letter grade per day. If you are accustomed to being negligent in reading assigned texts and turning in work on time, this may not be the course for you.

GOAL VI. UNDERSTAND THE INDIVIDUAL, SOCIETY, AND CULTURE

- Understand how institutions operate with societies in both contemporary and historical perspectives.
- Understand internal and external influences which promote and inhibit human action.

- Understand the patterns of change which individuals experience at various points in life.
- Recognize the complex, integrated, and dynamic nature of human behavior and human experiences.
- Understand the commonalities, differences, and interdependence among and within societies of the world.

8/20 Introduction to course.

8/22 The Amerindian background.

8/27 Amerindian background continued, read Burkholder and Johnson to p.22.

8/29 The Iberian background, read Burkholder and Johnson to p. 31.

9/3 Exploration and first settlements, read Burkholder and Johnson to p. 41.

The first portfolio exercise will be on the indigenous cultures of the Americas and their experiences immediately after the arrival of Europeans. Locate three articles in the journals listed above, photocopy and read the articles. Write a four- page essay that reviews the reaction of a single indigenous people to the conquest. You may explore military reactions and alliances or changes in technology, social organization and family life. This assignment is due on September 24.

9/5 Conquest of Mexico and Peru, read Burkholder and Johnson to p. 57.

9/10 Topic continued.

9/12 Topic continued.

9/17 The Ebbtide of conquest and Columbian Exchange, read Burkholder and Johnson, to p.78.

9/19 No Class.

9/24 Colonial Church and State, read Burkholder and Johnson, to p. 106.

First Portfolio Exercise Due.

9/26 Topic continued.

10/1 Topic continued.

Class discussion of Boyer and Spurling, Colonial Lives to p. 54. Bring the book to class!

10/3 Colonial labor systems, read Burkholder and Johnson to p.133.

10/8 Movie: Last Super.

10/10 Movie continued.

10/15 **Midterm Examination.**

10/17 The colonial economies of Latin America, read Burkholder and Johnson to p.170.

10/22 Colonial society and culture, read Burkholder and Johnson to p.247.

The second Portfolio assignment is focused on demographic changes (epidemics and immigration) and on miscegenation (mixing of peoples and cultures). Locate three articles in the journals listed above, photocopy and read the articles. Write a four-page essay that analyzes the development of colonial society in either Spanish America or Brazil. Use the text, Colonial Latin America, at least one document from Colonial Lives and the three articles you found. This assignment is due on October 31.

10/24 Topic continued.

10/29 Topic continued.

Class discussion, Boyer and Spurling, Colonial Lives, pp. 54-155.

10/31 Topic continued.

Second Portfolio Due.

11/5 The 18th Century Reforms and Colonial Reactions, read Burkholder and Johnson to p. 303.

11/7 Topic continued.

11/12 **Class discussion of Cope, Limits of Racial Domination.**

11/14 Topic continued.

The third portfolio assignment deals with themes of racial and ethnic identity, family life, parental authority, or popular culture. Select one of these topics. Write a four-page essay that reviews the selected theme as presented in the text, Colonial Latin America, at least one document from Colonial Lives and the three articles you found in scholarly journals. This assignment is due on December 3.

11/19 Class discussion

11/21 **Class discussion, Boyer and Spurling, Colonial Lives, pp. 155 to the end.**

11/26 Independence, Burkholder and Johnson, pp. 304-349.

11/28 Thanksgiving, no class.

12/3 Topic continued.

Third Portfolio is due.

12/5 Last day of class/ review for final examination

FINAL EXAMINATION, DEC. 12 Noon to 3 PM.

HIST 2207/LTAM 2207: MODERN LATIN AMERICA

Time/Place: TR 9:30-10:50, Fretwell 122
Instructor: Jürgen Buchenau
Office: Garinger 124
Office Hours: TR 11:00-12:30 and by appointment
Phone: 704-687-4635
Email: jbuchena@email.uncc.edu

Purpose: This course will provide you with an understanding of the emergence of the complex societies of contemporary Latin America. We will pay special attention to Argentina, Brazil, and Mexico—the three largest countries of the region with a combined population of over 300 million people. The course will focus on the following five themes:

- The ethnic, regional, and social diversity of Latin America in historical perspective.
- The struggles of Latin Americans for economic development, political stability, and social justice, with particular emphasis on revolutions, rebellions, and popular protests.
- How individuals and their families have been affected by historical processes, and how they have in turn viewed and shaped these processes.
- The construction and historical development of class, ethnic, and gender differences.
- Latin America in world affairs, and particularly its relationship with the United States

The class will combine lectures and discussions. Online resources on Web CT and audio-visual aids will further acquaint you with the topics discussed. The course method stresses history as a lived process, and it therefore discourages the rote memorization of a meaningless array of data.

This course fulfills Goal X of the UNCC General Education requirements. It will help you

- Understand how institutions operate with societies in both contemporary and historical perspectives.
- Understand internal and external influences which promote and inhibit human action.
- Understand the patterns of change which individuals experience at various points in life.
- Recognize the complex, integrated, and dynamic nature of human behavior and human experiences.
- Understand the commonalities, differences, and interdependence among and within societies of the world.

Course Materials: John Chasteen, Born in Blood and Fire.
Adèle Toussaint-Samson, A Parisian in Brazil.
Mariano Azuela, The Underdogs.
Nicholas Fraser and Marysa Navarro, Evita.
Carolina Maria de Jesus, Child of the Dark.
Online resources on WebCT (www.uncc.edu/webct)

Assignments and Grades: First and foremost, regular attendance in this class is crucial. After the first four absences, each additional absence will cost you fifty points. Two lates equal one absence. I strongly encourage all students to read the assigned material carefully, and to bring questions to class. There is no such thing as a dumb question except the question not asked. You will find that curiosity about the material presented in this class enhances your learning experience and improves your performance.

The assignments will consist of two examinations, four short papers, and participation in Web CT. The exams combine essays with IDs and short answers. The papers (2-3 pages) will consist of essays on the four supplementary readings. Late papers carry a penalty of one letter grade per

class day, and no papers will be accepted after the last day of classes. You will be automatically enrolled in the Web CT class, and instructions how to access the service will be emailed to you during the first week of class. Please check the web page frequently for important announcements. You will also need to access it for class preparation, as well as to post responses and/or questions to a threaded board at least once a week.

Accommodations for disabilities will be provided in accordance with the Americans with Disabilities Act.

Your final grade is computed as follows:

Midterm Exam	150 points
Final Exam	200 points
Papers	500 points (Papers 1 and 2: 100 points each; Papers 3 and 4: 150 points each)
WebCT	100 points
Participation	50 points
Total	1,000 points (A \geq 900; B \geq 800; C \geq 700; D \geq 600; F $<$ 600)

To assist you in tracking your progress, letter grades based on this 10% scale will also be given to each assignment you turn in. For example, 135 points on a 150 point paper translates into an A; 125 points translates into a B; and so on.

Extra-credit opportunities, including film showings, book reviews, and participation in classroom simulations will be available in this class. Details will be announced later on in the semester.

Tentative Schedule of Readings and Discussions (* denotes extra-credit activities)

August 20: Introduction and Overview.

August 22: Introduction to Latin America.
Reading: Chasteen, chapter 1.

August 27: The Colonial Legacy.
Reading: Chasteen, chapters 2-3.

August 29: The Wars of Independence.
Reading: Chasteen, chapter 4.

September 3-5: The Search for Order.
Reading: Chasteen, chapter 5.

September 10-12: The Modernization of Latin America.
Reading: Chasteen, chapter 6.

September 17-19: A French Traveler Observes the Brazilian Empire.
Reading: Toussaint-Samson, all.

September 24-26: Imperialism and Neocolonialism.
Reading: Chasteen, chapter 7.

First Paper Due September 24

October 1-3: Nationalism and the Crisis of Liberalism.
Reading: Chasteen, 213-26.

October 8: **Midterm Exam**

October 10-15: A Mexican Intellectual Views a Revolution.
Reading: Azuela, all.

October 17-24: The Great Depression, World War II, and the Populist Era.
Reading: Chasteen, 226-60.
Second Paper Due October 22

October 29-31: The Life and Career of Argentina's Eva Perón.
Reading: Fraser and Navarro, all.

*November 1, 8 pm, McKnight Auditorium: Showing of "La Ofrenda: The Days of the Dead."

November 5: The Cuban Revolution.
Reading: Chasteen, 260-74.
Third Paper Due November 5

November 7: No class—professor at professional meeting.

November 12-14: The Diary of a Brazilian Slum Dweller.
Reading: de Jesus, all.

*November 18, 7 pm, McKnight Auditorium: Latin American Film Festival (film TBA)

November 19-26: Reaction and More Revolution.
Reading: Chasteen, chapter 10.
Fourth Paper Due November 21.

*November 25, 7 pm, McKnight Auditorium: Latin American Film Festival (film TBA)

November 28: Thanksgiving Break

December 3-5: Latin America Since 1982.
Reading: Chasteen, chapter 11.

December 12 (8 a.m.) Final Exam

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
Department of Languages and Culture Studies

SYLLABUS FOR SPAN 3029/LTAM 3129:

THE CULTURAL DIMENSION OF DOING BUSINESS WITH SPANISH-SPEAKING COUNTRIES

Semester: Fall 2003

Meeting Times: TR 3:30-4:50
msdoyle@email.uncc.edu

Location: Barnard 244

Instructor: Dr. Michael Scott Doyle

Office: Denny 207, Tel. 547-4274;

Office Hours: TR 2-3 and by appointment

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus for The Cultural Dimension of Doing Business with Spanish-speaking Countries contains the policies and expectations I have established for the course. Please read the entire syllabus carefully before continuing in this course. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. You should expect that if your conduct during class seriously disrupts the atmosphere of mutual respect I expect in this course, you will not be permitted to participate further.

DESCRIPTION. This course will develop cultural awareness for the purposes of conducting business and working effectively in or with Spanish-speaking countries and communities. The geographic and cultural range of the course covers: 1) Spain, a member of the EU that has left an enduring cultural imprint throughout the Spanish-speaking world; 2) Mexico, the most populous Spanish-speaking country and one of our key NAFTA partners; 3) Central America; 4) the Caribbean; 5) the Andean Countries; 6) the Southern Cone countries; and 7) U.S. Hispanic communities which, in terms of population, would make the United States the fifth largest of the 21 Spanish-speaking countries in the world. The course will provide the learner with a broad cultural overview of the Spanish-speaking world, to include: historical highlights and geographic literacy (framework and contextualization), current socio-economic conditions and issues, and cultural considerations and their influence on how business is conducted--e.g., language (varieties of Spanish, forms of address, use of titles, etc.), family structure and centrality, the individual and sense of self, the individual and the group, ethnic distribution, religion, educational systems and literacy levels, work environment and habits, competition, concepts of time and punctuality, kinesics and proxemics, managerial protocol and practice, negotiating, and the use of translators and interpreters. Because of the unique importance of Mexico to the United States, and the growing institutional relations between UNC Charlotte and several Mexican universities, the United Mexican States will be highlighted for study during the semester.

OBJECTIVES. The purpose of the course is to examine cultural characteristics in order to better prepare English-speaking business personnel and managers for more informed and effective interaction with Spanish-speaking counterparts both abroad and in the United States.

GUIDELINES. *As in the real world of business, you are expected to be punctual and to come to class prepared.* Your active and voluntary participation is required--no credit for simply showing up and warming a seat! **More than three (3) unexcused absences will result in your final grade (evaluation of job performance) being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than three classes during the semester!** Should extenuating circumstances require that you miss a class beyond the limit of three, you are expected to notify me in advance or to leave a message with the departmental secretary, tel. # 547-2337. **NON NEGOTIABLE: No late work will be accepted** and there will be **no make-up quizzes or exams and no make-up work for extra credit.** *As in the real world of business, a contract is due on the due date and a ten-o'clock flight will not wait for you at the gate if you arrive at 10:15!*

NOTE. The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *1999-2001 UNC Charlotte Catalog* (p. 375). Cheating and plagiarism are expressly forbidden, the latter of which may be summarized in the statement that a student is not to intentionally or knowingly present the work of another as his or her own. All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. You may also access the Code online at: <http://www.uncc.edu/policystate/ps-105.html>.

LEARNING DISABILITIES. Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #218, for obtaining accommodations.

GRADE DISTRIBUTION

Oral Participation and Presentations.....	15%
Homework Assignments.....	10%
Term Paper.....	15%
Quizzes.....	10%
Midterm Examination.....	20%
Final Examination.....	30%

GRADING SCALE

A = 90-100 POINTS
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60

TEXTS:

1. *Business Mexico: A Practical Guide to Understanding Mexican Business Culture* by Peggy Kenna and Sondra Lacy. Lincolnwood, IL: NTC Publishing Group/Passport Books, 1994. ISBN 0-8442-3551-2
2. *Culturgrams*. Latest edition of Spanish-Speaking Country Packet from Axiom Press (Brigham Young University).
3. *Good Neighbors: Communicating with the Mexicans* by John C. Condon. Yarmouth, Maine: Intercultural Press, Inc., 2nd ed. 1997. ISBN 1-877864-53-6
4. *The Hispanic Way: Aspects of Behavior, Attitudes, and Customs in the Spanish-Speaking World* by Judith Noble and Jaime Lacasa. Chicago: Passport Books, 1991. ISBN 0-8442-7389-9
5. *Inside Mexico: Living, Traveling, and Doing Business in a Changing Society* by Paula Heusinkveld. New York: John Wiley & Sons, Inc., 1994. ISBN 0-471-08979-6
6. *Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers* by Eva Kras. Yarmouth, Maine: Intercultural Press, 1995. ISBN 1-877864-32-3
7. Web reading: Latest data in the *CIA World Factbook* (<http://www.cia.gov/publication/>) and the *U.S. State Department Background Notes* (<http://www.state.gov/background/>).

NOTE: Videos (on reserve): *Going International*; *The Buried Mirror* (Carlos Fuentes); *The Americas* (Annenberg), *Doing Business in Mexico*, *Doing Business in Chile*, *Doing Business in Argentina*.

RECOMMENDED READING:

- Adams, Fiona. *Culture Shock! Argentina: A Guide to Customs and Etiquette*. Singapore: Times Media Private Limited, 2000.
- Axtell, Roger E., Tami Briggs, Margaret Corcoran, and Mary Beth Lamb. *Do's and Taboos Around the World for Women in Business*. New York: John Wiley & Sons, Inc., 1997.
- Devine, Elizabeth, and Nancy L. Braganti. *The Traveler's Guide to Latin American Customs and Manners*. New York: St. Martin's Press, 1988.
- Ferraro, Gary P. *The Cultural Dimension of International Business*, 3rd ed. Prentice Hall, 1998.
- Fryer, T. Bruce and Hugo J. Faria. *Talking Business in Spanish: Dictionary and Reference for International Business*. New York: Barron's Educational Series, Inc., 1987.

- Fuentes, Carlos. *The Buried Mirror: Reflections on Spain and the New World*.
- Gorden, Raymond L. *Living in Latin America: A Case Study in Cross-Cultural Communication*. Lincolnwood, IL: NTC, 1995.
- Graff, Marie Louise. *Culture Shock! Spain: A Guide to Customs and Etiquette*. Singapore: Times Media Private Limited, 1993.
- Harris, Philip R. and Robert T. Moran. *Managing Cultural Differences*. Gulf Publishing Co., 1993.
- Jessup, Jay M. And Maggie L. *Doing Business in Mexico*. Rocklin, CA: Prima Publishing, 1993.
- Kenna, Peggy and Sondra Lacy. *Business Spain: A Practical Guide to Understanding Spanish Business Culture*. Lincolnwood, IL: NTC Publishing Group/Passport Books, 1995.
- Mandel-Campbell, Andrea. *Passport Argentina: Your Pocket Guide to Argentine Business, Customs & Etiquette*. Novato, CA: World Trade Press, 2000.
- Morrison, Terri and Wayne A. Conaway. *The International Traveler's Guide to Doing Business in Latin America*. New York: Macmillan, 1997.
- Morrison, Terri, Wayne A. Conaway, and George A. Borden. *Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries*. Holbrook, MA: Bob Adams, Inc., 1994.
- Paz, Octavio. *The Labyrinth of Solitude: The Other Mexico, Return to the Labyrinth of Solitude, Mexico and the United States, the Philanthropic Ogre*.
- Ricks, David A. *Blunders in International Business*. Blackwell 1993.
- The World Almanac and Book of Facts 2003*. New York: World Almanac Books, 2003.

PROGRAM

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| Week 1 | Introduction to the course: Definitions of “culture” and foundational considerations: history, geography, language, values. Selections from video: <i>The Americas</i> . |
| Week 2 | Selections from video: <i>The Americas. The Hispanic Way</i> . |
| Week 3 | <i>The Hispanic Way</i> . Selections from video: <i>The Buried Mirror</i> . |
| Week 4 | Mexico. Culturgram and Web readings: <i>CIA World Factbook</i> and <i>U.S. State Department Background Notes</i> .
<i>Good Neighbors: Communicating with the Mexicans</i> . Visit by Mr. Wayne Cooper, Honorary Mexican Consul. |
| Week 5 | Mexico. <i>Good Neighbors: Communicating with the Mexicans</i> . Begin <i>Inside Mexico: Living, Traveling and Doing Business in a Changing Society</i> . |
| Week 6 | Mexico. <i>Inside Mexico</i> and readings (course packet) by Carlos Fuentes and Octavio Paz. Visit by Dr. Carlos Coria. |
| Week 7 | Mexico. <i>Business Mexico: A Practical Guide to Understanding Mexican Business Culture</i> . Begin <i>Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers</i> . |
| Week 8 | Mexico: <i>Management in Two Cultures</i> . Video: <i>Doing Business in Mexico</i> . MIDTERM EXAMINATION. |
| Week 9 | The Spanish-speaking Caribbean: Puerto Rico, the Dominican Republic, and Cuba. Culturgrams and Web |

- readings: *CIA World Factbook* and *U.S. State Department Background Notes*. Video: *Puerto Rico*. Visit by Dr. José Manuel Batista and Mr. Eduardo García.
- Week 10 Central America: Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama. Culturgrams and Web readings: *CIA World Factbook* and *U.S. State Department Background Notes*.
- Week 11 The Andean Countries: Venezuela, Colombia, Ecuador, Peru and Bolivia. Culturgrams and Web readings: *CIA World Factbook* and *U.S. State Department Background Notes*. Visit by Mr. Bill Brown.
- Week 12 The Southern Cone countries: Chile and Paraguay. Culturgrams and Web readings: *CIA World Factbook* and *U.S. State Department Background Notes*. Video: *Doing Business in Chile*. Visit by Mr. Manuel Zapata.
- Week 13 The Southern Cone Countries: Argentina and Uruguay. Culturgrams and Web readings: *CIA World Factbook* and *U.S. State Department Background Notes*. Video: *Doing Business in Argentina*. Visit by Dr. Lyman Johnson.
- Week 14 Spain. Culturgrams and Web readings: *CIA World Factbook* and *U.S. State Department Background Notes*.
- Week 15 Hispanic Communities, Cultures, Markets, and Consumers in the United States.
- Week 16 Semester wrap-up. Review and FINAL EXAMINATION.

Professor Gregory Weeks
POLS/LTAM 3144
Office Hours: Tu-Th 8:30-9:30 (Fretwell 435N)
E-mail: gbweeks@email.uncc.edu
www.uncc.edu/gbweeks

Latin American Politics

Part 1 of this course is an overview of political and socio-economic change in Latin America from Iberian colonialism to mid-twentieth century. Special attention is given to those colonial and nineteenth century institutions and practices which have had an enduring influence on Latin American politics. Variations in these institutions and practices in Cuba, Chile, and Central America will be discussed in detail. Emphasis is placed on the attempt to create legitimate and stable political institutions.

Consideration of Latin American politics in the twentieth century focuses especially upon competing political ideologies, the relationship between socio-economic change, international political economy, and internal political change. Attention is given to the generally unsuccessful efforts to institutionalize constitutional democracy in the region. The role of major political interests and groups is analyzed, including the role of the church, military institutions, business and labor organizations, agrarian elites, and a variety of political parties and movements.

Consideration is then given to politics in the region after the Cuban Revolution, the influence of the United States, the impact of cold war politics on domestic political change, and political trends in the post-perestroika years in the region.

Part 2 is dedicated to case studies of Cuba, Chile, and Central America since 1959, followed by a final session surveying prospects for the countries studied in the 1990s. Several films on Cuba, Chile, and Central America will supplement readings and class discussions in Part 2.

Required Texts and Readings

Thomas E. Skidmore
and Peter H. Smith

Modern Latin America, 5th edition

Miguel Angel Centeno (ed.)

Toward a New Cuba? Legacies of a Revolution

John Chasteen

Born in Blood and Fire

Isabel Allende

House of the Spirits

Examinations and Coursework

A midterm examination will occur **February 28**. It will constitute **30%** of the course grade. A final examination will occur as indicated in the university final examination schedule--**December 13 from 3:30 to 6:30**. The final exam will count for **30%** of the course grade.

In addition to the two examinations, each student will research and write a course paper on a topic chosen in consultation with the instructor. The paper must be **10-12 pages, double-spaced** (Times New Roman, 12 point font, normal margins, etc.). **On the day of the midterm, all students must turn in a paragraph describing their topic.** The course paper should have a comparative focus and present research on a topic related to course themes, for example, constitutional and political development, civil-military relations, agrarian reform, church and state, labor and party systems, race and gender relations, regimes of exception, or public policy issues (health, population, economic, environmental) in two or more countries. (These topics are examples only, not a complete list of acceptable research projects). Ongoing consultation with the

the instructor is recommended in researching and writing the course paper. It is due the last day of class. ***No late papers will be accepted.*** The course paper will count for **30%** of the course grade.

The final **10%** of the grade will be determined by the instructor's evaluation of the *quality* of student preparation for, and *participation* in, class discussion. Quality of student preparation refers to timely completion and thoughtful consideration of the weekly reading assignments. Quality of participation refers to contribution to class discussion with thoughtful questions, comments, and analysis of readings, lectures and films.

Topical Outline and Reading Assignments

January 10	Introduction
January 15, 17	Latin America and the World; Colonial Foundations of Latin American Political Systems. Colonial Cuba, Chile, and Central America Skidmore & Smith, Prologue, Chapter 1 Chasteen, Chapters 1-3
January 22	Independence: Constitutions and Caudillos. Political Challenges to mid-century. Cuba, Chile, and Central America to the 1880s Chasteen Chapter 4 Loveman "Historical Foundations" in coursepack
January 24	What is the Legacy? Politics vs. Culture Harrison in coursepack
January 29, 31	Modernization and Political Change to World War I. Cuba, Chile, and Central America Compared Chasteen, Chapters 5-6 Skidmore and Smith, Chapter 2
February 5	Political Change from WWI to Cold War Cuba, Chile, and Central America Skidmore, Chapters 4, 8, 10
February 7	Understanding Mexican Politics Skidmore and Smith, Chapter 7 Chasteen, Chapter 7
February 12, 14	Politics and Revolution in Cuba, I Centeno & Font Chapters 1, 4-5
February 19, 21	Politics and Revolution in Cuba, II and Review Centeno & Font, Chapters 7, 11-12
February 26	The U.S. and Latin America Chasteen, Chapter 8 Skidmore and Smith, Chapter 11

February 28	Midterm Examination
March 12	Chile 1946-1970 Allende, Chapters 1-6
March 14, 19	Chile 1964-1973 Allende Chapters 7-Epilogue
March 21, 26	Chile 1973-1990
March 28	Counterpoint: Dictatorship in South America Chasteen, Chapter 9 Skidmore and Smith, Chapters 3, 5
April 2	Chile 1990-2000 Loveman <i>Chile</i> in coursepack Weeks in coursepack
April 4	The Politics of Pinochet
April 9, 11	Central America: World War II to 1959 Reread Skidmore & Smith, Chapter 10
April 16, 18, 23	Central America, Insurgency and Cold War; Nicaragua and El Salvador after 1979
April 25, 30	Cuba, Chile and Central America after Perestroika and Review Skidmore and Smith, Epilogue Crandall in coursepack Montaner in coursepack

LTAM/POLS 3155 Political Economy of Latin America

Professor Gregory Weeks

Required Readings:

Patrice Franko, *The Puzzle of Latin American Economic Development* (2nd Edition, 2003)
Jeffrey Frieden, Manuel Pastor, Jr. and Michael Tomz, *Modern Political Economy and Latin America: Theory and Policy* (2000)

Additional required readings will be available through WebCT.

Examinations and Coursework

A midterm examination will constitute **30%** of the course grade. A final examination will occur as indicated in the university final examination schedule. The final exam will count for **30%** of the course grade.

In addition to the two examinations, each student will research and write a course paper on a topic chosen in consultation with the instructor. The paper must be **10-12 pages, double-spaced** (Times New Roman, 12 point font, normal margins, etc!). **On the day of the midterm, all students must turn in a paragraph describing their topic.** Ongoing consultation with the instructor is recommended in researching and writing the course paper. It is due the last day of class. ***No late papers will be accepted.*** The course paper will count for **30%** of the course grade. The final **10%** of the grade will be determined by the instructor's evaluation of the *quality* of student preparation for, and *participation* in, class discussion. Quality of student preparation refers to timely completion and thoughtful consideration of the weekly reading assignments. Quality of participation refers to contribution to class discussion with thoughtful questions, comments, and analysis of readings, lectures and films.

Weekly Schedule

Week 1

Introduction to Main Concepts and Issues

Week 2

Historical Background – Latin America in the Global Economy
From Independence to the Cold War

Week 3

The Push for Industrialization
Important Substitution Industrialization and Labor Movements
Case Study: **Brazil**

Week 4

The Non-Industrializers and the Role of Agriculture
Central America's Struggles with Dictatorship and Land Ownership
Case Studies: **Guatemala and Nicaragua**

Week 5

Latin America after the Cuban Revolution
Evolution of Dependency Theory
Case Study: **Cuba**

Week 6 – Midterm Exam

The Oil Producers: Are They Exceptional?

Case Studies: **Colombia and Venezuela**

Week 7

The “Washington Consensus” and Neoliberal Reform

Case Study: **Chile**

Week 8

The Debt Crisis and Debt Management

The Role of the United States, IMF and World Bank

Case Study: **Mexico**

Week 9

The Impact of the Drug Trade on Debt

The Impact of U.S. Drug Policy

Case Study: **Colombia**

Week 10

The End of the Cold War and the Fall of the Soviet Union

Case Study: **Cuba**

Week 11

The Political Economy of Democratic Transitions

Case Study: **Chile**

Week 12

Free Trade or Fair Trade?

Case Studies: **NAFTA and MERCOSUR**

Week 13

Reactions to Free Trade and Free Markets

Political Economy of Coup Attempts

Case Studies: **Ecuador and Venezuela**

Week 14

Are Neoliberal Policies Wearing Thin?

Case Studies: **Argentina**

Week 15

Conclusion and Review

Professor Gregory Weeks
LTAM/POLS 3164
Spring 2003
Office Hours: Tu-Th 10-11 (Fretwell 435N)
E-Mail: gbweeks@email.uncc.edu
Website: www.uncc.edu/gbweeks

The Dynamics of United States-Latin American Relations

This course addresses the always complicated and often conflictive relationship between Latin America and the United States. It analyzes the historical background and development of that relationship since Latin American independence. Particular attention is given to critical contemporary issues such as terrorism and the drug trade, immigration, international trade, humanitarian aid and U.S. policy toward Cuba.

The course is divided into three sections. The first examines the historical development of U.S.-Latin American relations from independence to the Cold War, highlighting U.S. efforts to become dominant in the hemisphere. Part two looks specifically at the Cold War, as revolutions, military intervention and economic crises had a dramatic and devastating effect on the region. Part three concentrates on the post-Cold War period and the main issues that the United States and Latin America are facing.

The historical background will allow you to better understand and evaluate current policies toward Latin America—it is impossible to grasp these policies (and Latin American reactions to them) without historical perspective. Not only is the drug war a serious problem, but the repercussions of the attacks of September 11, 2001 are also being felt in the region. We will discuss the ways in which the United States perceives the threat of terrorism, and how that affects the formulation of current (and perhaps future) policies.

Required Texts and Readings

Russell Crandall *Driven by Drugs: U.S. Policy Toward Colombia* (2002)
Lars Schoultz *Beneath the United States: A History of U.S. Policy Toward Latin America* (1998)
Peter H. Smith *Talons of the Eagle: Dynamics of U.S.-Latin American Relations* (2000)

In addition, a number of *required* articles (listed below) are available through WebCT.

To log on to WebCT: click on the login link on the UNC Charlotte WebCT Support homepage (www.uncc.edu/webct). Your login name is the first part of the email address given to you by the university (I have the list if you're not sure) and your password is your student ID number (if you have used WebCT before, then just use whatever password you chose). You will see a list of your classes that offer WebCT, so just click on this class. Also, if you select the student link on the homepage, you will be taken to the WebCT Student Support webpages -- www.uncc.edu/webct/WCT_STUDENT/index.html From this page you can access important information on browsers, how to log in, WebCT tours, general guides, and the forgotten password reset.

Examination and Coursework

A midterm examination will occur **March 6**. It will constitute **30%** of the course grade. A final examination will occur as indicated in the university final examination schedule—**May 5 from 12:00-3:00**. The final exam will count for **30%** of the course grade.

In addition to the two examinations, each student will research and write a course paper on a topic chosen in consultation with the instructor prior to the midterm. The course paper should present research on a topic related to course themes. You must turn in a paragraph explaining your topic by the day of the midterm, and I strongly advise you to talk to me about your ideas to make sure you're on the right track. This paper must be properly referenced and indicate an effort to synthesize existing literature on the topic chosen. It is due **April 24**. *No late papers will be accepted*. The course paper will count for **30%** of the course grade.

Given the problem of plagiarism, all papers will be analyzed at www.turnitin.com, which is able to find common sentences and phrases from anything on the internet—the specific details of how to do this will be discussed later in the semester. This site has already caught numerous students (unfortunately, including some in my own classes). Read the academic integrity statement at the end of this syllabus, but this really comes down to common sense. Plagiarism is an insult to everyone, it is unacceptable, and if you are caught you will be punished to the full extent. Please make all our lives much more pleasant, and don't do it.

The final **10%** of the grade will be determined by the instructor's evaluation of the *quality* of student preparation for, and *participation* in, class discussion. Quality of student preparation refers to timely completion and thoughtful consideration of the weekly reading assignments. Quality of participation refers to contribution to class discussion with thoughtful questions, comments, and analysis of readings, lectures and films. In addition, before each class period we will spend a few minutes talking about current events that relate to U.S.-Latin American relations, which I hope will further serve to deepen your understanding. Following events through newspapers and the internet is easy and does not take much time.

Please feel free to use office hours and/or email as much as you like, whether you have questions about the topics, your paper, the exams, etc. or even if you would just like to toss around your thoughts on current events. I literally never get tired of talking about this subject.

Topical Outline and Reading Assignments

I. Theoretical Overview and the Early Years of U.S.-Latin American Relations

Week 1 (Jan 14-16)

Introduction

Theoretical Background

Schoultz, Chapter 1

Smith, Introduction

Week 2 (Jan 21-23)

**Latin American Independence and International Politics
The Monroe Doctrine and Manifest Destiny**

Schoultz, Chapters 2-7

Smith, Chapters 1-2

Gregory Weeks, "Almost Jeffersonian: U.S. Recognition Policy toward Latin America," *Presidential Studies Quarterly* 31, 3 (September 2001): 490-504.

Week 3 (Jan 28-30)

**Dollar Diplomacy and Latin America in the International Economy
The Spanish American War**

NOTE: On January 28 we will meet and then go to the library for a presentation on doing research

Schoultz, Chapters 8-10

Week 4 (Feb 4-6)

**Wielding the Big Stick: U.S. Intervention in the First Half of the Twentieth Century
Is the United States a "Good Neighbor"?**

Schoultz, Chapters 11-16

Smith, Chapters 3-4

II. The Cold War

Week 5 (Feb 11-13)

**The Early Effects of the Cold War
The Case of Guatemala**

Schoultz, Chapters 16-17

Smith, Chapters 5-6

Week 6 (Feb 18-20)

The Cuban Revolution and the Alliance for Progress

Schoultz, Chapters 18-19

Smith, Chapter 7

Piero Gleijeses, "Ships in the Night: The CIA, the White House and the Bay of Pigs," *Journal of Latin American Studies* 27 (February 1995): 1-42.

Week 7 (Feb 25-27)

Central America in the 1970s and 1980s: U.S. Reactions to Revolution

Smith, Chapter 8

Jeane Kirkpatrick, "Dictatorships and Double Standards," *Commentary* (November 1979): 34-45
(available on reserve in the library)

Jeane Kirkpatrick, "U.S. Security & Latin America," *Commentary* (January 1981): 29-40
(available on reserve at the library)

Week 8 (March 4-6) MIDTERM EXAM ON MARCH 6

**Dealing With Dictatorships and Democratization
The Debt Crisis in Latin America: The U.S. Role and Reaction**

William M. LeoGrande, "From Reagan to Bush: The Transition in US Policy towards Central America," *Journal of Latin American Studies* 22, 3 (October 1990): 595-621.

Oscar Ugarteche, "The Structural Adjustment Stranglehold: Debt and Underdevelopment in the Americas," *NACLA Report on the Americas* (July/August 1999): 21-23.

Smith, Chapter 9

III. After the Cold War: Critical Issues

Week 9 (March 18-20)

Dealing with Terrorism and the Drug Trade: A Hemispheric View

Crandall, Chapters 1-3

Gregory Weeks, "Should Soldiers Fight Internal Enemies? Terrorism, the School of the Americas, and the Military in Latin America," Article Manuscript

Week 10 (March 25) NO CLASS ON MARCH 27

**Dealing with Terrorism and the Drug Trade: Bolivia and Colombia
March 25: Guest lecture by Russell Crandall**

Crandall, Chapters 4-6

Smith, Chapter 11

Week 11 (April 1-3)

International Trade Relations and NAFTA

Smith, Chapter 10

Week 12 (April 8-10)

The United States and Latin American Immigration

Jorge Durand, Douglas S. Massey and Rene M. Zenteno, "Mexican Immigration to the United States: Continuities and Changes," *Latin American Research Review* 36, 1 (2001): 107-127

Walt Vanderbush and Patrick J. Haney, "Policy Toward Cuba in the Clinton Administration," *Political Science Quarterly* 114, 3 (Fall 1999): 387-408.

Week 13 (April 15-17)

The United States and Cuba in the Post-Cold War Era

Louis A. Pérez, Jr., "Fear and Loathing of Fidel Castro: Sources of U.S. Policy Toward Cuba," *Journal of Latin American Studies* 34 (2002): 227-254.

Week 14 (April 22-24) PAPER DUE ON April 24

U.S. Policy Toward Central America: What Has Changed?

The Issue of Humanitarian Aid

Ana Arana, "The New Battle for Central America," *Foreign Affairs* 80, 6 (November/December 2001): 88-101.

Lauren Hickey, "Post-Mitch Central America: The U.S. Response," *NACLA Report on the Americas* 33, 2 (September/October 1999): 26.

Week 15 (April 29-May 1)

Conclusion and Review

Smith, Chapter 12 and Conclusion

Academic Integrity

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

AAAS 3890/LTAM 3190 THE POLITICAL ECONOMY OF THE CARIBBEAN

SYLLABUS

I. COURSE DESCRIPTION

AAAS3890 is an examination of the structural and actual manifestations of Caribbean economic problems and policies and Caribbean political development from the post-war period to the present. As one of the neglected areas in most academic institutions, the Caribbean is perceived by students as a non-vital area to the United States despite its proximity. This course should provide a more balanced view of the world around the United States and demonstrate how political and economic developments in the Caribbean affect those in the United States and vice-versa.

II. OBJECTIVES

The objectives of this course are to:

1. Provide the students with a broader perspective of the world;
2. Enable students to understand, analyze, and appreciate, the political and economic plight of peoples of African descent in the Caribbean;
3. Assist the students in developing further their analytical and other academic skills; and
4. Dispel possible myths and stereotypes about the people of the Caribbean and foster intercultural understanding.

III. METHODS AND REQUIREMENTS

This class will consist of lectures, class discussions, guest lectures, and occasional presentation of audio-visual materials. Class discussions will be based on extensive student readings of books and articles on reserve in the library.

Students will select term-paper topics from the general themes discussed in class.

Students will be expected to attend class regularly and participate actively in discussions.

Mid-term Examination	25%
Comprehensive Final Exam	40%
Term Paper	25%
Class Participation	10%

List of Topics

1. Overview of the Caribbean Political Economy
2. Political Development in the Caribbean: An Overview

3. Electoral Politics in the Caribbean
4. Violence and Politics in the Caribbean
5. Sectoral Contributions to GDP
 - (a) The Agricultural Sector
 - (b) The manufacturing Sector
 - (c) The Tourism Sector
 - (d) The Services Sector
6. Caribbean Public Finance
 - (a) Patterns of Government Expenditures
 - (b) The Growth and Trends of Tax Revenues
 - (c) The Role of Domestic Savings
 - (d) National Insurance and Savings Mobilization
 - (e) Domestic Borrowing
 - (f) External Borrowing and the Debt Problem
 - (g) Private Direct Foreign Investment
7. Population Growth and Urbanization
8. Development Planning
9. Development Administration

Texts Available

1. Kempe Ronald Hope, Economic Development in the Caribbean (Praeger).
2. Kempe Ronald Hope, Urbanization in the Commonwealth Caribbean (Westview Press).
3. Kempe Ronald Hope, Guyana: Politics and Development in an Emergent Socialist State (Mosaic Press).
4. Ransford W. Palmer, Problems of Development in Beautiful Countries: Perspectives on the Caribbean (North-South Publishing Company).
5. Franklin W. Knight, The Caribbean: The Genesis of a Fragmented Nationalism (Oxford University Press).

Journals

1. Journal of Caribbean Studies
2. New West Indian Guide
3. Social and Economic Studies

HIST 3160/LTAM 3260: THE UNITED STATES AND LATIN AMERICA

Time/Place: T 6-9, Winningham 107
Instructor: Jürgen Buchenau
Office: Garinger 124
Office Hours: TR 11:00-12:30 and after class
Phone: 704-687-4635

Purpose: A seminar on the complex political, economic, and cultural relationship between the United States and Latin America since 1800, with emphasis on 20th century themes. Topics include U.S. territorial and economic expansion, cultural imperialism, and Latin American efforts to safeguard national sovereignty and economic development. This seminar also introduces graduate students to the historiography of U.S.-Latin American relations.

Course Materials: Longley, In the Eagle's Shadow. (background reading)
Holden/Zolov, Latin America and the United States: A Documentary History.
Joseph et al., eds. Close Encounters of Empire: Writing the Cultural History of Inter-American Relations.
Pike, The United States and Latin America: Myths and Stereotypes of Civilization and Nature.
Gutiérrez, Between Two Worlds: Mexican Immigrants in the U.S.
Dosal, Doing Business with the Dictators.
Pérez, The War of 1898: History and Historiography.
O'Brien, The Revolutionary Mission.
García, Dreaming in Cuban.
Buchenau, In the Shadow of the Giant: The Making of Mexico's Central America Policy, 1876-1930.
Rabe, The Most Dangerous Area of the World: The Kennedy Administration and Latin America.
Dorfman, The Emperor's Old Clothes.
LaFeber, Inevitable Revolutions: The United States in Central America

Assignments and Grades:

Every participant in this seminar will:

- actively participate in the seminar discussions as well as WebCT
- post four (4) short (2-3 pages) essays on the assigned readings on the WebCT discussion board as well as at least ten (10) responses to a colleague's essay.
- write a research paper of 10-15 pages

Late papers carry a penalty of one letter grade per class day. Cell phones may not be used in the classroom. More than one absence will lower your final grade. Accommodations for disabilities will be provided in accordance with the Americans with Disabilities Act.

Your final grade is computed as follows:

Short Essays	400 points
Research Paper	400 points
Comments on WebCT	100 points
Participation:	100 points

At least 900 points are required for an A; at least 800 for a B, and so on.

Schedule of Readings and Discussions:

August 20: Organizational Meeting. Discussion of “The Ballad of Gregorio Cortez”

Unit 0: Historiographical Overview.

August 27: The Historiography of Inter-American Relations
Reading: Joseph and Stern in Joseph et al.

Unit 1: Coming to Terms with Culture

September 3: Myths and Stereotypes—Coming to Terms with Culture.
Reading: Pike; Poole in Joseph et al.

September 10: The Dangerous U.S. Culture?
Reading: Dorfman; Fein in Joseph et al.

Unit 2: The Politics of Informal Empire

September 17: A New Empire Ends an Old One.
Reading: Pérez (selections).

September 24: Latin American Responses to Imperialism
Reading: Buchenau (selections).

Unit 3: Economic Expansion and Business Imperialism

October 1: U.S. Business Expansion and Latin American Nationalism.
Reading: O’Brien (selections); Klubock in Joseph et al.
Statement of research paper topic due

October 8: Meeting devoted to preliminary discussions on research paper.

October 15: A Case Study: United Fruit in Central America
Reading: Dosal (selections).
Bibliography of research paper due

Unit 4: Latin America in the Cold War

October 22: Latin America in the Cold War
Reading: Rabe (selections).

October 29: The United States and Revolutionary Change in Central America.
Reading: LaFeber (selections).

Unit 5: Immigration

November 5: Latino Migration as an Issue in Inter-American Relations.
Reading: Gutiérrez (select three articles).

November 12: A Literary Representation of Immigration and Transculturation.
Reading: García, all.

November 19: Student Presentations and Discussion

November 26: Student Presentations and Discussion.
Draft of research paper due.

December 5: Student Presentations and Discussion.

December 12, 12 noon: **Final Paper Due**

HIST 3174/LTAM 3274
THE INDIAN UNDER SPANISH RULE
Professor Lyman L. Johnson
Garinger 104 (Ext. 4639)
Office Hours
T TH 10-11 and 12:30-2

Required books:

Elisabeth Burgos-Debray, ed, *I, Rigoberta Menchú*
John Kicza, *The Indian in Latin American History*.
Karen Spalding, *Huarochiri*.
Susan Schroeder, ed., *Native Resistance and the Pax Colonial in New Spain*.
Charles Walker, *Smoldering Ashes*.

This course is intended as a general introduction to the topic. We will survey broadly from the pre contact period to the present. You will be required to do library research and write short papers on a series of topics. There are some things, therefore, we need to understand from the beginning of the course. Please read the following requirements carefully.

Requirements:

To pass this class you will need to demonstrate mastery of material from assigned texts as well as from lectures and other class materials. If you put off the purchase of the books, it is likely that the bookstore will send their remaining stock back to the publishers well before the midterm. Failure to purchase the texts while they are available at the bookstore is not an acceptable excuse for being unprepared. You will need to use your notes and the assigned books to pass the assigned work during the semester.

Your final grade will be based on the following distribution. There will a test on the book *I, Rigoberta Menchu*, three short papers of four pages each, and a final examination. Each of these grades will count twenty percent. Focused, well-informed class participation can improve your grade.

If you miss the test you will have to write a six-page paper on the book. Do not fail to turn in the three short papers on the day and time specified in the syllabus. Unless you have an excellent, and verifiable, excuse for missing these scheduled assignments you will lose one letter grade per day. If you miss the final examination without a documented medical excuse you will receive a grade of F.

When class discussions are scheduled for assigned reading I expect you to come to class prepared. I reserve the right to give announced or unannounced quizzes if the class appears unprepared for scheduled discussions. If you do the reading and come to class prepared we will all have an enjoyable semester and you will do well.

Please arrive for class on time since late arrivals disrupt class lectures and discussions. I expect you to attend class and attendance will be taken most days. Five unexcused absences will result in the loss of one letter grade.

- 8/20 Introduction to course
8/22 Lecture: American Origins
8/27 Topic continued.
8/29 Topic continued
9/3 Lecture: The arrival of Europeans and the indigenous reactions

Class discussion, *I, Rigoberta Menchu*. There will be an exam.

- 9/5 Topic continued

- 9/10 Topic continued
- 9/12 **Class discussion: Kicza, The Indian in Latin American History, 1 to 157.**
- 9/17 Lecture: The Role of the Catholic Church.
- First paper due: Write a four page paper on the following topic. How did indigenous peoples adapt their traditional institutions to meet the challenges and threats posed by the Spanish conquest. Use specific examples from the assigned selections in Kicza and the lectures.**
- 9/19 Topic continued.
- 9/24 Lecture: Adaptations, Accommodations and Resistance.
- Begin reading Schroeder, Native Resistance.**
- 9/26 Topic continued.
- 10/1 Topic continued.
- Class discussion Schroeder, 1-67.**
- 10/3 **Class discussion Schroeder, 67- the end.**
- 10/8 Lecture the character of indigenous rebellion.
- Second paper due: Write a four page paper on the following topic. Use specific examples From Kicza and Schroeder. Indian rebellions during the colonial period can be used to show both Indian resistance to exploitation and Indian adaptations to European culture and religion.**
- 10/10 Topic continued.
- 10/15 Lecture: Indian peoples and the colonial economy. Begin reading Spalding, Huarochiri.
- 10/17 Topic continued.
- 10/22 Topic continued.
- 10/ 24 **Class discussion: Spalding, Huarochiri.**
- Third paper due: Write four pages on the following topic. How did the people of Huarochiri modify their social and economic practices to meet the demands of Spanish colonial authorities?**
- 10/29 Discussion continued.
- 10/31 Lecture: The Andes and Mesoamerica compared.
- 11/5 Movie. Men with Guns.
- 11/7 Movie continued.

- 11/12 Lecture: Andean Rebellions.
- 11/14 Lecture: Indian peoples in the era of independence.
- 11/19 Topic continued.
- 11/21 Lecture: The appropriation of the Indian past.
- 11/26 Topic continued.
- 11/28 No Class. Thanksgiving.
- 12/3 **Class discussion Walker, Smoldering Ashes.**
- 12/5 Last day of class
- 12/10 Final Examination. Noon to 3PM.

SYLLABUS HIST 3175 /LTAM 3175

RIOTS, REBELLIONS, AND REVOLUTIONS IN Latin American HISTORY

Professor Lyman L. Johnson

Books:

S. Arrom and S. Ortoll, eds., *Riots in the Cities*
T. Rugeley, *Yucatan's Maya Peasantry and the
Origins of the Caste War*
J. Chasteen, *Heroes on Horseback*
M. Azuela, *The Underdogs*
S. Balfour, *Castro*

Requirements:

This is a seminar course. I apologize for stating the obvious, but the success of our shared enterprise depends on you coming to class prepared for a detailed and critical discussion of the shared reading. If you cannot keep up with the reading assignments because of your summer job, you need to quit the job or drop the course. Since I do not want any misunderstanding about course requirements, I will state them now. Do not miss class unless you have a very good reason for missing class. **If you miss a class, you will be required to turn in a four-page typed analysis of the reading assignment for the missed class on the day you return. If you have four unexcused absences you will fail the class.**

Forty percent of the course grade will be based on the final paper (no less than 15 pages, no more than 20). Your paper topic must be approved in advance by me. Twenty percent will be based on a short paper due during the semester and forty percent will be based on class discussions of the shared readings. I want high-quality, focused, and specific discussions, not hot air. If you are not actively engaged in the discussion of assigned reading, I will call on you. If you do not participate, you are likely to fail the course.

July 7 Introduction to course.

July 9 Class discussion, Rugeley, to p. 117.

July 13 Class discussion, Rugeley to end.

July 16 Class discussion, Arrom and Ortoll, to p. 137.

July 20 Class discussion, Arrom and Ortoll, to end. **Short paper due. Compare the Caste War with at least two of the urban riots discussed in Arrom and Ortoll.**

July 23 Class discussion, Chasteen, to p. 91.

July 27 Class discussion, Chasteen to end.
Paper topics due. Turn in a one- paragraph description and preliminary bibliography (at least four book titles and four titles from scholarly journals).

July 30 Class discussion, Azuela, entire book.

August 3 Class discussion, Balfour, entire book.

August 6 Final discussion on political violence in Latin America

August 10 Final Papers Due.

HIST 3176/LTAM 3276: HISTORY OF MEXICO

Time/Place: MWF 12:00-12:50, Winn 109
Instructor: Jürgen Buchenau
Office: Garinger 124
Office Hours: MWF 11-12 and T 5-6
Phone: 687-4635

Purpose: This course provides an introduction to the history of Mexico, with emphasis on the period since independence. It focuses on the following themes: the legacy of colonial rule, the difficulty of state- and nation-building in the nineteenth century, the impact of modernization on city and countryside, the Mexican Revolution, and the era of globalization. While previous knowledge of Latin American history is helpful, this course assumes that students have not yet been exposed to Latin American Studies.

The class will combine lectures and discussions. A listserv and audio-visual aids will further acquaint you with the topics discussed. All of these teaching methods strive to make the students in this course *empathize* with Latin America and Latin Americans, and they discourage the rote memorization of a meaningless array of data.

Course Materials: Meyer/Sherman/Deeds, The Course of Mexican History
Reed, The Caste War in Yucatan.
Beezley, Judas at the Jockey Club and Other Episodes of Porfirian Mexico.
Fuentes, The Death of Artemio Cruz.
Hellman, Mexican Lives.
Readings on reserve.

Assignments and Grades: First and foremost, regular attendance in this class is crucial. After the first four absences, each additional absence will cost you two points of your final grade (10 points=one letter grade).

I strongly encourage all students to read the assigned material carefully, and to bring questions to class. There is no such thing as a dumb question except the question not asked. You will find that curiosity about the material presented in this class enhances your learning experience and improves your performance. As an added incentive to participation, students may post their questions and concerns on the course listserv. Active, constructive participation in the listserv discussion will considerably raise your participation grades.

The assignments will consist of a short presentation or participation in a student simulation, two examinations and three papers. The exams combine essays with IDs. The papers (4-5 pages) will entail analyses based on the supplementary readings, although students may elect to write one paper based on independent research in the library to substitute one of the other three. Late papers carry a penalty of one letter grade per class day.

Accommodations for disabilities will be provided in accordance with the Americans with Disabilities Act.

Your final grade is computed as follows:

Presentation/Simulation:	5%
Midterm Exam :	10%
Final Exam:	25%
Papers:	50%
Participation:	10% (may be partially substituted by listserv participation)

Tentative Schedule of Readings and Discussions:

August 23: Introduction and Course Objectives.

August 25: Map and Slide Presentation.

August 27-September 1: Pre-Columbian Civilizations.
Reading: MSD, chapters 1-5.

September 3: The Conquest of Mexico.
Reading: MSD, chapter 6; León-Portilla (on reserve).

September 6: Labor Day.

September 8-13: The Colonial Legacy.
Reading: MSD, chapters 7-14 ; selection from Sweet & Nash (on reserve).

September 15-17: The (Not So Glorious) Wars of Independence.
Reading: MSD, chapters 15-17.

September 20-24: Trials of Nationhood, 1821-1855.
Reading: MSD, chapters 18-21.

September 27: A Case Study--The Caste War of Yucatan.
Reading: Reed, all.

September 29-October 1: Dreams vs. Realities--Reform and Foreign Intervention, 1855-76.
Reading: MSD, chapters 22-25. **First Paper Due September 29**

October 4-6: Film—"The Ballad of Gregorio Cortés."

October 8: **Mid-Term Examination.**

October 11: Fall Break.

October 13-20: Order (of the Gun) and Progress (for some): The Porfiriato, 1876-1911.
Reading: MSD, chapters 26-29; Buchenau, Joseph, Turner (on reserve).

October 22: A Divided Society.
Reading: Beezley, all.

October 25-November 3: The Epic Revolution, 1910-1920. **Student Simulation**
Reading: MSD, chapters 30-35; Madero, Pozas (on reserve). **Second Paper Due October 25**

November 5: No Class—Professor in Ft. Worth, TX.

November 8-15: Revolution for Whom? Reconstruction, 1920-40.
Reading: MSD, chapters 36-39; Becker, Vaughan (on reserve).

November 19-22: The Institutional Revolution--Mexico's Oxymoron, 1940-1958.
Reading: MSD, chapters 40-41.

November 24-26: Thanksgiving Holiday.

November 29: Biography of a Revolution.
Reading: Fuentes, all.

December 1-8: Disillusionment and New Experiments—Mexico Since 1960.
Reading: MSD, chapters 42-45; Guillermprieto (on reserve). **Third Paper Due December 3.**

December 10: Life in Contemporary Mexico.
Reading: Hellmann, all.

December 13 (noon) Final Exam

THE CUBAN REVOLUTION HIST 3177/LTAM 3277

Dr. Jerry Dávila
132 Garinger Hall, x4396
jdavila@email.uncc.edu
Office Hours: Tuesdays and Thursdays, 9-10am, and by appointment.

The Cuban Revolution is arguably the central event in the twentieth century history of not just Cuba but Latin America as a whole. It represents the most complete break from the political, economic and social patterns laid by colonialism in Latin America. The revolution represents not just the possibilities for radical change in Latin America, but also the limitations of the authoritarian and Soviet-influenced course that Cuba chose in the decades after 1959. This course examines the Cuban Revolution within two contexts: (1) in the history of Cuba, and (2) in the influence it has held throughout Latin America and the world.

Required Readings (available at the University Bookstore and at Gray's):

Louis Pérez, Cuba: Between Reform and Revolution. 2nd. ed. (New York: Oxford University Press, 1995).
Miguel Barnet, Biography of a Runaway Slave. (Willimantic: Curbstone Press, 1994).
Aline Helg, Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912. (Chapel Hill: University of North Carolina Press, 1995).
Lois Smith and Alfred Padula, Sex and Revolution: Women in Socialist Cuba. (New York: Oxford University Press, 1996).
Piero Gleijeses, Conflicting Missions: Havana, Washington and Africa, 1959-1976. (Chapel Hill: University of North Carolina Press, 2002)
Jorge Castañeda, Utopia Unarmed: The Latin American Left After the Cold War, (New York: Vintage Books, 1993).

Reserve Readings (required but located on reserve at the Atkins Library):

Alejandro de la Fuente, "The Myth of Racial Democracy in Cuba, 1900-1910," *Latin American Research Review*, (34:3) 1999, p. 37-74.
Che Guevara, Guerrilla Warfare, 3rd. ed. (Wilmington: Scholarly Resources, 1997).
Che Guevara and Fidel Castro, Socialism and Man in Cuba. (New York: Pathfinder Press, 1989).
Medea Benjamin, No Free Lunch: Food and Revolution in Cuba Today. (San Francisco: Food First, 1983).
George Clytus, Black Man in Red Cuba. (Coral Gables: University of Miami Press).

Academic Honesty:

The health of our intellectual community depends upon highest standards of academic integrity. Please refer to the UNC Charlotte Code of Student Academic Integrity in the 2001-2003 Undergraduate Catalogue (p. 275). I expect you to be steadfast and rigorous

rigorous in adhering to the following five principles: 1) All work that you submit must be your own; 2) You may not submit work that has already been submitted in another class; 3) When you draw directly from another source, you must place that language in quotes and cite the source; 4) When you paraphrase from another source, you must cite the source; 5) Do not falsify information. Failure to abide by these norms can result in a failing grade for the course and further disciplinary action.

Course Assignments and Grading:

The major assignments for the course are a website assessment, a midterm, a semester research paper and a final exam. In addition, students will be assessed on the consistency and the quality of their participation in the class and engagement of course topics.

Preparedness and Participation	20%
Annotated Web Assignment	10%
Midterm	20%
Research Paper	25%
Final Exam	25%

Course Meetings:

This course will function in a seminar discussion format. Given both the limited number of course meetings and the extent to which class meetings will revolve around assigned readings, the success of the course depends largely on your willingness to come to class actively prepared to discuss the week's readings and engage the issues raised.

Readings are expected to be completed by the first class meeting of the week for which they are listed, unless otherwise noted. The first course meeting of each week will begin with a discussion facilitated by two members of the class. It will be incumbent upon the designated students to prepare questions and a framework for managing class on the day of discussion. In addition, each course participant will submit a pair (2) of questions for the subsequent day's discussion. These are to be submitted via email to the address wjjd@mac.com, by 3pm, Wednesday of each week.

Week 1 - Introduction

(Tu. Jan. 14, Th. Jan. 16)

Film: Castro's Challenge (Frontline, 1983)

Week 2 - The Emergence of the Sugar Economy

(Tu. Jan. 21, Th. Jan. 23)

Readings: Louis Pérez, (3-155)

Week 3 - Slavery

(Tu. Jan. 28, Th. Jan. 30)

Reading: Esteban Montejo, Biography of a Runaway Slave

Week 4 - Race and Inequality

(Tu. Feb. 4, Th. Feb. 6)

••Web Assignment Due, Thursday, Feb. 6••

Reading: Aline Helg, Our Rightful Share, (1-141)

Week 5 - Race and Inequality

(Tu. Feb. 11, Th. Feb. 13)

Reading: Aline Helg, Our Rightful Share, (142-248); Alejandro de la Fuente, "The Myth of Racial Democracy in Cuba, 1900-1912" (reserve)

Week 6 - Cuba and the United States

(Tu. Feb. 18, Th. Feb. 20)

••Midterm, Thursday, Feb. 20••

Reading: Louis Pérez, Cuba (156-228)

Week 7 - The Cuban Revolution

(Tu. Feb. 25, Th. Feb. 27)

Reading: Perez, Cuba (229-406)

Week 8 - Inside the Cuban Revolution

(Tu. Mar. 4, Th. Mar. 6)

Reading: Che Guevara and Fidel Castro, Socialism and Man in Cuba (reserve).
In addition, choose one of the following reserve readings: Medea Benjamin, et. al., No Free Lunch; John Clytus, Black Man in Red Cuba; Che Guevara, Guerrilla Warfare.

••Class visit by Seth Galinsky, Thursday, March 6••**Week 9 - Spring Break - No Class****Week 10 - Women and the Revolution**

(Tu. Mar. 18, Th. Mar. 20)

Reading: Lois Smith and Al Padula, Sex and Revolution

Week 11 - Cinema and the Revolution

(Tu. Mar. 25, Th. Mar. 27)

Film: I Am Cuba

Reading: Piero Gleijeses, Conflicting Missions (begin)

Week 12 - Cinema and Revolution

(Tu. Apr. 1, Th. Apr. 3)

Film: El Otro Francisco

Reading: Gleijeses, Conflicting Missions (continue)

Week 13 - The Cuban Revolution and the World

(Tu. Apr. 8, Th. Apr. 10)

Reading: Gleijeses, Conflicting Missions (to be discussed)

Week 14 - Radicalism and Reaction

(Tu. Apr. 15, Th. Apr. 17)

Film: Strawberries and Chocolate

Reading: Jorge Castañeda, Utopia Unarmed (begin)

Week 15 - Radicalism and Reaction

(Tu. Apr. 22 (no Jerry), Th. Apr. 24)

Film, Before Night Falls

Reading: Jorge Castañeda, Utopia Unarmed (continue)

Week 16 - The Revolution and the Future of Latin America

(Tu. Apr. 29, Th. May 1)

Reading: Jorge Castañeda, Utopia Unarmed (to be discussed)

Final examination Monday, May 5, 12-3pm.

HISTORY of BRAZIL
HIST 3178/LTAM 3278

Dr. Jerry Dávila

Email: jdavila@email.uncc.edu

Office: Garinger 132

Office Hours: Mondays, Wednesdays and Fridays 1-2pm and by appointment.

Brazil is a fascinating and complicated country. In 500 years since the arrival of Portuguese colonizers, Brazil has emerged as one of the largest, most economically significant and socially diverse countries in the world. This course combines a general history of Brazil with an in-depth look at Brazilian culture and society. Rather than ask what Brazilian history is, the course asks what Brazilian history *means* to Brazilians.

Traditionally seen as a country shaped by the mix of African, European and Indigenous peoples, increased recognition is being given to other social groups that do not fit neatly into these categories. The eighth largest economy in the world, Brazil suffers from perhaps the greatest gap between rich and poor of any nation. Buffeted by cycles of political and economic turmoil, Brazil had one of the longest military dictatorships of Latin America, and is in the midst of a transition to democracy. These are the principle challenges faced by Brazilians, and this course will look at Brazilian responses to them. Naturally, we will also face the question about how we, as historians, understand these issues, and their meanings for Brazilians.

A subtext to this analysis is the assumption that all history is inherently comparative and, moreover, that Brazilian society is a mirror of our own in some unexpected and remarkable ways. The questions of identity framed in this course -- race, class and gender -- form the map of exclusion and integration of societies throughout the Americas, including the United States. By studying Brazil in its historical specificity we explore questions of identity, modernity and society which are widely relevant.

The following books are required for the course:

Marshall Eakin, Brazil: The Once and Future Country.

Kim Butler, Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition São Paulo and Salvador

Jeffrey Lesser, Negotiating National Identities: Immigrants, Minorities and the Struggle for Ethnicity in Brazil.

James Green, Beyond Carnival: Male Homosexuality in Twentieth Century Brazil.

Daryle Williams, Culture Wars in Brazil: The First Vargas Era, 1930-1945.

A copy of each is also available on reserve at the library.

WORKGROUPS

Students in History 3178 will divide at the beginning of the semester into six workgroups based the following themes: economics and business; gender and women's issues; dictatorship, the military, authoritarianism; the environment; culture, music and carnival; and social policy. Each group will work as a team over the course of the semester to bring thematic continuity and depth to the class. In addition, each group will assemble a research project in consultation with me. This semester-long project will result in a class presentation and a written report. Each student will also submit an independently prepared short research paper (6-8 pages) on a topic related to the workgroup theme.

ACADEMIC HONESTY

The health of our intellectual community depends upon highest standards of academic integrity. Please refer to the UNC Charlotte Code of Student Academic Integrity in the 2001-2003 Undergraduate Catalogue (p. 275). I expect you to be steadfast and rigorous in adhering to the following five principles: 1) all work that you submit must be your own; 2) you may not submit work that has already been submitted in another class; 3) When you draw directly from another source, you must place that language in quotes and cite the source; 4) When you paraphrase from another source, you must cite the source; 5) Do not falsify information. Failure to abide by these norms can result in a failing grade for the course and further disciplinary action.

COURSE ASSESSMENT

Midterm:	20%	Monday, October 21
Class Participation:	20%	
Workgroup Participation/Presentation:	25%	November 11-22
Short Paper:	10%	November 24
Final Exam:	25%	Date to be announced.

COURSE MEETINGS and READING ASSIGNMENTS:

*****Unless specified, readings listed are to be completed by the Wednesday assigned*****

Week 1 Aug. 19, 21, 23 **Introduction and Overview**

Week 2 Aug. 26, 28, 30 **Colonial Brazil**

Marshall Eakin, *Brazil: The Once and Future Country*, (New York: St. Martins Press, 1996), p. 1-103.

Film, *Central Station*, Walter Salles, 1998.

Week 3 Sept 4, 6 **Independence and Nationhood**

Marshall Eakin, *Brazil: The Once and Future Country*, (New York: St. Martins Press, 1996), pp. 103-264.

Week 4 Sept 9, 11, 13 **Slavery**

The Brazil Reader: History, Culture, Politics, eds. Robert Levine and John Crocitti, (Durham: Duke University Press, 1999), p. 125-147. (Handout).

- Anonymous, "The War Against Palmares"
- Sir Richard Francis Burton, "Slave Life at the Morro Velho Mine"
- João Dunshee, "Scenes from the Slave Trade"
- Thomas Ewbank, "Cruelty to Slaves"
- Joaquim Nabuco, "Slavery and Society"
- Legislature of Minas Gerais, "Laws Regulating Beggars in Minas

Gerais"

Week 5 Sept. 16, 18, 20 **First Group Meetings**

Kim Butler, *Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition São Paulo and Salvador*, (New Brunswick: Rutgers University Press, 1998). p. 1-128.

Week 6 Sept. 23, 25, 27 **Race Relations**

Kim Butler, *Freedoms Given, Freedoms Won: Afro-Brazilians in Post-Abolition São Paulo and Salvador*, (New Brunswick: Rutgers University Press, 1998). p. 129-228.

Week 7 Sept. 30, Oct. 2, 4 The Idea of Racial Democracy

Jerry Dávila, *Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945*, (Durham: Duke University Press, 2003), Introduction and chapter 1. (Handout)

Gilberto Freyre, "New World in the Tropics," *Brazilian Mosaic: Portraits of a Diverse People and Culture*, ed. Harvey Summ, (Wilmington: SR Books, 1995), p. 85-92. (Handout).

José Clarana [Gilberto Freyre], "A Letter From Brazil, 1918," *The Brazil Reader: History, Culture, Politics*, eds. Robert Levine and John Crocitti, (Durham: Duke University Press, 1999), p. 354-358. (Handout).

Week 8 Oct 7, 9 (Reading Break) Second Group Meetings

Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities and the Struggle for Ethnicity in Brazil*, (Durham: Duke University Press, 1999). p. 1-79.

Week 9 Oct. 14, 16, 18 Race, Ethnicity and Cultural Identity

Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities and the Struggle for Ethnicity in Brazil*, (Durham: Duke University Press, 1999). p. 81-173.

Week 10 Oct. 21, 23, 25 *MONDAY MIDTERM EXAM*
FRIDAY CLASS VISIT BY JEFFREY LESSER

Daryle Williams, *Culture Wars in Brazil: The First Vargas Regime, 1930-1945*, (Durham: Duke University Press, 2001), p. 1-134.

Week 11 Oct. 28, 30, Nov. 1 Cultural Identity and State Formation

Daryle Williams, *Culture Wars in Brazil: The First Vargas Regime, 1930-1945*, (Durham: Duke University Press, 2001), p. 135-261.

Week 12 Nov. 4, 6, 8 Individual Workgroup Meetings

Week 13 Nov. 11, 13, 15 Group Presentations

James Green, *Beyond Carnival: Male Homosexuality in Twentieth Century Brazil*, (Chicago: University of Chicago Press, 2000). pp. 1-146.

Week 14 Nov. 18, 20, 22 Group Presentations

James Green, *Beyond Carnival: Male Homosexuality in Twentieth Century Brazil*, (Chicago: University of Chicago Press, 2000). p. 147-285.

Week 15 Nov. 25 (Thanksgiving) Gender and Cultural Identity

Week 16 Dec 2, 4, 6 Conclusion

George Yúdice, "The Funkification of Rio," *Microphone Friends: Youth Music and Youth Culture*, eds. Andrew Ross and Tricia Rose. (New York: Routledge, 1994), p. 193-217. (Handout).

Roger Allen, "Cultural Imperialism at its Most Fashionable," *The Brazil Reader: History, Culture, Politics*, eds. Robert Levine and John Crocitti, (Durham: Duke University Press, 1999), p. 447-453. (Handout).

Walter da Silva, "Chico Science: From the Mangue to the World" *Brazilian Music Up to Date* (Universo Online), 23/2/01, uol.com.br/uptodate/up3/interine.htm. (Handout).

AUTHORITARIANISM IN BRAZIL
HIST 3179/LTAM 3279

Dr. Jerry Dávila
132 Garinger Hall, x4396
jdavila@email.uncc.edu
Office Hours:

Course Description

Brazil, the largest and most populous nation in Latin America, underwent spectacular social and economic transformations in the twentieth century. These changes have been matched by a political cycle that has alternated between populism and authoritarianism

Competition by and the inclusion of new social groups has produced dramatic changes in government, from the ineffective Old Republic to the Revolution of 1930. After Vargas's authoritarian Estado Novo dictatorship, Brazil passed through a generation of populist politics including the second Vargas regime, as well as the Kubitschek and Goulart governments. This was followed by the longest-lived military dictatorships in Latin America, which was contested, in turn, by one of the best organized and most effective leftist movements in the hemisphere.

This course focuses on the experience of authoritarianism in twentieth century Brazilian history. We will consider the nature of political power in Brazil: how it is asserted, contested and mediated. Through this central theme of power relations we will explore the complexity of nation-building in a country so dominated by its diversity and challenged by its international context.

Requirements

This course will function as a discussion seminar -- regular class attendance and participation is essential. Grading for the class will be based upon participation in discussions and three critical book reviews. Book reviews of 5-7 pages will be due for each of the three units of the seminar. You may choose which book to review from among the unit's reading list. Reviews are due the day the book is discussed.

Readings

Michel Foucault, Discipline and Punish: The Birth of the Prison
Thomas Skidmore, The Politics of Brazil: An Experiment in Democracy, 1930-1964
Thomas Skidmore, The Politics of Military Rule in Brazil, 1964-1985
Sonia Alvarez, Engendering Democracy in Brazil
Abdias do Nascimento, Brazil: Mixture or Massacre?
Seth Garfield, Indigenous Struggle at the Heart of Brazil
Emir Sader and Ken Silverstein, Without Fear of Being Happy
Gilberto Dimenstein, Brazil: War on Children

Course Meetings

Week 1 Introduction to the study of modern Brazilian history

Weeks 2 and 3 The idea of power in modern culture

Michel Foucault, Discipline and Punish: The Birth of the Prison, p. 3-228

I. Anachronism and Innovation: Brazil's Transition to Modernity

Week 4 The Vargas Era: Flirtation with Fascism?

Thomas Skidmore, The Politics of Brazil: An Experiment in Democracy, 3-80

II. Democracy, Development and Dictatorship

Week 5 Political Populism

Thomas Skidmore, The Politics of Brazil: An Experiment in Democracy, 81-200

Week 6 Political Populism

Thomas Skidmore, The Politics of Brazil: An Experiment in Democracy, 201-330

Week 7 Military Rule: From the coup to the hard line

Thomas Skidmore, The Politics of Military Rule in Brazil, 1964-1985, 1-100

Week 8 Military Rule: From the coup to the hard line

Thomas Skidmore, The Politics of Military Rule in Brazil, 1964-1985, 101-230

Week 9 Military Rule: From the economic miracle to the debt crisis

Thomas Skidmore, The Politics of Military Rule in Brazil, 1964-1985, 231-380

Week 10 Gender and Opposition

Sonia Alvarez, Engendering Democracy in Brazil

III. Persistent Inequalities

Week 11 Race and Power

Abdias do Nascimento, Brazil: Mixture or Massacre?

Week 12 Indigenous Rights and Military Rule

Seth Garfield, Indigenous Struggle at the Heart of Brazil

Week 13 The 'New Republic'

Emir Sader and Ken Silverstein, Without Fear of Being Happy

Week 14 Inequalities and the Transition to Democracy

Gilberto Dimenstein, Brazil: War on Children

Week 15 Conclusion

Academic Honesty Policy: The health of our intellectual community depends upon highest standards of academic integrity. Please refer to the UNCC Code of Student Academic Integrity in the 2001-2003 Undergraduate Catalogue (p. 275). I expect you to be steadfast and rigorous in adhering to the following five principles: 1) All work that you submit must be your own; 2) You may not submit work that has already been submitted in another class; 3) When you draw directly from another source, you must place that language in quotes and cite the source; 4) When you paraphrase from another source, you must cite the source; 5) Do not falsify information. Failure to abide by these norms can result in a failing grade for the course and further disciplinary action.

**SPAN 3009/LTAM 3309 MASTERPIECES OF HISPANIC LITERATURE
IN ENGLISH TRANSLATION (W, L, X)**

Professor Richard K. Washbourne

MCEN 124 M/W 3-4:20

University of North Carolina Charlotte

Office: Barnard 248 / Phone: x4113

kwashbou@email.uncc.edu or kwashbourne@mac.com

Office hours: M/W 1-2.30 and Tu. by appt.

COURSE REQUIREMENTS: Sophomore standing and ENG 1102

COURSE DESCRIPTION AND GOALS: SPAN 3009 provides a broad survey in English of the landmark works of Spanish American literature from the Encounter (Discovery) to the present day. Works considered are primarily prose--both short fiction (parables, short stories) and longer fiction (novella, novel)—though to a lesser extent some poetry is examined to illustrate certain tendencies. The course focuses on literary works not as independent phenomena but in relation to other works both contemporary and past, and touches also on the authors that created them, though incidentally; that is, the focus of the course are the *works*. As such we will practice the *close reading* (a method of foregrounding details with scrupulous attention to their “interconnectivity”) of a number of texts that will serve as a spur to further reading or study once the course is through.

In this course we will seek to answer such questions as, What makes a work uniquely Spanish American, if indeed we may make such a claim? What continuities and ruptures do we find in the trajectory of Spanish American writing? Are there traceable affinities among all the writings of the Americas? Where does Latin American literature’s appeal or relevance lie for North American audiences (or conversely, are there elements “lost in translation”)? En route we will learn about different rhetorical strategies, such as irony, that Spanish American writers have used in their writing arsenals. This course is for the student who is considering specializing, is undecided, or would simply like more exposure to the field as a complement to their own major.

The **course goals** may be stated succinctly:

2. To present a wide variety of **representative works** in their historical and social framework, but not with such a broad view as to be reading them superficially.
3. To develop the habit of **close reading** without losing the spontaneous or intuitive appreciation of literature.
4. To develop **critical and theoretical thinking skills** to better profit from the act of reading.
5. To learn to recognize and distinguish **elements of style** and nuances that set one work apart from another.
6. To learn the foundations of **Spanish American thematic preoccupations**, and to draw parallels between them—and inferences from them--and the students’ own lives and fields of study.
7. To strengthen students’ abilities in **written expression** and its hallmarks: insight, cohesion, argumentation, elegance, curiosity; as a corollary to this, the student will advance in developing **confidence in his or her own reading through a defended point of view**.
8. At the most fundamental level, the course aims to expand and **challenge the reader to question his or her conceptions** of self, society, cultural constructions of the meaning of life

and death, representation, belief, authority, institutions, and other ready-made or “received” ideas. SPAN 3009 also seeks to challenge widely held stereotyped views of Spanish American literature (e.g., that it’s all frivolous magic realism or grotesque realism).

CLASS FORMAT: The course will include some lecture, but will largely be an “interactive” format in the spirit of the *tertulia*, or literary gathering/discussion. Students will be encouraged to actively participate in daily discussions, and all points of view will be welcomed. All writing assignments (“papers”) will be for *outside* the classroom.

REQUIRED TEXTS

(available at Gray’s Bookstore)—all are paperback

1. Roberto González Echevarría, ed., *Oxford Book of Latin American Short Stories*. 0195130855 Oxford U. Press
2. Horacio Quiroga, *The Decapitated Chicken and Other Stories*. 0202775148. U. of Texas Press
3. Miguel Angel Asturias, *The President*. 0881339512 Waveland Press
4. Pablo Neruda and César Vallejo, *Neruda and Vallejo Selected Poems*. 0807064890. Beacon
5. Gabriel García Márquez, *Collected Stories*. 0060932686. Harper Perennial¹
6. Mario Vargas Llosa, *Aunt Julia and the Scriptwriter*. 0140248927. Penguin USA
7. Julia Alvarez, *How the Garcia Girls Lost Their Accents*. 0452268060. Plume

Reserve:

1. *Carlos Fuentes, Aura (to be used as an optional reading for a paper topic or final paper topic.)*
2. Copies of the above seven books are placed on reserve for your convenience.

E-mail:

1. *José Asunción Silva, In After-Dinner Conversation: The Diary of a Decadent*

ABBREVIATIONS

The above texts will be abbreviated as follows in the course program below:

Echeverria = “Oxford”
Silva = “After-Dinner”
Quiroga = “Decapitated”
Asturias = “The President”
Neruda and Vallejo = “N&V”
García Márquez = “Collected”
Vargas Llosa = “Aunt Julia”

¹ Note: will not be available until a few weeks into the semester. Check back with Gray’s Bookstore (704 548-8100).

Fuentes = “Aura”

Alvarez = “Garcia Girls”

GRADE DISTRIBUTION

Classwork	20%
(Includes discussion, attendance, homework and thought questions, introductions ² , general contribution, improvement, attitude)	
Quizzes	20%
(Quizzes will generally include identification of ideas or quotes, development questions (e.g., compare two characters’ points of view; give details of a particular genre or examples of a structural device discussed in class; defend a narrator’s attitude toward a given subject), opinion questions, and occasionally questions of plot).	
Paper 1	20% (students given topic options)
Paper 2	20%
Final paper	20%
(Instructions to follow)	
	<hr/> 100%

ABSENCE POLICY

Students are allowed two unexcused absences during the semester. Starting at the third, the final grade goes down one full grade per absence. Any student seeking an excused absence must present valid documentation. *An absence is not a reprieve from deadlines under any circumstances; all work is due the day and hour it is due.* There are no make-ups without a documented excuse and prior contact with your professor.

TARDINESS AND RELATED POLICIES

Tardiness is extremely disruptive and will be reflected in your classwork grade. Students are expected to be on time, to leave at the assigned hour and not before, and to be present in class with the proper materials. Please do not bring food to class, and be sure your cellphone is off.

Statement on persons with disabilities:

"It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors early in the semester to discuss their individual needs for accommodations."

² Introductions refer to readings. In turn, students will present the first 6-8 mins., summarizing salient points of readings, and introducing the general discussion. Appropriate content for these include, but are not limited to, comparisons to other authors read, emphasis of recurrent devices, style or tone, characterization, etc. The introductions should be general, but raise issues to be addressed by the class in a more general discussion to follow. Everyone will do approximately two during the semester.

COURSE PROGRAM

Week 1:

8/19: Introduction. Columbus's first letter: context of New World writing and concept of nature, rhetorical strategies.

Homework for 8/21: Read Oxford, 3-22, "Introduction"; 23-4 "The Colonial Period". Popul Vuh, "A Maiden's Story", 28-30.

8/21: Overview of colonial literature. Discussion of "A Maiden's Story".

Homework for 8/26: Read Fray Bartolomé de las Casas, "Plague of Ants", Oxford, 34-38; el Inca Garcilaso de la Vega, "The Story of Pedro Serrano", 39-42. Handout: Sor Juana Inés de la Cruz, poems and prose excerpts.

Week 2:

8/26: Brief **quiz** on Sor Juana. Discussion.

Homework for 8/28: Read Esteban Echeverría, "The Slaughter House", Oxford 59-72; Ricardo Palma, "Fray Gómez's Scorpion", 85-88; "Where and How the Devil Lost His Poncho", 89-94, Oxford

8/28: Discussion of "The Slaughter House". Discussion of Ricardo Palma and the genre of the *tradición*.

Homework for 9/2: Rubén Darío, "The Death of the Empress of China", 105-110, Oxford. Excerpts sent by email of José Asunción Silva, After-Dinner.

Week 3:

9/2: No class: Labor Day

9/4: Discussion of *modernismo* and modernista texts read for today. Rubén Darío: selected poems (handouts). **Paper 1 assigned.**

Homework for 9/9: Rafael Arévalo Martínez, "The Man Who Resembled a Horse", 131-140, Oxford; Jorge Luis Borges, "The Garden of Forking Paths", 211-220, plus selected parables (handout or email). Leopoldo Lugones, "Yzur", 111-117, Oxford

Week 4:

9/9: Brief **quiz** on *modernismo* and modernista texts read. Discussion of Borges and his work. Parables: in class.

Homework for 9/11: Read Horacio Quiroga, "The Feather Pillow", "The Decapitated Chicken", Decapitated.

9/11: Discussion of Quiroga and works.

Homework for 9/16: Quiroga, “Juan Darien”, “The Dead Man”, “Drifting”, “Anaconda”, “The Son”, in Decapitated.

Week 5:

9/16: Quiroga discussion. Begin discussion of Miguel Angel Asturias.

Homework for 9/18: Miguel Angel Asturias, “The Legend of ‘El Cadejo’”, 242-246, Oxford; begin The President, c. I-IX.

9/18: **Paper 1 due**. The President, cont. Discussion.

Homework for 9/23: Continue with The President, c. X-XXIII.

Week 6:

9/23: The President, cont.

Homework for 9/25: Continue with The President, c. XXIV-end of part II.

9/25: The President, cont.

Homework for 9/30: Finish The President.

Week 7:

9/30: Brief **quiz** on readings. Concluding remarks on The President. Begin Pablo Neruda.

Homework for 10/2: Selected Neruda poems from N&V (TBA)

10/2: Neruda, cont.

Homework for 10/7: Selected Vallejo poems (TBA) from N&V.

Week 8:

10/7: César Vallejo, discussion. Brief **quiz** on Neruda.

Homework for 10/9: Alejo Carpentier, “Journey Back to the Source”, 221-232; María Luisa Bombal, “The Tree”, 233-241, Oxford.

10/9: Discussion of Carpentier and Bombal stories. **Paper 2 assigned**.

Homework for 10/14: Gabriel García Márquez, “The Handsomest Drowned Man in the World,” “A Very Old Man with Enormous Wings”, “The Incredible and Sad Tale of Innocent Eréndira”, Collected.

Week 9:

10/14: Discussion of García Márquez stories.

Homework for 10/16: “The Last Voyage of the Ghost Ship”, “The Sea of Lost Time”.

10/16: García Márquez, cont.

Homework for 10/21: GGM stories TBA: late addition—"The Other Side of Death," "Eyes of a Blue Dog", "One of These Days," "Balthazar's Marvelous Afternoon," plus see "Erendira" (film), Collected.

Week 10:

10/21: (class cancelled)

Homework for 10/23: Juan José Arreola, "The Switchman", 312-317, Oxford; Virgilio Piñera, "Meat", 327-329; Carlos Fuentes, "The Doll Queen", 354-366. Optional: "The Third Bank of the River", 256-260 (Brazilian writer Joao Guimaraes Rosa).

10/23: Discussion of stories.

Homework for 10/28: Psychological realism: Julio Ramón Ribeyro, "The Featherless Buzzards", 318-326; José Donoso, "The Walk", 367-382; Reinaldo Arenas, "The Parade Ends", 443-461; feminist consciousness: Rosario Castellanos, "Cooking Lesson", 345-353; Rosario Ferré, "When Women Love Men," 462-72, Oxford.

Week 11:

10/28: Discussion of stories, esp. "TheWalk". Paper 2 due

Homework for 10/30: Begin Aunt Julia, pp. 3-59 (c. 1-3)

10/30: Intro. to Vargas Llosa and Aunt Julia.

Homework for 11/4: Aunt Julia, cont., 60-136 (c. 4-7)

Week 12:

11/4: Aunt Julia, cont. Brief quiz.

Homework for 11/6: Aunt Julia, 137-190 (c. 8-10)

11/6: Aunt Julia, cont.

Homework for 11/11: Aunt Julia, 191-278 (c. 11-15)

Week 13:

11/11: Aunt Julia, cont.

Homework for 11/13: Aunt Julia, 279-317

11/13 : quiz on Aunt Julia; disc. cont.

Homework for 11/18: Finish the novel.

Week 14:

11/18: Final remarks on the novel. Brief quiz on it.

Homework for 11/20: Begin García Girls, 1-67

11/20: Discussion of Alvarez and García Girls. **Final paper assigned.**
Homework for 11/25: García Girls, cont., 68-165.

Week 15:

11/25: Discussion of García Girls.
Homework for 12/2: Finish the novel.

11/27 : Thanksgiving Break

Week 16:

12/2 Final discussion of García Girls.

12/4 Final remarks; discussion of final paper topics.

>>>Final paper due 12/13 5 p.m. *No late papers will be accepted.*<<<

SPAN 3210/LTAM 3310
Spanish American Civilization and Culture
Ed Hopper
Barnard 232
Office Hours: MWF 10-11

Un estudio de la civilización y de la cultura hispanoamericanas. Conferencias, lecturas, discusiones, reportes, preguntas, identificaciones, tareas escritas, trabajos. El propósito de este curso es estudiar la cultura, la historia, el arte, la música, la literature, la geografía y otros aspectos del mundo hispanoamericano. También se le exigirá al/la estudiante mejorar su español escrito y hablado.

Curso conducido en español.

Texto: Fox, Arturo. Latinoamérica: Presente y pasado. 2nd ed. Englewood, NJ: Prentice Hall, 2002.

Nota del curso: La nota en este curso se basará sobre:

Notas de los exámenes	3/6
Nota del examen final	1/6
Nota del trabajo	1/6
Participación en clase, y opinión del professor	1/6

Promedios en números escala: 65-69 D; 70-79 C; 80-89 B; 90-100 A

Trabajo: Un trabajo semestral de investigación sobre algún aspecto de la material del curso se entregará el ultimo día de clase a principios de la hora, sin falta, sin excepción. Otra información sobre el trabajo se les explicará más tarde.

Tarea para cada clase: Vea la hoja separada para el horario de tarea para cada clase

Exámenes: Habrá tres exámenes de una hora, veinte minutos. Se darán según las fechas del horario de tarea en la hoja separada.

Asistencia a clase: La asistencia a clase es necesaria y mandatoria. Un/a buen/a estudiante no falta a clase. Más de 3 ausencias resultarán en una F automática.

Código de honor: El código de honor de UNC Charlotte se observará estrictamente en esta clase. Cada estudiante tiene la obligación de conocer las provisiones del código y de comportarse según sus preceptos. De interés especial en este curso es la provision que el trabajo que un/a estudiante ofrece como suyo tiene que ser completamente suyo. Esto significa que no se puede usar a otra personoa para que corrija, pula, mejore, or redacte su trabajo semestral. El plagio está prohibido en todas sus formas, por supuesto.

Conducta académica: Cada estudiante es responsable por su conducta académica en este curso. Supongo que cada estudiante sea persona mayor, capaz de conducir sus asuntos personales y académicos de una manera profesional y madura. Haga su trabajo a tiempo; el concepto de “hora latina” o “mañana” no existe en esta clase. No hay tal cosa como un trabajo tardío.

Correcciones de los exámenes: En esta clase, después de un examen, los estudiantes corrigen cada equivocación o error en el examen. Tales correcciones son una parte íntegra del curso, puesto que sirven para indicar la ejecución académica de los estudiantes, y puesto que una persona aprende mucho de sus propios errores. La falta de entregar correcciones (a principios de la próxima clase) resultará en una rebaja de 10 puntos en la nota escrita oficial del examen. Por ejemplo, un 85 sin correcciones será un 75. Haga Ud. las correcciones sin falta; hágalas lo mejor que pueda, y aprenderá más, lo cual es lo que queremos tanto los estudiantes como los catedráticos.

SPAN 3212/LTAM 3312--Introduction to Spanish American Literature
Prof. González
Office 246 Barnard; Tel. 704-687-4491; Email address: abgonzal@email.uncc.edu
Office Hours: MWF 2pm-3pm

Texts: Voces de hispanoamerica: Antología literaria. Edited by Raquel Chang-Rodrigues and Malva E. Filer.
Como agua para chocolate. By Laura Esquivel.

Handouts on the web: www.uncc.edu/abgonzal/span3212/

Description: This course surveys Spanish American literature from pre-Columbian texts to the present.

Objectives: Students will:

1. read excerpts in Spanish from some of the best known Spanish American writers;
2. analyze what they have read using various critical and thematic approaches;
3. practice listening skills in Spanish through lectures, class discussions, and watching a Mexican film;
4. practice Spanish speaking skills through group discussions, formal and informal presentations;
5. practice writing in Spanish about literature and film;
6. emphasize critical thinking skills as well as linguistic mastery.

Evaluation: **Exams:** There will be two major tests and a final examination on the material we read. All exams will be essay format. For dates see attached syllabus.
Oral Presentations: Each student will make an oral presentation on one of the authors we study. In addition, each student will be responsible for presenting one of the chapters from the novel we read. This may be a paired presentation depending on the number of students in the class.
Written Reports: Each student will do outside primary and secondary reading on one author that should be summarized and analyzed in a short paper. Students should do both their oral and written report on the same author. This paper should be at least 5 typed pages. See instructions on the web for more detail on this report. In addition, there are five short (1 to 2 pages typed) essays on the readings.
Quizzes : Frequent quizzes on homework assignments will be given in the first 10 minutes of class. These quizzes cannot be made up, so do not be late.

Attendance: No more than 11 absences including days missed for late registration! (25 % of the course) will be permitted.

Grading Policy: A ten-point scale will be used to determine a student's grade based on the following percentages:

Major Exams	35%
Oral Presentations	10%
Quizzes	15%
Essays	20%
Final Exam	20%

Honor Code: The UNC Charlotte Code of Academic Integrity as outlined in the catalogue will be enforced.

Disabilities: Students with documented disabilities who require accommodations in this class should access services as soon as possible through the UNC Charlotte Office of Disability Services in Fretwell Building, Room 218.

Prof. Michael Whittington
Office: Mint Museum of Art
2730 Randolph Road
704 337 2074
mwhittington@mintmuseum.org

Office Hours: 6-6:30 Tuesday (in classroom)
or by appointment at the Mint Museum

ART 3112/LTAM 3313

PRE-COLUMBIAN ART

Course Description:

This course is a survey of art and culture from Ancient Latin America (Mexico, Guatemala, Belize, Honduras, Peru, and Bolivia) beginning with the Formative Period/Early Horizon (ca. 1500 B.C.) to the time of Spanish Conquest (A.D. 1521). The course will emphasize the role of art as a transmitter of material culture and the interrelationships of the visual arts with the natural world and social systems. Two classes will be held at the Mint Museum of Art so that you may see actual works of pre-Columbian art. This 3-credit academic course meets once per week for 3 hours. Class meets Tuesdays: 6:30-9:20 p.m. in Denny 122.

Required Texts:

Mary Ellen Miller, *The Art of Mesoamerica (AOM)*

Rebecca Stone-Miller, *Art of the Andes (AOA)*

I also encourage you to explore library books and websites for illustrations of works of art and archaeological sites.

Reserved Texts

Ancient Peruvian Ceramics: The Nathan Cummings Collection (APC)

F3429.3.P8 S29

Ancient West Mexico (AWM)

Chavin and the Origins of Andean Civilization (CHAVÍN)

F3429.1.C48 B86 1992

Codex Mendoza (CM)

[F1219.56.C625 C64 1992](#) (in rare book room, 8am-5pm, M-F)

Maya (MAYA)

[F1435.3.A7 M2 1998](#)

Olmec Art of Ancient Mexico (OAAM)

[F1219.8.O56 O46 1996](#)

Other handouts/readings may be assigned.

Attendance:

Attendance will be recorded each day (late arrivals or early departures may constitute an absence). Since this class only meets weekly, those missing more than one class period will have their grade lowered one full grade for each class missed (except under special emergency situations). Your grade is endangered by poor attendance, but perfect attendance may benefit students with borderline averages. After missing one class, to have any further absences excused, students must provide an official letter from an appropriate source (with a verifiable phone number) in order to be considered officially excused.

Class Requirements:

3, one-hour exams

1/3 of grade

1 1000-1500 word paper requiring analysis and interpretation

1/3 of grade

1 final exam

1/3 of grade

Attendance and valid class participation can affect your grade significantly.

There will be no make-ups on any exams or extensions of due dates, except under very special emergency conditions (to be discussed with and approved by the professor as soon as possible in advance). Excuses because of severe illness (or personal problems such as a death in the family) must be accompanied by an official letter from an appropriate source (with a verifiable phone number) and discussed with the professor. Those missing an exam without being officially excused will receive a zero for that portion of their grade.

Readings: you are responsible for assigned readings in the required texts as well as possible outside readings that may be assigned. Class discussion will focus on readings and the issues they present so each student is expected to have finished all readings by class time in order to fully participate and demonstrate verbally his/her understanding of issues during discussion. This is an upper level course and students will be held constantly to this standard of maturity and preparation. It is strongly recommended that you take notes during your readings, especially in order to foster full comprehension and discussion in class. I may assign surprise quizzes on readings if I need to, so be prepared!

Exams: will consist of term and slide identifications, map identifications, and short and long essay questions. These tests will examine your mastery of recognizing not only individual works of art and archaeological sites, but major trends within pre-Columbian art. I expect you to be sensitive not only to concrete areas of knowledge, but to more abstract issues, such as iconography, cultural associations, and influences.

Paper (1000-1500 words, double-spaced, typed): will focus on a single work of art. The actual work of art will be assigned by the professor. You will be graded on the depth of issues presented, the clarity of presentation, organization of issues, as well as your strengths in the articulation of ideas and structure of language (i.e. complete sentences, spelling, ect.). I will provide more information on the paper later.

Plagiarism/Code of Conduct:

All UNCC students have the responsibility to be familiar with and to observe the requirements of The UNCC Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of academic or artistic work, plagiarism, abuse of academic materials (such as library books on reserve), abuse of facilities or equipment, and complicity in academic dishonesty (helping others to violate the code). Any further specific requirements of permission regarding academic integrity in this course will be stated by the instructor, and are also binding on students in this course. Students who violate the code can be punished to the extent of being permanently expelled from UNCC and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving your dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F". If you do not have a copy of this code, you can obtain one from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

Students with Disabilities

Students needing special services through the Office of Disability Services must make the Professor aware of any special needs during the first two classes.

Syllabus of Lectures and Exams

January 14	Introduction to the Mesoamerican World <i>AOM</i> : 9-16
January 21	Formative Period Art Styles: Olmec <i>AOM</i> : 17-37 <i>OAAM*</i> : 29-50; 73-81

January 28	Formative Period Art Styles: Western Mexico <i>AOM</i> : 54-58 <i>AWM</i> *: 14-33; 71-87; (look at photographs throughout)
February 4	Meet at the Mint Museum of Art** Tour of the Mesoamerican Collection & Library
February 11	The Early Classic Period: Teotihuacan <i>AOM</i> : 66-81 Review for Exam 1 PAPER TOPICS ASSIGNED
February 18	Exam 1 Introduction to Maya Art <i>AOM</i> : 103-122 <i>MAYA</i> *: 39-71; 193-205
February 25	The Classic Period Maya <i>AOM</i> : 123-161 <i>MAYA</i> *: 131-157
March 4	The Late Classic and Post-Classic Period Maya <i>AOM</i> : 162-167; 176-196 <i>MAYA</i> *: 206-215; 270-295; 401-449
March 11	Spring Break-No Class
March 18	The Post-Classic Aztec and Spanish Conquest PAPER OUTLINE & BIBLIOGRAPHY DUE <i>AOM</i> : 197-231 <i>CM</i> *: folios 2r, 37r, 46-47r, 60-61r Review for Exam 2
March 25	Exam 2 Introduction to the Andean World Art Styles of the Early Horizon <i>AOA</i> : 7-16; 28-47 <i>CHAVÍN</i> *: 128-164
April 1	The Paracas and Nasca Styles of the South Coast <i>AOA</i> : 48-81 <i>APC</i> * 69-131
April 8	Meet at the Mint Museum of Art** Tour of the Andean Collection Review for Exam 3
April 15	Exam 3 Moche Art and the Early Intermediate Period <i>AOA</i> : 82-117

APC 24-57*

April 22	Moche Art Introduction to the Late Horizon
April 29	Inca Art and Architecture of the Late Horizon <i>AOA</i> : 180-218 Review for Final Exam Papers Due
May 6	Final Exam: 7-10 pm

*** Indicates Reserve Reading**

**** Mint Museum of Art**
2730 Randolph Road
Charlotte, NC 28207
704 337 2000
www.mintmuseum.org

Hispanic Women Writers Fall 2000

WMST 4050-S01 / SPAN 3019-S01/LTAM 3319

MW 4:00 - 5:20

Barnard 244

Instructor: Dr. Martha Miller

Office: Barnard 218

Office Phone: 547-4243

E-mail: mlmiller@email.uncc.edu

Office Hours: MW 11 - 12 and by appointment

About the Course:

In this class, you will read a selection of works by well-known Hispanic writers from Spain, Mexico and the United States. Additionally, you will read a short novel by one of Brazil's foremost writers. I hope you will learn about the cultures of these authors as well as relating the works to your own experiences.

This course meets the requirements for Goal V (Understanding the Arts, Literature, and Ideas). Meeting this goal involves the following:

- learning to discuss in writing the aims of literature
- learning about methods researchers use to study literature
- learning to relate literature to one's own life
- learning to relate literature to society

This course also serves as a writing intensive course (W). In order to develop your writing skills, you will do informal journal writing, in-class essays, one book review, and two papers of 6 pages each.

Required reading:

Alvarez, Julia. *How the García Girls Lost Their Accents*. NY: Plume, 1992. 0-452-26806.

Esquivel, Laura. *Like Water for Chocolate*. NY: Anchor Books/Doubleday, 1994. ISBN: 038542017X

Garro, Elena. *First Love and Look for My Obituary*. Curbstone Press, 1997. 1880684519.

Laforet, Carmen. *Nada*. Tr. by Glafyra Ennis. NY: Peter Lang, 1993. ISBN: 0820420646

Lispector, Clarice. *The Hour of the Star*. New Directions, 1992. ISBN: 0811211908

Martín Gaité, Carmen. *The Farewell Angel*. Harvill Pr; 1999. ISBN: 1860463576

Viramontes, Elena María. *Under the Feet of Jesus*. NY: Plume, 1996. 0-452-27387-0

Calendar:

M Aug. 21	Introduction	
W Aug. 23	Carmen Laforet, <i>Nada</i>	
M Aug. 28	"	
W Aug. 30	"	
M Sept. 4	"	(No class; Labor Day)
W Sept. 6	"	In-class essay on <i>Nada</i>
M Sept. 11	Elena Garro, <i>First Love</i>	
W Sept. 13	"	Brief in-class essay on <i>First Love</i>
M Sept. 18	Elena Garro, <i>Look for My Obituary</i>	
W Sept. 20	"	Brief in-class essay on <i>Look for My Obituary</i>
M Sept. 25	Clarice Lispector, <i>The Hour of the Star</i>	
W Sept. 27	"	First paper due
M Oct. 2	"	In-class essay on <i>The Hour of the Star</i>
W Oct. 4	Laura Esquivel, <i>Like Water for Chocolate</i>	
M Oct. 9	"	(No class; Fall Break)
W Oct. 11	"	
M Oct. 16	Helena María Viramontes, <i>Under the Feet of Jesus</i>	
W Oct. 18	"	
M Oct. 23	"	
W Oct. 25	"	In-class essay on <i>Under the Feet of Jesus</i>
M Oct. 30	Julia Alvarez, <i>How the García Girls Lost Their Accents</i>	
W Nov. 1	"	
M Nov. 6	"	
W Nov. 8	"	
M Nov. 13	"	In-class essay on <i>How the García Girls Lost Their Accents</i> ; second paper due
W Nov. 15	Carmen Martín Gaité, <i>The Farewell Angel</i>	
M Nov. 20	"	
W Nov. 22	"	(No class; Thanksgiving Break)

M Nov. 27 "
W Nov. 29 "

M Dec. 4 "
W Dec. 6 " Revision of second paper due

Final Exam (Friday, December 15, 7 - 10 p.m.): In-class essay on *The Farewell Angel*

Academic Integrity: Students have the responsibility to know and observe the requirements of *The UNC Charlotte Code of Student Academic Integrity* (UNC Charlotte Catalog 1997-1999, p. 336). The most recent edition of the Code is available in the Office of the Dean of Students.

Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services. For detailed information on Disability Services, please see the 1997-1999 UNC Charlotte catalog, p. 329. The office is Disability Services is located in Fretwell 230.

Students considering a minor in Women's Studies should save all their work from this course, in case they need it for their portfolios. For more information on the portfolio requirement, contact the program office at 547-4520.

Book Reviews:

Writing about literature takes many forms. One common format for discussing literature in writing is the book review. The reviewer addresses either the general public or a more specialized group (researchers, for example, or parents, if the book is for children). The review usually provides an introduction to the work and an evaluation in terms of its literary quality and interest for readers.

Each student will sign up to do a 500-word book review of one of the following works: *First Love*, *Look for My Obituary*, *The Hour of the Star*, *Like Water for Chocolate*, *Under the Feet of Jesus*, and *How the García Girls Lost Their Accents*. The reviews will be due on the first day of discussion. A maximum of 4 students will be assigned to any one work.

This assignment will serve two purposes. First, the book review will give students practice in writing for a particular purpose. Secondly, the students who have written reviews, in formulating their ideas on paper, will be able to help us develop a more in-depth discussion of that work.

Papers:

You will write two papers of 5-6 pages in length. For the first essay, you will explore your opinions and reactions about specific readings. The second essay will be an analytical one. For both essays, you will have a chance to revise before receiving a final grade.

SPAN 3160/LTAM 3360--A Survey of Latin American Film Course Syllabus

Instructors: Ann González

Description: This course surveys major films produced in Latin America. Students will view 10 films with English subtitles, attend introductory lectures and participate in class discussions regarding each film. There will be a mid-term, final, and outside project. Students may also expect frequent quizzes and short writing assignments. This course is designed to fulfill requirements in both the Latin American Studies concentration for the proposed International Studies major and/or the proposed Film Studies minor.

Objectives:

1. familiarize students with major Latin American movie directors
2. view at least 10 movies produced in Latin American
3. introduce students to basic structural and technical issues in film
4. introduce students to basic issues in Latin American film criticism
5. discuss cultural, social, political, and historical issues in Latin America raised by the films
6. provide cultural, social, political, and historical context for the films

Text:

King, John. *Magical Reels: A History of Cinema in Latin America*, 1990.

Supporting bibliography on reserve:

Stevens, Donald. *Based on a True Story: Latin American History at the Movies*, 1997.

Stock, Ann Marie. *Framing Latin American Cinema: Contemporary Critical Perspectives*, 1997.

King, John, Ana M. López, Manuel Alvarado. *Mediating Two Worlds: Cinematic Encounters in the Americas*, 1993.

Films:

Death of a Bureaucrat	Gutiérrez Alea, 1966
Diary of the War of Pigs	Torre Nilsson, 1975
Letters from the Park	Gutiérrez Alea, 1988
Like Water for Chocolate	Arau, 1992
A Very Old Man w/Enormous Wings	Birri, 1988
Strawberry and Chocolate	Gutiérrez Alea, 1994
The Official Story	Puenzo, 1985
Cabeza de Vaca	Echevarría, 1991
Funny Dirty Little War	Olivera, 1983
I the Worst of All	Bemberg, 1993
Macario	Gavaldón, 1958

Culture and Conflict in the Amazon
ANTH 4116/LTAM 4116
MWF 12:00-12:50/ Fretwell 419

Dr. Coral Wayland
Office Hours: MWF 11:00-12:00 and by appt.
Office: Fretwell 490H

Phone: 687-2290

email: cwayland@email.uncc.edu

Course Description

The Amazon basin, an immense territory covering over 1/20 of the Earth's surface, has been the site of intense conflict and rapid culture change during the last three decades. Issues such as environmental degradation, the loss of biodiversity and human rights abuses have focused the world's attention on this region. In this course we will use an anthropological perspective to examine the events and processes that are currently changing the face of Amazonia. Students will be introduced to the geography, history and cultures of the Amazon. We will then compare and contrast the development strategies that Brazil has used in its attempts to exploit the Amazon and explore how these policies have impacted both the environment and the various populations living in the Amazon.

Course Requirements

Students are responsible for all materials covered in class and in the readings. You **must** attend class to do well in this course. If you must miss a class be sure to borrow notes for that day from a classmate. However, do not assume that borrowing notes is a perfect substitute for attending class.

Because this class is taught as a seminar you must complete the assigned readings before class. If you do not complete the readings on time your contributions to class discussion will suffer. This will be reflected in your class participation grade. All students are expected to actively participate in class discussions on a regular basis.

You are also expected to attend class regularly and on time. If you are more than 10 minutes late for a class this will count as an absence. Also, for every 5 days you miss, your grade will be dropped by one letter (i.e. from an A to a B).

In addition all students are expected to have read and understood the UNCC Code of Academic Integrity and the UNCC Code of Student Responsibility (pp. 275-276 of the University Catalog). Violations of any of these policies will result in automatic failure of the course.

Grade Requirements

Reaction Pieces: Every two weeks you will be expected to turn in a reaction piece where you address a topic or question that I pose in class. While there is no correct answer in a reaction

piece, I want to see you using material from readings, class discussions and videos. The goal is to get you to reflect and think critically about the issues covered in class. Each reaction piece will be 2-3 typed pages and is worth 20 points. You will turn in 7 pieces throughout the semester for a total of 140 points.

Class Presentation: This class is primarily discussion based. Because this format is most successful when students come to class prepared, students will be expected to lead the discussions of the assigned reading for the day. At the beginning of every class, I will draw the name of a student who is expected to lead the discussion. This means everyone needs to be prepared, you never know when you may be called on. Throughout the semester you may pass on presenting twice. If you are absent on a day that your name is drawn, this counts as a pass. You will do two presentations and each one will be worth 30 points for a total of 60 points.

Class Participation and Attendance: Students are also expected to participate in class discussion on a regular basis. These discussions are important because they help students synthesize information from the readings and lectures. If you do not like talking in class, reevaluate whether you should take this class. Class participation is worth 50 points (20% of your grade). If you do not attend class on a regular basis, you cannot participate. If you come but do not participate, you cannot get an A.

Points:

Reaction Pieces:	140 points
Presentation 1:	30 points
Presentation 2:	30 points
Attendance and Participation:	50 points
Total	250 points

Grading Scale

250-226= A

225-201= B

200-176= C

175-151= D

150 or below = F

Course Topics and Schedule

Introduction

Week 1: Geography, Environment and Peoples of the Amazon

Intro to Class

Geography and Environment

Peoples of Amazonia

No readings

Week 2: Early adventures in the Amazon

Searching for the Exotic

Slavery and Genocide

Readings: Schmink and Wood Ch. 1, 2 & 3

Development Strategies in the Amazon

Week 3: Rubber

The Rubber Boom the Early Years

Collapse of the Rubber Market

The Washington Accords

Readings:

- Barham and Coomes 1994 Wild Rubber: Industrial Organization and the Microeconomics of Extraction During the Amazon Rubber Boom (1860-1920). *Journal of Latin American Studies* 26(1):37-72.
- Schmink and Wood Ch. 4

Week 4: Small Scale Farmers

Opening up the Amazon

Operation Amazonia

Readings:

- Schmink and Wood Ch. 5, 6 & 7

Week 5: Directed Development

PIN I

PIN II

Readings:

- Schmink and Wood Ch. 8 & 9

Contemporary Issues

Week 6: Violence and Conflict

Killing for Land

Land: Rubber Tappers

Gold: The Yanomamo

Readings:

- Schmink and Wood 10, 11 & 12

Week 7: Film: The Burning Fields

Week 8: Urbanization

History

Factors and Figures

Case Study: Triunfo

Readings:

- Browder and Godfrey

Week 9: Environmental Degradation

Cattle Ranching

Deforestation

Readings:

- Philip M. Fearnside “Environmental Destruction in the Brazilian Amazon”. In *The Future of Amazonia: Destruction or Sustainable Development*” David Goodman and Anthony Hall (eds.), 1990.
- Cleary

Week 10: Environmental Degradation

Mining

Dams

Readings: Cleary

Week 11& 12: Indigenous Cultures

Conflict, Resistance, Acculturation

Video: Amazon Journey

Readings:

- O’Connor

Week 13: Sustainable Development Strategies

Extractive Reserves

Small Farmers

Readings:

- O’Connor

Week 14: Social Movements:

Liberation Theology

The Sem Terra

Empates

Readings:

- Adriance

Week 15: The Future of the Amazon

Readings:

- Barbosa

Required Texts:

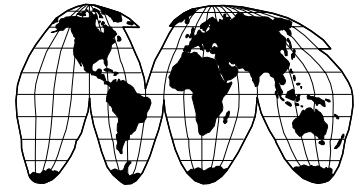
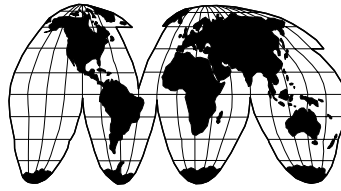
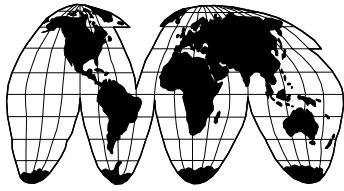
Contested Frontiers in Amazonia by Marianne Schmink and Charles Wood

Anatomy of a Gold Rush by Dan Cleary

Rainforest Cities by John Browder and Brian Godfrey

Amazon Journal: Dispatches from a Vanishing Frontier by Geoffrey O’Connor

Promised Land by Madeleine Cousineau Adriance



LTAM 4120/SPAN 4120: ADVANCED BUSINESS SPANISH I

Semester: Fall 2002
Meeting times: TR, 3-4:20
msdoyle@email.uncc.edu
Location: Barnard 244

Professor: Dr. Michael Scott Doyle
Office: Denny 207, Tel. 687-4274;

Office Hours: TR 2-2:45 and by appointment

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus for Advanced Business Spanish I contains the policies and expectations I have established for the course. Please read the entire syllabus carefully before continuing in this course, which will require a considerable commitment to excellence on your part. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. You should expect that if your conduct during class disrupts the atmosphere of mutual respect that I expect, you will not be permitted to participate further.

DESCRIPTION. Advanced Business Spanish I is one of two required Advanced Business Spanish courses which constitute the content core for the **CERTIFICATE IN BUSINESS SPANISH (CBS)**. These two upper-division Business Spanish courses are not sequential and may be taken in any order. Neither course requires a background in business. **NOTE: In order to be awarded the CBS, each of the five courses that counts toward the CBS must be completed with at least a grade of B (3.0 on a 4.0 scale).**

Advanced Business Spanish I will enhance your ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. This course will provide you with a solid foundation in the vocabulary and discourse used in Spanish when dealing with different types of companies (legal constitution); management; banking and accounting; property, plant and equipment; the modern business office; and human resources. The course will also develop your geographic literacy and cultural understanding of the Spanish-speaking world, as these are essential to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will also include some translating and interpreting activities, cross-cultural communication skills used frequently in the world of business and of special importance for managers and leaders who must make informed decisions.

OBJECTIVES. Advanced Business Spanish I seeks to *develop your ability to conduct business in Spanish successfully*. As such, it is a course in language for special purposes. Within the context of the development of greater cross-cultural awareness and competency, it will develop the following language skills for business purposes: speaking, listening comprehension, reading, writing, and translation/interpretation.

GUIDELINES. *As in the real world of business, you are expected to be punctual and to come to class well prepared.* I take roll at the beginning of each class, not 5-10 minutes into the class. Your active and voluntary participation is required--no credit for simply showing up and warming a seat! **More than three (3) unexcused absences will result in your final grade (evaluation of job performance) being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than three classes during the semester!** Should extenuating circumstances require that you miss a class beyond the limit of three, you are expected to provide me well in advance with a compelling justification or leave a message with the departmental secretary, tel. # 547-2337. My being informed after the fact is unacceptable. **NON-NEGOTIABLE: No late work will be accepted,** and there will be **no make-up quizzes or exams, and no make-up work for extra credit.** As in the real world of business, a contract is due on the due date, and a ten-o'clock flight will not wait for you at the

for you at the gate if you arrive at 10:15! Also, **PLEASE, no eating or drinking in class**—you would not do so in a formal professional meeting or during a job interview.

NOTE. The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. If you are using the ideas and words of another person, you **must** cite the source. Be especially careful when using internet sources—I will check these! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. **This is serious business with very serious consequences!** You may also access the Code online at: <http://www.uncc.edu/policystate/ps-105.html>.

LEARNING DISABILITIES. Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #218, for securing appropriate accommodations.

GRADE DISTRIBUTION

Active Oral Participation.....10%
Homework Assignments.....10%
**Three Business Letters.....10%
Oral Presentations.....10%
*Quizzes(including pop quizzes).....10%
****Term paper.....15%
***Midterm Examination.....15%
Final Examination.....20%

GRADING SCALE

A = 90-100 POINTS
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60

NOTE. Please complete and return the “Hoja informativa estudiantil” that I have distributed with this syllabus. This document will enable me to be aware of your background and needs in taking this class. At the end of each class, homework assignments will be made for the next class (this allows for flexibility and variety). Students will work together in teams and make group presentations on the countries covered during the semester (see suggested format at the end of this syllabus). Dates for formally scheduled quizzes are indicated in the syllabus with a single *, business letters with a double **, the Midterm Examination with a triple ***, and the term paper with four **** (see examples of research topics at end of this syllabus). **DO NOT MISS THESE DUE DATES!** The final examination will contain an oral component, a 15-20 minute mock job interview in Spanish with the professor (based on Apéndice 4, p. 456 of *Exito comercial*); see further details at the end of this syllabus.

FINAL EXAMINATION: THURSDAY, DECEMBER 12, 3:30-6:30 P.M. IN BARNARD 244. DATE AND TIME ARE NON-NEGOTIABLE, SO DO NOT MAKE MAKE PREMATURE TRAVEL PLANS.

TEXTS:

1. *Exito comercial: Prácticas administrativas y contextos culturales* (EC) by Doyle, Fryer, Cere. Heinle and Heinle/Thompson Learning, 2002, 3rd edition. REQUIRED.
2. *Exito comercial: Cuaderno de correspondencia y documentos comerciales* (EC) by Doyle, Fryer, Cere. Harcourt College Publishers/Heinle and Heinle/Thompson Learning, 2001, 3rd edition. REQUIRED.

PLAN DE ESTUDIOS

Semana 1

- Agosto 20 Introducción al curso: Repaso de este Plan de Estudios y textos indicados. Cap. 1 de EC (texto), El comercio y el contexto hispano: Geografía, demografía, idioma y cultura, págs. 1-8 (glosario de términos comerciales útiles e introducción a la expresión numérica). Veremos en clase un segmento cultural de la película *The Joy Luck Club* (la conducta durante una cena).
- 22 Cap. 1 de EC, págs. 9-21. Mapas (repaso general de la situación geográfica de los países hispanos).

Semana 2

- 27 Cap. 1 de EC, págs. 23-28, Guinea Ecuatorial, más sobre el idioma y la cultura en los negocios. Primera conversación telefónica del CD (disco compacto).
- 29* Prueba sobre Cap. 1. Luego, empezar Cap. 2 de EC, La empresa, págs. 29-40 (la Lectura comercial y los ejercicios de vocabulario).

Semana 3

- Septiembre 3 Cap. 2 de EC, La empresa, págs. 40-49 (Vista panorámica, actualidad económica y lectura cultural). Primera presentación oral estudiantil sobre España (en equipos de 2-3 estudiantes—véase formato recomendado al final de este plan de estudios).
- 5 Cap. 2 de EC, La empresa, págs. 49-58 (Síntesis comercial y cultural). 2ª conversación telefónica del CD.

Semana 4

- Septiembre 10* Prueba sobre Cap. 2. Luego, Cap. 1, Introducción a la carta comercial, de CC (cuaderno), págs. 1-16. Veremos en clase un segmento cultural de la película *Tea with Mussolini* (el estilo de la carta comercial). Discusión del trabajo de investigación, un trabajo escrito de 8-10 páginas, a doble espacio, siguiendo el formato del *MLA Handbook*. Véase la lista de ejemplos de posibles temas al final de este plan de estudios.
- 12 Cap. 2 de CC, La empresa, págs. 17-29.

Semana 5

- 17 Empezar Cap. 3 de EC, La gerencia, 59-67 (la Lectura comercial y los ejercicios de vocabulario).
- 19 Cap. 3 de EC, La gerencia, 67-77 (Vista panorámica, actualidad económica y lectura cultural). Presentación oral estudiantil sobre México (en equipos de 2-3 estudiantes). Selecciones del video *Doing Business in Mexico*, seguido por discusión general.

Semana 6

- 24 Cap. 3 de EC, La gerencia, 77-84 (Síntesis comercial y cultural). 3ª conversación telefónica del CD y primer segmento (Cap. 3) del video de *Exito comercial*.
- 26 Cap. 3 de CC, La gerencia, 31-42.

Semana 7

- Octubre 1* ** Prueba sobre Cap. 3. Entregar primera carta comercial, N° 1 de la pág. 39 de CC. Luego, empezar Cap. 4 de EC, La banca y la contabilidad, 85-97 (la Lectura comercial y los ejercicios de vocabulario).
- 3 Cap. 4 de EC, Banca y contabilidad, 61-70 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales sobre Guatemala y Honduras.

Semana 8

- 8 Cap. 4 de EC, Banca y contabilidad, 111-120 (Síntesis comercial y cultural). 4ª conversación telefónica del CD y Cap. 4 del video de *Exito comercial*.
- 10 Cap. 4 de CC, La banca, 43-58.

Semana 9

- 15 Repaso para el examen parcial.
- 17*** **EXAMEN PARCIAL SOBRE CAPITULOS 1-4.**

Semana 10

- 22 **Devolución del EXAMEN PARCIAL.** Informes sobre el progreso del Trabajo de Investigación.
- 24 Día libre para continuar con el Trabajo de Investigación – No hay clase.

Semana 11

- 29 Cap. 5 de EC, Bienes raíces y equipo, 129-140 (Vista panorámica, actualidad económica y lectura cultural).
Presentaciones orales sobre El Salvador y Costa Rica.
- 31 Cap. 5 de EC, Bienes raíces y equipo, 140-147 (Síntesis comercial y cultural). 5ª conversación telefónica del CD y Cap. 5 del video de *Exito comercial*.

Semana 12

- Noviembre 5 Cap. 5 de CC, Los bienes raíces y el equipo, 59-76.
- 7* ** Prueba sobre Cap. 5. Entregar segunda carta comercial, N° 2 de la pág. 67. Luego, empezar el Cap. 6 de EC, La oficina, 149-158 (la Lectura comercial y los ejercicios de vocabulario).

Semana 13

- 12 Cap. 6 de EC, La oficina, 159-172 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales sobre Nicaragua y Panamá.

14 Cap. 6 de EC, La oficina, 172-180 (Síntesis comercial y cultural). 6ª conversación telefónica del CD y Cap. 6 del video de *Exito comercial*.

Semana 14

19* Cap. 6 de CC, La oficina, 77-89. Prueba sobre Cap. 6.

21** Entregar tercera carta comercial, N° 1 de la pág. 85. Luego, empezar el Cap. 7 de EC, Los recursos humanos y las relaciones laborales, 181-189 (la Lectura comercial y los ejercicios de vocabulario).

Semana 15

26 Cap. 7 de EC, Recursos humanos y relaciones laborales, 190-199 (Vista panorámica, actualidad económica y lectura cultural). Presentación oral sobre Venezuela. Se fija el horario para las entrevistas orales, las cuales formarán parte del examen final (véase información al final de este Plan de Estudios).

28 NO HAY CLASE – RECESO DE *DIA DE ACCION DE GRACIAS*.

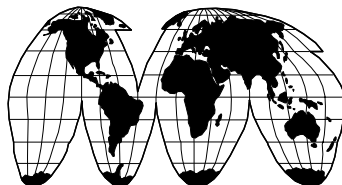
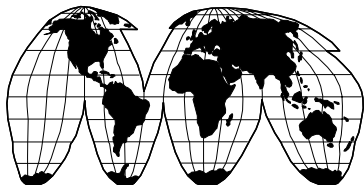
Semana 16

Diciembre 3* Prueba sobre las págs. 181-199 del Cap. 7. Luego, continuar con Cap.7 de EC, Recursos humanos y relaciones laborales, 199-208 (Síntesis comercial y cultural). 7ª conversación telefónica del CD y Cap. 7 del video de *Exito comercial*.

5**** Cap. 7 de CC, Los recursos humanos y las relaciones comerciales, 91-104. Entregar el trabajo de investigación. Breve repaso para el examen final, el cual será el día jueves, 12 de diciembre, de 3:30-6:30 de la tarde en Barnard 244. Evaluaciones estudiantiles.

EXAMEN FINAL: JUEVES, 12 DE DICIEMBRE, 3:30-6:30 P.M. IN BARNARD 244

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF LANGUAGES & CULTURE STUDIES



SPAN 4121/LTAM 4121): ADVANCED BUSINESS SPANISH II

Semester: Spring 2003
Meeting times: TR, 11-12:20
msdoyle@email.uncc.edu
Location: Macy 201

Professor: Dr. Michael Scott Doyle
Office: Denny 207, Tel. 687-4274;

Office Hours: TR 2-3:00 and by appointment

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus for Advanced Business Spanish II contains the policies and expectations I have established for the course. Please read the entire syllabus carefully before continuing in this course. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. You should expect that if your conduct during class disrupts the atmosphere of mutual respect that I expect in the course, you will not be permitted to participate further.

DESCRIPTION. Advanced Business Spanish II is one of two required Advanced Business Spanish courses which constitute the content core for the **CERTIFICATE IN BUSINESS SPANISH (CBS)**. These two upper-division Business Spanish courses (SPAN 4120 and SPAN 4121) are not sequential and may be taken in any order. Neither course requires a background in business. **NOTE: In order to be awarded the CBS, each of the five courses that counts toward the CBS must be completed with at least a grade of B (3.0 on a 4.0 scale).**

Advanced Business Spanish II will enhance your ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. This course will provide you with a solid foundation in the vocabulary and discourse used in Spanish when dealing with goods and services, marketing, finance, foreign market entry, and import-export. The course will also develop your geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will also include some translating and interpreting activities, language skills frequently used in the world of business and of special importance for managers and leaders who must make well informed decisions.

OBJECTIVES. Advanced Business Spanish II seeks to **develop your ability to conduct business in Spanish successfully**. As such, it is a course in language for special purposes. Within the context of the development of greater cross-cultural awareness, it will develop the following language skills for business purposes: speaking, listening comprehension, reading, writing, and translation/interpretation.

GUIDELINES. *As in the real world of business, you are expected to be punctual and to come to class prepared.* I take roll at the beginning of each class. Your active and voluntary participation is required--no credit for simply showing up and warming a seat! **More than three (3) unexcused absences will result in your final grade (evaluation of job performance) being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than three classes during the semester!** Should extenuating circumstances require that you miss a class beyond the limit of three, **you are expected** to notify me in advance or to leave a message with the departmental secretary, tel. # 547-2337. My being informed after the fact is unacceptable. **NON NEGOTIABLE: No late work will be accepted** and there will be **no make-up quizzes or exams**

exams and no make-up work for extra credit. As in the real world of business, a contract is due **on** the due date and a ten-o'clock flight will not wait for you at the gate if you arrive at 10:15! Also, **please, no eating or drinking in class**—you would not do so in a formal professional meeting or during a job interview. And, as a professional courtesy to your colleagues, please turn off your cell phone while in class.

NOTE. The University has enacted “The UNC Charlotte Code of Student Academic Integrity,” presented in the “University Regulation of Student Conduct” section of the UNC Charlotte *2001-2003 Undergraduate Catalog* (p. 275). Cheating, plagiarism (which includes paraphrasing), fabrication and falsification are expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. If you are using the ideas and words of another person, you **must** cite the source. Be especially careful when using internet sources—I will check these closely! All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. **This is serious business with very serious consequences!** You may also access the Code online at: <http://www.uncc.edu/policystate/ps-105.html>.

LEARNING DISABILITIES. Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #218, for securing appropriate accommodations.

GRADE DISTRIBUTION

GRADING SCALE

Active Oral Participation.....	10%	A = 90-100 POINTS
Homework Assignments.....	10%	B = 80-89
**Three Business Letters.....	10% (Feb 18, Mar 27, Apr 24)	C = 70-79
Oral Presentations.....	10%	D = 60-69
*Quizzes (including pop quizzes)...	10% (Jan 28, Feb 18, Mar 27, Apr 10, Apr 24)	F = BELOW 60
****Term paper.....	15% (Due no later than Apr 15)	
***Midterm Examination.....	15% (Mar 6)	
Job Interview (20 minutes).....	5%	
Final Examination.....	15% (May 8, 12-3 p.m.)	

NOTE. Please complete and turn in the “Hoja informativa estudiantil” attached to the end of this syllabus so that I am aware of your background and learning interests in taking this class. At the end of each class, homework assignments will be made for the next class (this allows for flexibility and variety). Students will work together in teams and make group presentations on the countries covered during the semester (see suggested format at the end of this syllabus). Dates for formally scheduled quizzes are indicated in the syllabus with a single *, business letters with a double **, the Midterm Examination with a triple ***, and the term paper with four **** (see examples of possible research topics at end of this syllabus). **The term paper is due on or before Tuesday, April 15. DO NOT MISS THESE DUE DATES!** Toward the end of the semester, there will be a 20-minute mock job interview in Spanish with the professor (based on Apéndice 4, p. 456 of *Exito comercial*); see scheduling dates at the end of this syllabus.

FINAL EXAMINATION : THURSDAY, MAY 8, 12-3 P.M. IN MACY 201. DATE AND TIME ARE NON-NEGOTIABLE.

- TEXTS :**
1. *Exito comercial: Prácticas administrativas y contextos culturales* (EC) by Doyle, Fryer, Cere. Harcourt College Publishers, 2001 3rd edition. **REQUIRED.**
 2. *Exito comercial: Cuaderno de correspondencia y documentos comerciales* (EC) by Doyle, Fryer, Cere. Harcourt College Publishers, 2001 3rd edition. **REQUIRED.**

PLAN DE ESTUDIOS

Semana 1

- Enero 14 Introducción al curso: Repaso del Plan de Estudios, textos y materiales indicados. Cultura: Mapas y repaso general de la situación geográfica de los países hispanos, capitales, gentilicio y moneda nacional; el lenguaje de los gestos, págs. 203-206.
- 16 Cap. 8 de EC, Bienes y servicios, págs. 209-221 (la Lectura comercial y los ejercicios de vocabulario).

Semana 2

- 21 Cap. 8 de EC, Bienes y servicios, págs. 221-235 (Vista panorámica, actualidad económica y lectura cultural). Repaso del formato para las presentaciones orales estudiantiles sobre países hispanos: Colombia y Ecuador (estas se harán en equipos de 2-3 estudiantes—véase formato recomendado al final de este plan de estudios).
- 23 Cap. 8 de EC, Bienes y servicios, págs. 235-243 (Síntesis comercial y cultural). 8ª conversación telefónica del CD y Cap. 8 del video de *Exito comercial*.

Semana 3

- *Enero 28 Prueba sobre Cap. 8. Luego, Cap. 1, Introducción a la carta comercial, de CC (cuaderno), págs. 1-16. Luego, discusión del trabajo de investigación, un trabajo escrito de 8-10 páginas (un mínimo de 8 páginas de texto), a doble espacio, siguiendo el formato del *MLA Handbook*. Véase la lista de ejemplos de posibles temas al final de este plan de estudios. Se recomienda empezar a hacer este trabajo a partir de hoy mismo. La fecha límite para entregar el trabajo es el 15 de abril, pero se puede entregar antes de esta fecha.
- 30 Cap. 8 de CC, Bienes y servicios, págs. 105-117.

Semana 4

- Febrero 4 Cap. 9 de EC, Marketing I: Mercados y publicidad, 245-254 (la Lectura comercial y los ejercicios de vocabulario).
- 6 Cap. 9 de EC, Marketing I: Mercados y publicidad, 254-267 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales estudiantiles sobre Perú y Bolivia (en equipos de 2-3 estudiantes—véase formato recomendado al final de este plan de estudios).

Semana 5

- 11 Cap. 9 de EC, Marketing I: Mercados y publicidad, 267-274 (Síntesis comercial y cultural). 9ª conversación telefónica del CD y Cap. 9 del video de *Exito comercial*.
- 13 Cap. 9 de CC, Marketing I: Mercados y publicidad, 119-132. Entregar esquema (dos páginas a máquina) detallado del trabajo de investigación (título, introducción, tema/s, estructura).

Semana 6

- * **18 Prueba sobre Cap. 9. Entregar primera carta comercial, N° 1 de la pág. 129 de CC. Luego, empezar Cap. 10 de EC, Marketing II: Compraventa, transporte y almacenaje, 275-285 (la Lectura comercial y los ejercicios de vocabulario).

20 Día libre para trabajar sobre el trabajo de investigación. El profesor estará en un congreso en Memphis.

Semana 7

25 Cap. 10 de EC, Marketing II: Compraventa, transporte y almacenaje, 285-296 (Vista panorámica, actualidad económica y lectura cultural). Presentación oral estudiantil sobre **Chile**. Selecciones del video *Doing Business in Chile*, seguido por discusión general.

27 Cap. 10 de EC, Marketing II: Compraventa, transporte y almacenaje, 296-305 (Síntesis comercial y cultural). 10ª conversación telefónica del CD y Cap. 10 del video de *Exito comercial*. Breve repaso para el examen parcial.

Semana 8

Marzo 4 Cap. 10 de CC, Marketing II: Compraventa, transporte y almacenaje, 133-146. Breve repaso para el examen parcial.

***6 **EXAMEN PARCIAL SOBRE CAPITULOS 8-10 de EC y CC.**

Semana 9

11 RECESO DE PRIMAVERA – NO HAY CLASE.

13 RECESO DE PRIMAVERA – NO HAY CLASE.

Semana 10

18 Cap. 11 de EC, Las finanzas, 307-317 (la Lectura comercial y los ejercicios de vocabulario).

Marzo 20 Cap. 11 de EC, Las finanzas, 317-329 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales estudiantiles sobre **Paraguay y Uruguay**.

Semana 11

25 Cap. 11 de EC, Las finanzas, 329-336 (Síntesis comercial y cultural). 11ª conversación telefónica del CD y Cap. 11 del video de *Exito comercial*. Cap. 11 de CC, Las finanzas, 147-159.

* **27 Prueba sobre Cap. 11. Entregar segunda carta comercial, N° 2 de la pág. 155. Luego, empezar el Cap. 12 de EC, La entrada en el mercado internacional: Los países hispanoparlantes, 337-350 (la Lectura comercial y los ejercicios de vocabulario).

Semana 12

Abril 1 Cap. 12 de EC, La entrada en el mercado internacional, 350-361 (Vista panorámica, actualidad económica y lectura cultural). Presentación oral estudiantil sobre **Argentina**. Selecciones del video *Doing Business in Argentina*, seguido por discusión general.

3 Cap. 12 de EC, La entrada en el mercado internacional, 361-369 (Síntesis comercial y cultural). 12ª conversación telefónica del CD y Cap. 12 del video de *Exito comercial*.

Semana 13

8 Cap. 12 de CC, La entrada en el mercado internacional, 161-172. Se fija el horario para las entrevistas de trabajo, las cuales tomarán lugar fuera del horario de clase (véase información al final de este Plan de Estudios).

*10 Prueba sobre Cap. 12. Luego, empezar Cap. 13 de EC, La importación y la exportación, 371-384 (la Lectura comercial y los ejercicios de vocabulario). Entrevistas orales.

Semana 14

****15 Entregar el trabajo de investigación. Cap.13 de EC, La importación y la exportación, 398-406 (Síntesis comercial y cultural). 13ª conversación telefónica del CD y Cap. 13 del video de *Exito comercial*. Entrevistas orales.

17 Cap. 13 de EC, La importación y la exportación, 385-398 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales sobre la **República Dominicana y Cuba**. Entrevistas orales.

Semana 15

22 Cap. 13 de CC, La importación y la exportación, 175-191. Entrevistas orales.

* **24 Prueba sobre Cap. 13. Entregar tercera carta comercial, N° 1 de la pág. 184. Luego, empezar Cap. 14 de EC, Las perspectivas para el futuro, 407-420 (la Lectura comercial y los ejercicios de vocabulario). Entrevistas orales.

Semana 16

29 Cap. 14 de EC, Las perspectivas para el futuro, 420-435 (Vista panorámica, actualidad económica y lectura cultural). Presentaciones orales sobre **Puerto Rico y EUA** (la presencia hispana). Video sobre Puerto Rico. Entrevistas orales.

Mayo 1 Cap.14 de EC, Las perspectivas para el futuro, 435-443 (Síntesis comercial y cultural). 14ª conversación telefónica del CD. Breve repaso para el examen final, el cual será el **día jueves, 8 de mayo, de 12-3 de la tarde en Macy 201**. Evaluaciones estudiantiles. Entrevistas orales.

AAAS 4102/LTAM 4302 Caribbean Literature in English

SYLLABUS

I. Description

The course focuses on the literary works of English expression that characterize the special place of the West Indies as a cultural melting pot and its attempt to reach out to Africa and the West or-to establish its own West Indian identity. Loneliness, quest for identity, nationalism, protest and the use of patois will be studied.

II. Objectives

Upon completion of the course, students will be expected to:

1. Understand the breadth of the African diaspora;
2. Compare and contrast two Black experiences outside Africa of common origin but in different settings; that is, the Caribbean and the Black American;
3. Know the African cultural features that survive in the West Indies and why;
4. Grasp the conflicting influences of Africa and the West in socio-cultural and political terms;
5. Understand features of Third World/Post-colonial Literatures exemplified by Caribbean Literature;
6. Understand the place of history and the environment on the creative imagination of a people;
7. Understand the domestication of the English Language to fit a people's communication needs;
8. Acquire a multicultural understanding of literature of English expression; and
9. Improve reading, writing and research skills.

III. Required Textbooks

Texts will reflect trends and unique creations of the literature. American editions of the following texts are recommended:

- Michael Anthony, The Year in San Fernando
- George Lamming, In the Castle of My Skin

- Samuel Selvon, The Lonely Londoners
- V.S. Naipul, A House for Mr Biswas
- Edward Brathwaite, The Arrivants
- Derek Walcott, Dream on Monkey Mountain

IV. Pre-requisite(s)

Students registering for this course are expected to have taken One course in African-American and African Studies if they are African-American and African Studies majors. Others must be juniors or of higher classification, as specified in the catalog description of the course.

V. Requirements

1. Library research will be necessary to place the literature in its historical perspective.
2. Students will be required to make oral presentations to the class.
3. Writing assignments will test how students understand particular texts and how such texts could be related to a Caribbean tradition.
4. Essays, presentations, examinations and quizzes will be graded on the basis of content, presentation and expression.
5. Enrollment for AAAS 4102 is not expected to exceed 20 to allow for effective class participation.
6. Students are required to attend classes regularly. Absence more than four times will prevent the student from receiving an "A" grade. Regular class attendance and class participation will be rewarded.
7. Graduate students will be required to have extra readings and to demonstrate greater critical skill than undergraduate students. Their essays will be at least 10 pages long and the term paper some 20 pages.

VI. Methodology

The course will be part lecture, part class discussion. Lectures will be on the background to the literature, especially the history of the West Indies. Discussion will be on texts. Students will be encouraged to express independent views on all aspects of the literature.

VII. Grading

2 written papers, one each half semester	20
1 research paper	20
2 Quizzes	15
Final Exam	40
Attendance and class participation	5
Total score	100

A=90-100
 B=80-89
 C=70-79
 D=60-69
 F=0-59

VIII. Topics and Themes

I. Geography and History of the West Indies

1. The Sea and Island Environment
2. The Original Indians and Columbus
3. Slavery and the Plantation
4. Emancipation and Black Majority
5. Nationalism and Independence
6. Creolization

II. The Beginning of Caribbean Literature

1. Western Literary Influences
2. Domestication of Western Models

III-IV. Novels of Childhood and Adolescence

Michael Anthony, The Year in San Fernando

1. West Indian environment
2. Child consciousness

V-VI. Black Nationalism

George Lamming, In the Castle of My Skin

1. West Indian realism
2. Political consciousness
3. Social change

VII-VIII. The Theme of Exile and Loneliness

Samuel Selvon, The Lonely Londoners

1. Economic realities and origin of Matriarchies
2. Exile to Europe and America
3. Discrimination and loneliness
4. Use of creole

IX-X. The African Roots

Edward Kamau Brathwaite, The Arrivants

1. African cultural manifestations in the West Indies
2. Quest for Identity
3. Folk style

XI-XII. The Mulato: Divided to the Vein

Derek Walcott, Dream on Monkey Mountain

1. Another Quest for Identity
2. The West Indian Solution
3. Dramaturgy

XIII-XIV. Cultural Diversity

1. Indo-Caribbean Side
2. Tragi-comedy

XV. West Indian Identity

Bibliography

Ring, Bruce. The New English Literatures: Cultural Nationalism in a Changing World. New York: St Martin Press, 1980.

---. ed. West Indian Literature. Hampden, Conn: Archon Books, 1979.

Nasta, Susheila. ed. Critical Perspectives on Sam Selvon. Arlington, VA: Three Continents Press, 1989.

Ramchand, Kenneth. The West Indian Novel and Its Background. London: Heinemann, 1983.

Salkey, Andrew. ed. Breaklight: The Poetry of the Caribbean. Garden City, New York: Anchor Books, 1973.

Walsh, William. Commonwealth Literature. Oxford: Oxford U P.

SPAN 4210/LTAM 4310: Studies in Spanish American Poetry

Horario (Rev.)

Semestre de primavera, 2002

Textos: Jiménez, Antología de la poesía

hispanoamericana contemporánea (APHC);

Love. Ten Poems by Pablo Neruda; Spanish American Poetry (S)
(available at Gray's Bookstore)

January 9-11

9. Introducción: "Introducción a la poesía lírica" (S).

11. "Spanish Poetic Terms" (S); "La métrica en lengua castellana" (S).

January 14-18

14. **La poesía modernista:** "El Modernismo hispanoamericano" (S); "El impacto francés sobre la poesía hispanoamericana" (S); José Martí (Cuba), Versos sencillos (1890): I (S).

16. Martí, Versos sencillos: V, IX, X (S).

18. Julián del Casal (Cuba), Bustos y rimas (1893): "Neurosis" y "En el campo" (S).

January 21-25

21. **Día Feriado** (Martin Luther King Day).

23. Manuel Gutiérrez Nájera (México), Poesías (1896): "Para un menú" y "La Serenata de Schubert" (S).

25. José Asunción Silva (Colombia), Poesías (1908): "Los maderos de San Juan" y "Nocturno III" (S).

January 28 – February 1

28. Día de investigaciones.

30. **Rubén Darío** (Nicaragua), Prosas profanas (1896): "Sonatina" y "Marcha triunfal" (S).

1. Darío, Cantos de vida y esperanza (1905): "A Roosevelt" y "Canción de otoño en primavera" (S).

February 4-8

4. Darío, El canto errante (1907): "Nocturno" (S); Guillermo Valencia (Colombia), Ritos (1898): "Los camellos" (S).

6. **La reacción en contra del Modernismo:** Leopoldo Lugones (Argentina), El libro fiel (1912): "La blanca soledad" (S); Amado Nervo (México), "Bellas mujeres de ardientes ojos" (S).

8. Enrique González Martínez, (México), Los senderos ocultos (1911): "Tuércele el cuello al cisne" y El libro de la fuerza, de la bondad y del ensueño (1917): "La muchacha que no ha visto el mar" (S).

February 11-15

11. **Examen #1.**

13. **La poesía femenina y feminista:** Juana de Ibarbourou (Uruguay), Las lenguas de diamante (1919): "La hora" y "La higuera" (S).

15. Gabriela Mistral (Chile), Desolación (1922): "Dios lo quiere" (APHC: 68-70); Ternura (1925): "Meciendo" y "Miedo" (S).

February 18-22 (Note: February 20 is the last day to drop this class and retain other classes!)

18. Mistral, Tala (1938): “Cosas” (APHC: 76-78); Alfonsina Storni (Argentina), Irremediamente (1919): “Hombre pequeño” (S).
20. Storni, Ocre (1925): “Dolor” y Mascarilla y trébol (1938): “Voy a dormir” (S).
22. **El vanguardismo**: “La poesía vanguardista” (S); **Vicente Huidobro** (Chile), El espejo de agua (1916): “Arte poética” (APHC: 129-130); Altazor (1931): Prefacio y Canto I (APHC: 133-137).

February 25 – March 1

25. Huidobro, Altazor: Canto II y Canto IV (APHC: 138-140).
27. La poesía de angustia humana: **César Vallejo** (Perú), Los heraldos negros (1918): “Los heraldos negros” y “Agape” (APHC: 105-107); “Heces” (S).
29. Vallejo, Poemas humanos (1939): “Hoy me gusta la vida mucho menos...” (APHC: 114-115), “Considerando en frío, imparcialmente...” (APHC: 117-118) y “Piedra negra sobre una piedra blanca” (APHC: 118).

March 4-8: Días feriados (Spring Break).

March 11-15

11. **La poesía afroantillana**: Nicolás Guillén (Cuba), Motivos de son (1930): “Búcate plata” (S); West Indies, Ltd. (1934): “Sensemayá” (APHC: 274-275); Luis Palés Matos (Puerto Rico), Tuntún de pasa y grifería (1937): “Danza negra” (APHC: 187-188).
13. **Examen #2.**
15. **Los «Contemporáneos» en México**: Carlos Pellicer (México), 6, 7 poemas (1924): “Deseos” (APHC: 217); José Gorostiza (México), Canciones para cantar en la barca (1925): “La orilla del mar” (APHC: 247-248); Xavier Villaurrutia (México), Nostalgia de la muerte (1938): “Nocturno en que nada se oye” (APHC: 301- 302).

March 18-22

18. **Jorge Carrera Andrade** (Ecuador), Boletines de mar y tierra: “Versión de la tierra” (APHC: 259-260); Biografía para uso de los pájaros (1937): “Biografía para uso de los pájaros” (APHC: 262-263).
20. Carrera Andrade, Selecciones de Hombre planetario (1959) (APHC: 265-268); “Aurosa” (S).
22. Carrera Andrade, Misterios naturales: “Libro del destierro: XIV” y “Edad tenebrosa” (S); **El lenguaje poético vestido de elegancia: Pablo Neruda** (Chile). Poesías de la juventud: Veinte poemas de amor y una canción desesperada (1924): “Poema XV” (Love: 4).

March 25-29

25. Neruda, Veinte poemas de amor y una canción desesperada: “Poema XX” (Love: 26-29).
27. Neruda, La etapa existencialista: “Sobre una poesía sin pureza” (S); Residencia en la tierra, I (1931): “Débil del alba” (APHC: 312-313); Residencia en la tierra, II (1935): “Sólo la muerte” (APHC: 314-315).
29. Neruda, Residencia en la tierra, II: “Walking around” (Love: 10-13); La etapa de compromiso político: Tercera residencia (1947): “Explico algunas cosas” (S).

April 1-5

1. Neruda, Canto general (1950): Selecciones de “Alturas de Machu Picchu” (APHC: 321-323); Video sobre Machu Picchu y Pablo Neruda.
3. **Examen #3.**
5. Día de investigaciones.

April 8-12

8. La etapa de madurez: Estravagario (1958): “Pido silencio” (S); “Fábula de la Sirena y los borrachos” (Love: 18).
10. Neruda, Navegaciones y regresos (1959): “Oda al gato” (S); Cien sonetos de amor (1959): “Mañana XXVII” (Love: 2); Memorial de Isla Negra: “La poesía” (Love: 6-9).
12. Neruda, El mar y las campanas (1973): “Gracias, violines,” “Se vuelve a yo” y “Cada día Matilde” (S); **La Antipoesía**: Nicanor Parra (Chile), Poemas y antipoemas (1954): “Hay un día feliz” (APHC: 493-495).

April 15-19

15. Parra, Poemas y antipoemas: “Es olvido” (S); Versos de salón: “Pido que se levante la sesión” (S).
17. **¿Nicaragua tiene poetas? ¡Sí!**: Claribel Alegría (Nicaragua / El Salvador), La mujer del río (1989): “Contabilizando” (S).
19. Pablo Antonio Cuadra (Nicaragua), “Por los caminos van los campesinos” (S); El jaguar y la luna: “El nacimiento del sol” y “La noche es una mujer desconocida” (APHC: 470-471).

April 22-26

22. Gioconda Belli (Nicaragua), Sobre la grama (1974): “Y Dios me hizo mujer;” Línea de fuego (1978): “Yo, la que te quiere;” De la costilla de Eva (1987): “Petición” (S).
24. Ernesto Cardenal (Nicaragua), “Marcha triunfal” y Selecciones de Epigramas (1961) y Gethsemane, Ky. (1964) (S).
26. **La intelectualización de la poesía**: Octavio Paz (México), Libertad bajo palabra (1960): “Himno entre ruinas” (APHC: 518-520); Piedra de sol: Fragmento de “Piedra de sol” (APHC: 521-525).

April 29 – May 1

29. Paz, Versiones y diversiones: “Todos los días descubro” (APHC: 532-533).
1. Repaso.

Examen #4: Lunes, 6 de mayo, a las 12:00.

OTHER REQUIREMENTS: (1) **For February 25:** Prepare a brief introduction to one of the poets we plan to study between February 25 and the end of the semester. Then provide an analysis of one poem by that author (subject to approval by your instructor). Your paper should be double-spaced, 12-point Times New Roman, in Spanish). (2) **For April 12:** Prepare bibliographical listings of all book-length poetic works by your chosen author and of 10-15 major critical studies on the author. I will provide you with guidelines later in the semester.

SPAN 4210: GENERAL INFORMATION

Information on your instructor:

- **Name: Dr. Robert Gleaves, Associate Chair, Dept. of Languages and Culture Studies**
- **Office location: Barnard 237**
- **Office phone: 704-687-4232 (includes 24-hour voice mail)**
- **E-mail address: rgleaves@email.uncc.edu**
- **Office hours: MWF, 1:00-2:00pm, and TTh, 10:30am-12:00 noon.**
- **Class web page: <http://www.uncc.edu/rgleaves/s4210.htm>**
- **The Hispanic World web page: <http://www.uncc.edu/rgleaves/hispanicworld>**

Grading policy: I shall calculate your grade as follows:

- <1> Major exams (4): 50 percent.

<2> Bibliography: 10 percent.

<3> Research paper: 20 percent.

<4> Quizzes: 10 percent.

<5> Attendance and daily performance: 10 percent. I shall deduct 5 points from a possible score of 100 for each absence. If you miss more than 11 classes for any reason, you will not receive a favorable grade. Unexcused late arrivals and early departures will affect your attendance grade. I reserve the right to deduct from 1 to 3 points on days that you are present but clearly unprepared for class. See 1999-2001 Catalog, p. 27.

Grading scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Below 60.

Disability Services: Students with documented disabilities who require accommodations in this class should first contact the UNC Charlotte Office of Disability Services in Fretwell 230, or call 704-687-4355. Web page:

<http://www.uncc.edu/dability/staff.htm>

Academic Integrity: The Department of Languages and Culture Studies complies with the UNC Charlotte Code of Student Academic Integrity. It is your responsibility to know and observe the requirements of this code. See the full code in UNC Charlotte's 2001-2003 Undergraduate Catalog, p. 275, or at <http://www.uncc.edu/policystate/ps-105.html>

Course objectives: My objectives in this class are as follows: (1) to introduce you to the major poets of Spanish America from the end of the 19th Century to the present; (2) to help you arrive at your own conclusions regarding the nature of poetry and what makes for a good poem; (3) to make you aware of the language of poetry, especially in the realm of metaphor; and (4) to teach you about versification (rhyme, rhythm, and how to count the number of syllables per line).

SPAN 4211/LTAM 4311: Spanish American Prose Fiction

Dr. Ann González

Office: 206 Bernard; Office hours: Wed. 2-5 or before or after class

Tele: 547-4491 (home: 536-2631)

Email: abgonzal @ email.uncc.edu

Dept. Fax: 547-3496

Required texts: Seymour Menton. EL CUENTO HISPANOAMERICANO.
Manuel Puig. EL BESO DE LA MUJER ARANA.
Carlos Fuentes. GRINGO VIEJO.
Mario Vargas Llosa. LA TIA JULIA Y EL ESCRIBIDOR.

COURSE DESCRIPTION: This course examines three Spanish American novels and a variety of short stories from a fundamentally thematic approach. Our task is to identify the major issues that consistently concern Spanish American writers over time. The course also emphasizes the complex relationship between prose fiction and film; what happens when different mediums are used to convey the same story. Students will be expected to give oral presentations in Spanish, to contribute to class discussions in Spanish, and to write critically and analytically in Spanish in regard to the works they read.

COURSE OBJECTIVES:

1. Read a wide variety of Spanish American authors from different historical periods and movements and from different regions.
2. Watch a variety of films based on Spanish American fiction.
3. Compare the two mediums through class discussion and comparative essays.
4. Identify themes that are specific to Spanish American culture versus themes that have a more universal significance.
5. Practice reading, speaking, listening, and writing in Spanish.
6. Broaden our cultural and historical awareness by understanding the specific contexts of the works we read, watch, and discuss.

CLASS EVALUATION: Grades are based on a ten-point scale.

Oral Presentations:	10%
Comparative essays:	40%
Class participation:	10%
Quizzes:	10%
Final essay exam (take home):	20%

The UNCC Code of Academic Integrity will be strictly enforced.

See accompanying cronograma for specific assignments and dates due.

REVISED

Cronograma SPAN 4211--Spring 1997
Tues-Thurs 6-7:20, Macy 201
González; Section 090

Jan 14 Introduction; preliminary reading and diagnostic essay. Juan Bosch, "La mujer" p. 306

Jan 16 Juan Rulfo, "Diles que no me maten" p. 398ff

Jan 21 Luis Britto García, "Usted puede mejorar su memoria" p. 666 & "Grupo" p.671

Jan 23 Puig, Ch. 1-4 *El beso de la mujer araña*

Jan 28 Puig, Ch. 5-8

Jan 30 Puig, Ch. 9-12

Feb 4 Puig, Ch. 13-16

Feb 6 NO CLASS: Substitute lecture by Dennis West Friday Feb. 7, 4 pm, Auditorium 101 Cameron Applied Research Center

Feb 11 VIDEO: The Kiss of the Spiderwoman (stay late; make up class)

Feb 13 Cortázar, "Cartas de mamá" p. 566.

Feb 18 VIDEO: Cartas de mamá (60 min.)

Feb 20 NO CLASS (made up Feb. 11 movie)

Feb 25 NO CLASS (made up Mar. 18 movie) (1st comparative essay due)

Feb 27 Mario Vargas Llosa. *La tía Julia y el escribidor* Ch. 1-8 (4 presentations; 2 chapters each)

Mar 4 Vargas Llosa, ch. 9-12 (2 presentations; 2 chapters each)
& ch. 13 -15 (3 presentations; 1 chapter each)

Mar 6 Vargas Llosa 16-20 (5 presentations)

Mar 11 NO CLASS: Spring Break

Mar 13 NO CLASS: Spring Break

Mar 18 VIDEO: Tune in Tomorrow (stay late; make up class)

Mar 20

Mar 25 Fuentes. *El gringo viejo* (comparative essay #2 due on Vargas Llosa)

Mar 27 Fuentes

April 1 Fuentes

April 3 Movie (stay late; make up class)

April 8 Borges, p. 328 and xerox (expect a quiz)

April 10 Borges video (Comparative essay #3 due on Fuentes)

April 15 María Luisa Bombal, p. 342, Ana Lydia Vega, p. 694

April 17 Luisa Valenzuela, p.679 (Due: Preguntas para el examen)

April 22 Luis Britto García. Muerte de un Rebelde, p. 668 (Comparative essay #4 on Borges due)

April 24 (Teacher Evaluations) Discuss take-home exam. In-class reading (bring your Menton anthology)

April 29 NO CLASS (Made up April 3)

FINAL EXAM: Take-home essay exam. Due back by noon, Tuesday May 6

El Teatro en América Latina

Política, Estética y los Límites de *Performance*

Esta materia nos permite un estudio temático del teatro hispánico que analiza la tendencia entre dramaturgos y dramaturgas de probar los límites entre fronteras nacionales, culturales, ideológicas y estéticas. Al examinar y probar estos límites, veremos una tensión o dicotomía entre lo personal y lo político, lo doméstico y lo público, el arte y la vida, el odio y el perdón, la libertad y la encarcelación, los actores y el público, lo masculino y lo femenino, el pasado y el presente, la vida cotidiana y los sueños, etcétera. Analizaremos varias obras de teatro, considerando las siguientes preguntas: ¿Cuáles son los límites que se ven en la obra? ¿Cuáles le interesan más al dramaturgo/la dramaturga? ¿Cómo los identifica? ¿Cuáles son los resultados?

Requisitos:

Presentaciones orales: Se formarán grupos de dos o tres estudiantes para formular una interpretación oral (resumen y análisis) de un texto o tema seleccionado. Cada grupo tendrá que entregar una bibliografía relacionada a su tema, un resumen escrito de la obra o las obras, información biográfica sobre el dramaturgo o la dramaturga y una lista de preguntas para discusión.

Proyecto de investigación: Cada estudiante tendrá la oportunidad de diseñar un proyecto de investigación en colaboración con la profesora y de compartir los resultados con la clase.

4 Redacciones cortas (2 páginas cada): Las redacciones proveen una oportunidad de acercarse a la crítica relacionada con el teatro y el contexto histórico de la obra en cuestión.

Participación activa en una obra de teatro: Cada estudiante se juntará con varios compañeros de la clase para exponer (informalmente) una de las piezas estudiadas en la clase.

Evaluación:

50% Participación (presentación oral, contribuciones a las discusiones, trabajo en grupos)

50% Redacción y análisis (redacciones y proyecto de investigación)

Obras críticas:

Adam Versenyi, El teatro en América Latina.

Leon Lyday, Dramatists in Revolt: The New Latin American Theater.

Frank Dauster, "El teatro contemporáneo en Hispanoamérica."

Diana Taylor, Theatre of Crisis: Drama and Politics in Latin America.

Kirsten F. Nigro, "Filling the Empty Space: Women and Latin American Theatre."

Obras dramáticas:

I) Probando la condición humana

- Ariel Dorfman, La muerte y la doncella
- Griselda Gambado: La pared; Nada que decir; Decir sí; Los siameses; El campo
- Osvaldo Dragún: Historia del hombre que convirtió en perro

II) El teatro en lenguas indígenas: normas áureas e influencias locales

- El Güegüense
- Ollantay
- Tragedia del fin de Atahualpa

II) Cultura popular: el teatro, el cine y el relato

- Mario Vargas Llosa, La señorita de Tacna
- Carlos Fuentes: orquídeas a la luz de la luna
- Dolores Prida: Pantallas

IV) El teatro social y el caso de los trabajadores

- Emilio Carballido: El censo.
- Luis Valdez: Los vendidos; I don't have to show you no stinking badges.
- Gianfrancesco Guarnieri: Eles não usam black tie.

LTAM 4350/SPAN. 4050
MW 4:00-5:20
Barnard 236

Aspectos sociales, económicos y políticos en la literatura Hispana.
Dr. Carlos Coria-Sanchez
cmcoria@email.uncc.edu
687-2786

Objetivos del curso:

Esta clase tiene como objetivo la lectura de temas sociales, económicos y políticos dentro de la literatura hispana, así como el estudio y la importancia de estos cambios que se reflejan en las estructuras sociales de los países hispanohablantes. Estas lecturas permitirán al estudiantes tener una mejor comprensión sobre las sociedades de habla hispana y su desarrollo socio-económico y político.

Evaluación del curso:

4 pruebas (10%):	40%
presentaciones en grupo:	15%
participación en clase	10%
proyecto final:	15%
examen final:	20%

Las cuatro pruebas serán sobre los temas que se vayan estudiando conforme avance el semestre.

Las presentaciones en grupo deberán demostrar la capacidad de los estudiantes en cuanto a la interpretación y comprensión de textos literarios y la debida evaluación de la documentación necesaria para realizar un análisis social, político, cultural y económico de las lecturas.

El trabajo final escrito cubrirá una novela, ensayo, obra de teatro, poema, no vista en clase. Cada estudiante hablará con el profesor antes de decidir sobre qué escribirá. El ensayo no será de más de seis páginas y deberá seguir el formato de MLA Handbook for Writers of Research Papers Fourth Edition.

Al evaluar las presentaciones orales y el trabajo final se tendrá en cuenta el esquema, el contenido, la presentación de la investigación, el uso del idioma español y la originalidad y tratamiento del tema.

Los estudiantes deberán presentarse en clase con las lecturas preparadas para poder analizar los “temas de discusión” y hacer los ejercicios correspondientes.

La asistencia es obligatoria. Se permiten tres ausencias durante el semestre. A partir de la cuarta ausencia se reducirá la nota final del curso en un punto por clase ausente. No tomará el examen el estudiante que falte la mitad de las clases. **Los estudiantes deberán esperar 15 minutos en caso de que el profesor no esté a tiempo en el salón de clase.**

Habrá un examen final, no hay exámenes de recuperación (Make ups). Quien no pueda presentarse al examen final no deberá matricularse en el curso. En caso de ausencia por caso de emergencia (ej.: un accidente o una enfermedad grave), el estudiante deberá presentar la justificación pertinente.

La participación oral se refiere a la contribución diaria que aporte el alumno a la clase y en conversación. No se le pide al estudiante que su participación oral sea perfecta pero sí se estimará mucho el esfuerzo que haga para mejorar su español hablado. Quien no **participe en clase recibirá un "0"** por ese día. La nota será de acuerdo a la **cantidad y calidad** de la participación. La falta de puntualidad afectará la nota de participación.

THE CODE OF STUDENT ACADEMIC INTEGRITY: Cheating and Plagiarism is highly penalized by UNCC. Please refer to the following UNCC web site for details: <http://www.uncc.edu/policystate/ps-105.html>

Temario: *El profesor hará cambios al temario de clase en la forma que lo considere necesario.*

Agosto 19- 21
Introducción al curso y las lecturas:

Agosto 26-28:

Ariel, (fragmento) J. E. Rodo

La frontera de cristal, (fragmento) Carlos Fuentes

El campo y la inmigración a la ciudad:

“Paso del norte”, (fragmento) J. Rulfo

Sept. 2 Labor Day

Examen 1

Sept. 4:

El campo y la inmigración a la ciudad (cont.)

Al pie de la ciudad, (fragmento) M. Mejia Vallejo

Sept. 9-11

El campo y la inmigración a la ciudad (cont.)

Tiempo de silencio, (fragmento) L. Martín Santos

El papel de la mujer:

“Letra para salsa y tres soneos por encargo”, Ana Lidya Vega

Sept. 16-18:

El papel de la mujer (cont.):

Como ser una mujer y no morir en el intento, (fragmento) C. Rico-Godoy

Cuando era puertorriqueña, (fragmento) Esmeralda Santiago

Dinero y riqueza:

“Inflación y lujo”, Nicanor Parra.

Examen 2

Sept. 23-25:

Dinero y riqueza (cont.):

Plata quemada, (fragmento) Ricardo Pligia

Los funerales de la mamá grande, (fragmento) Gabriel García Márquez

Podel político y abuso de autoridad:

Doña Barbara, (fragmento). R. Gallegos

Sept. 30-Oct. 2:

Podel político y abuso de autoridad (cont.):

El cristo de espaldas, (fragmento). E. Caballero Calderón

"La maestra", (fragmento). Enrique Bueneventura

Reacción contra la modernización:

"Los vicios del mundo moderno". N. Parra

Octubre 7-9:

Reacción contra la modernización (cont.):

Fire an ice, (fragmento) Alvaro Menéndez Leal

La mina, (fragmento). A. López Salinas

La burocracia y corrupción económica:

"Vuelva ud. mañana", (fragmento) M.J. Larra

Examen 3

Oct. 14-16:

La burocracia y corrupción económica (cont.):

El coronel no tiene quien le escriba, (fragmento). G. García Márquez

"El censo", (fragmento). E. Carballido

"El presupuesto", (fragmento). Mario Benedetti

Oct. 21-23:

La burocracia y corrupción económica (cont.):

"El presupuesto", (fragmento). Mario Benedetti

Actitud contra la presencia económica extranjera:

La rebelión de las ratas, (fragmento). Fernando Soto Aparicio

Oct. 28-30:

Actitud contra la presencia económica extranjera (cont.):

"La United Fruit Company". P. Neruda

El papa verde, (fragmento). Miguel.A. Asturias

"Paludismo", Víctor Cáceres Lara

Nov. 4-6

Hispanos en los Estados Unidos:

"Requiem", José Hierro

"Campeones", Pedro Juan Soto

Nov. 11-13

Hispanos en los Estados Unidos (cont.):

La frontera de cristal, (fragmento). Carlos Fuentes

Examen 4

Nov. 18-20

La sociedad de consumo:

"Baby HP". J.J. Arreola

"El monopolio de la moda". L. Brito García

Compro, luego existo, (fragmento). Guadalupe Loeza

Nov. 25

Conclusiones:

Thanksgiving break

Dic. 2-3

Película "La guerrilla latinoamericana"

Examen final

Appendix C

Consultant Report

Professor John French, Duke University

August 2002

29 August 2002

To: Lyman Johnson and Jurgen Buchenau
From: John D. French, Associate Professor of Latin American History, Duke University
Re: Evaluation of Department of Education (DOEd) Title VIa Latin American Studies Grant, 2001-2002 at the University of North Carolina Charlotte (UNCC)

In 2000, I was asked to participate as an external reviewer for a then-pending Title VI grant application entitled “Strengthening Latin American Studies at UNC Charlotte by adding a Brazilian Concentration.” The invitation reflected my specialization in the study of Brazil as well as my experience, over the last ten years, within a Title VI National Resource Center (NRC), the Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University. The Department of Education (DOEd) subsequently awarded Charlotte the second of two such grants, which provided \$160,000 in DOEd funds for academic years 2000-2002 and \$249,469 in matching support from UNCC.

The DOEd’s Undergraduate International Studies and Foreign Language Title VI program, although relatively small, assists university areas of international excellence that are not yet ready to apply successfully for a Title VI NRC in a given world area. At UNCC, such Title VI funds have made an important contribution in fostering international studies going back to the mid-1980s, when one such grant was used to add international studies courses to the undergraduate curriculum. In 1998, however, UNCC’s initiatives took on a more focused quality with the university’s Latin American specialists assuming a leading role in applying for, and winning, the first Title VI LAS grant funds for academic years 1998-2000 that involved \$179,214 in DOEd and \$193,513 in matching UNCC support.

Such DOEd grants are not given---nor matched with funds by a university--merely to encourage discussion or to incrementally increase hires in this or that department. Rather, they are meant to change the configuration of knowledge within the recipient universities and to serve as building blocks upon which something new is built. Thus, the *key questions* in carrying out this evaluation can be simply stated:

Has the investment of DOEd and UNCC resources produced sustained institutional gains for the university, the community, and the nation in the production and diffusion of area studies knowledge in today’s globalized world economy and polity?

What are the prospects for successful development of LAS at UNCC? And what role could or should this interdisciplinary area studies initiative play in the university’s shift in 2000 from a comprehensive to a doctoral extensive university with the goal of attaining research-intensive status by 2010?

What are the steps that should be taken by UNC Charlotte to foster the deepening and broadening of LAS in pursuit of these larger aims and as part of the internationalization of the university as a whole?

1.) The Place of Latin American Studies (LAS) within UNC Charlotte’s Institutional Strategy

The creation of a unit of the North Carolina state university system in Charlotte in 1965 reflected the upward economic trajectory that would, over the next decade, make Charlotte the largest and most prominent city in the state at both the national and international level. Ten years later, the Office of International Programs was established and steps were taken during the 1980s to enhance international education with the addition of courses to the undergraduate curriculum.

In the early-to-mid 1990s, the heightened flow of goods, capital, ideas, and people across national boundaries sharpened awareness of the need to internationalize the major universities in North Carolina, a process that also occurred at private institutions such as Duke. It was in this context that Latin American Studies was first identified as

as a priority in the 1996-2002 Academic Strategic Plan and the first Title VI grant for LAS in 1998-2000 was a concrete and immediate step towards achieving this objective (whose logic was further enhanced by the growing immigration of foreign-born Latinos in the late 1990s). Even the death of Dr. Josephson, an inspirational advocate of international programs at UNCC, did not disrupt these efforts which were strongly supported by Dean Schley Lyons of Arts and Sciences and other top administrators.

By 2000, an interdisciplinary undergraduate major in International Studies was established at UNCC containing a Latin American Studies track. In its 2000-2005 Strategic Academic Plan, "International Understanding and Involvement" was one of seven interdisciplinary themes for UNCC during the first decade of the new millennium. Generating enthusiasm and momentum, the first Title VI LAS grant was followed in 2000 by an equally successful application (currently entering into its second year).

2.) My Site Visit and Assessment of Accomplishments

My campus visit was arranged for April 21-22, 2002, the end of the first year of operation of the new Title VI grant. During my time on campus, I was privileged to participate in a thoughtful exchange with UNCC Provost Denise Trauth, Professors Martha Miller, and Lyman Johnson and an equally fruitful discussion with Arts and Sciences Dean Schley Lyons and project leader Jurgen Buchenau, a Latin Americanist historian hired in 1999.³ The administrators were up-to-speed on LAS plans and knowledgeable about what had been accomplished to date. I was also impressed by their helpful and supportive suggestions as to what could be done in terms of LAS's future trajectory at Charlotte.

Overall, the top UNCC leadership clearly understand that interdisciplinary teaching and research programs like LAS have a fundamental role to play in dynamizing intellectual life and in shaping tomorrow's university. I was especially encouraged by my discussion with Dean Lyons on increasing foreign language study by undergraduates, whether through departmental or university-wide requirements. I also valued the exchange with Provost Trauth about the role that such programmatic initiatives play as part of an institutional strategy for the retention of the dynamic young faculty that have so much to offer the university in the future.

A.) Assessment of LAS Leadership

The documents I reviewed as part of my visit, as well as my interaction with LAS project leadership, impressed me with their marriage of intellectual ambition and agility with a strategic perspective on institutional growth. They have avoided grandiose visions and exaggerated and unattainable claims, while eschewing the adoption of picayune objectives based on adding money to the pot and stirring to see if anything will happen.

I was also pleased by the stability of leadership and ongoing accomplishment over the course of the two grants since 1998. The LAS initiatives have benefited from the multiple contributions of accomplished scholars like Michael Doyle, Martha Miller, and Lyman Johnson, the latter a distinguished historian and one time-president of the Conference of Latin American Historians (CLAH) whose work I have long respected. At the same time, there has also been an infusion of new energy with the hiring of Jurgen Buchenau as part of the first Title VI LAS grant of 1998-2000. A young scholar with experience and drive, Jurgen came to UNCC in the fall of 1999 as the result of the successful efforts of a multidisciplinary search committee. Currently working on his second book, Dr. Buchenau is president of the South Eastern Conference on Latin American Studies (SECOLAS) and adds energy and focus as a new member of the core LAS leadership team.

³ **Although I did not meet with Vice Chancellor for International Programs, Ambassador Edward Brynn, I had been introduced to him recently at the official reception, hosted by Molly Broad, with a higher education delegation from the Brazilian state of Paraná that was signing a cooperative agreement with the UNC system. In my role in the leadership of the Carolina-Duke Consortium in Latin American Studies, I have also met William H. Brown, the benefactor of LAS at UNC-Charlotte.**

The lunch-time seminar that I gave during my visit was well attended, especially given the late date in the semester. Thirteen faculty members from five departments attended, including one Africanist and a number of non-Latin Americanist historians attracted to the discussion of race and color in Brazil through the efforts of Professors Johnson and Buchenau. The discussion was lively and the questions sharp and to the point, reflecting the growth of knowledge of Brazil that illustrates the progress achieved to date in meeting the educational objectives of this grant. There was abundant evidence that a community of interests was in the process of being formed, and that those involved with LAS and international studies at UNCC--including a number of recent hires--saw themselves as part of a cohort pursuing, in a cooperative fashion, a shared intellectual endeavor. This spirit of this interaction convinced me that the future of LAS at UNCC is bright.

B.) Faculty Strength and Assessment of Hiring in 2001-2002

At present, the faculty strength in Latin American studies stands at 13, although two-to-three are not involved in teaching in this area. The areas of strength are predictable, with five Latin Americanists in the Languages and Cultural Studies Department and two, 100% LAS-focused, professors in History. The rest fall into Anthropology and Sociology (4 with only 1 100% LAS focused faculty member), and one each in political science and economics. The biggest news, for the future, lies in the hiring of two Latin Americanist faculty who will be joining the UNCC faculty in the fall of 2002.

As part of the 2000-02 Title VI application, UNCC had proposed to hire a single Brazil specialist with Dean Lyons covering 50% of the individual's first year salary and 100% after grant is over. As had been done with the hiring of Dr. Buchenau, the LAS project team constituted a multidisciplinary search committee for a Brazilianist position advertised as open to candidates in several fields. The hire was to be made on the basis of the candidate's intellectual excellence, their contribution as teachers to the Latin American curriculum, and their potential to help build LAS as a program at UNCC. At the end of the year, they had succeeded--in an entrepreneurial fashion--in achieving the hiring of *two* scholars with Brazilian expertise: Tracy Devine Guzmán in Languages and Culture Studies and Walter J. Dávila in History.

Languages and Culture

Faculty from the languages department have played a leading role in the LAS initiative, which is tied to the department's decision to strengthen the teaching of the languages of Latin America (a demand that also reflects the heightened demand for Spanish competency and interpreters in public institutions in North Carolina because of the growing Latino population). Not only was a line reallocated from French to Spanish in 2000, but the department established a masters degree in Spanish in 2001, including a translation component, which is an important step forward for LAS as a whole.

The hiring of Tracy Guzmán, who has just finished her PhD. in Romance Studies at Duke University, is a major coup for the department because Dr. Guzmán covers both Portuguese/Brazil and Spanish/Perú in her scholarly research *and* her language teaching. With this hire, UNCC will now be in a position to develop Portuguese courses without, however, slighting the established need to maintain and further strengthen Spanish instruction in both languages and culture. Drawing on literary and non-literary materials, her provocative comparative thesis is entitled "Legacies of the Indianist Imagination and the Failures of Indigenist Politics: Indians, Intellectuals, and Education in Peru and Brazil, 1910-2000."

History

The addition to the History Department of Walter J. Dávila (PhD. Brown 1998), formerly of Gustavus Adolphus College in Minnesota, brings to three the number of faculty who are dedicated Latin Americanists. With this hire, the department will be able to offer comprehensive coverage of Latin America with distinguished specialists in Argentina (Lyman Johnson), Mexico (Jurgen Buchenau), and Brazil (Dávila). Dr. Dávila is currently completing his book manuscript tentatively entitled *These Hospitals We Call Schools: Race and Social Change in Brazilian Education, 1917-1946*. Given its focus, his hiring should offer some fruitful possibilities for cooperation with the School of Education (Guzmán as well perhaps), which has recently hired faculty with LAS interests. Moreover, Dávila has an

Dávila has an active interest in race relations and civil rights in both Brazil *and* the United States, which should nurtures ties with the Afro-American and African Studies program at UNCC. The leaders of the Afro-Am program had strongly supported the Brazil thrust of the new Title VI grant because of Brazil's historical, numerical, and cultural importance to the study of the African New World Diaspora.⁴

Overall, the Title VI project team has shown excellent judgment in their hires and there is every reason to believe that the two young faculty members that have been hired will make important contributions to the achievement of LAS developmental tasks over the next three-to-five year period at UNCC.

C.) Brazilian Studies Initiative: Curricular Development and Outreach

The Brazil-focused Title VI proposal that was awarded funding by DOEd set five key objectives for the two year grant: 1.) to add one faculty position in Brazilian studies; 2.) to develop a Portuguese and Brazilian curriculum; 3.) to create links to Brazilian institutions; 4.) to offer faculty development opportunities in Brazil; 5.) to carry out library acquisitions on Brazil. At the end of the first year, objective one has been met while the second objective will be tackled by Assistant Professors Guzmán and Dávila during the next academic year. Preliminary work and the building of contacts has already begun for the third and fourth objectives, which should be advanced by the LAS faculty who will be traveling to Brazil this summer. I also received summary information from the Atkins Library regarding the fulfillment of the fifth objective.

Stepping back, it is important to emphasize that the decision to give a Brazilian focus to the current Title VI grant was a bold move by UNCC's LAS faculty. For far too long in the United States, the study of Latin America has been marked by a deep divide between the Portuguese and Spanish speaking worlds, even though Brazil is the largest Latin American country, with a population of 170 million (the world's fifth largest country in population), and constitutes half the population of South America.

As was true in most universities, UNCC in 2000 had only one faculty member with specialized research on Brazil, and only a single course was occasionally taught on that country. Nor was Portuguese offered in the Languages and Culture department, despite the fact that there are 210 million Portuguese speakers in the world. And little was known about the dynamic Brazilian economy, even in a business-oriented city like Charlotte, although it stands at ninth in the world in absolute size.

Time was ripe to do something and the new hires should begin to address these shortcomings successfully through language and history offerings (four new courses were promised in the grant application). In addition, the grant aimed to increase the Brazilian content of other Spanish-American centered courses. This objective is to be achieved, in part, by offering incentives to Spanish American specialists to encourage them to increase their knowledge of Brazil through travel during the summer of 2002. The aim is to be applauded: to help broaden the university's Spanish Americanists into true *Latin* Americanists.

Finally, there are real opportunities for UNCC to play an important role within the state system through its pursuit of a concrete institutional link with the Universidade Federal do Paraná in Curitiba, a sister city of Charlotte. Working jointly, the OIP and the university's LAS specialists can achieve an important goal of the grant while contributing to the success of the recently-signed agreement between the UNC system and an alliance of institutions of higher education in Paraná, an economically dynamic state known for the rising quality of and its high ambitions for higher education.

⁴ The boom in publications on race, color and African culture in Brazil, which draws undergraduate enrollments throughout the country, is documented in , John D. French, *Sharing the Riches of Afro-Brazilian History: Undergraduate and Graduate Teaching Syllabi and Handouts* (Durham: The African and African-American Studies Program of Duke University and the Consortium in Latin American Studies Center at the University of North Carolina at Chapel Hill and Duke University, 2002).

I requested a brief report from the Associate University Librarian for Collections at UNCC, Chuck Hamaker, since the Title VI application had listed Brazil library holdings as “very weak” and research materials “extremely limited,” even for undergraduate courses. To date \$10,500 of the total allocation of \$19,000 has been expended under the Brazilian Title VI in addition to Latin American materials purchased from regular funds. I hope that such acquisitions funds will be regularly allocated for Brazilian and Portuguese materials beyond this grant in order to guarantee not only a steady acquisition of in-print publications in English on Brazil (a booming focus of exciting LAS research as a whole) but strategic acquisitions of Brazilian books essential for the research and teaching of the two newly-hired faculty. Special attention should be placed, as well, on the acquisition of film, video, and music as areas of Brazilianist collection development in the future. It is also vital that the Atkins library guarantee continued access to and enhancement of the 50 electronic journals, magazines, and newspapers focused that the library has already licensed in conjunctions with the LAS initiative on campus.

3.) The Institutionalization of Latin American Studies at UNC-Charlotte in Regional and National Perspective

Future allocation of resources to LAS by the UNCC administration depends upon a clear judgment as to the prospects for success in establishing a program that will serve larger university aims and needs. In tight budgetary times, a “why not?/me-too” justification for an initiative of this sort lacks credibility. Rather, the rationale must be argued through a cool assessment of what would constitute success, as judged within the wider panorama of the universities in both North Carolina and in the region as a whole. Such an assessment leads me to the conclusion that both excellence and institutional distinctiveness argue strongly for a further investment of resources in LAS.

In offering such a judgment, I draw on my experience as treasurer of the Latin American Studies Association, a dynamic area studies group with 5500 members. Let me begin by sketching out the broader institutional terrain of LAS at the national and regional levels. To do so, I will use our latest published compilation of data on the 110 institutions of higher education throughout the United States and Canada that have formal administrative mechanisms that bring together interest in and specialists on Latin America. This helpful compilation, carried out every five years, provides program descriptions, information on faculty, curriculum, library resources, study abroad, research opportunities, and available financial support.

Latin American Studies in North America, 1999-2000 allows one to make a clear assessment of the degree, scope, and distribution of interdisciplinary administrative units that bring together faculty with scholarly expertise in LAS. It includes both the biggest institutions, such as the nineteen Title VI NRCs (National Resource Centers), as well as a reasonably comprehensive sample of smaller and less comprehensive LAS units of various types. While national Title VI LAS centers like the Carolina-Duke Consortium have multiple administrative and support staff as well as endowments, their own operating budgets, and even buildings, most LAS are far more modest, staffed minimally or not at all. What they do share is an interdisciplinary composition, curricular presence, and some form of cooperative programming (although on widely differing scales).

There are Latin American units listed at 110 institutions of higher education in the U.S. and Canada (all but 13 of them universities). Looking over the list, one can see a variety of models for the institutionalization of such area studies programs. Although there are a range of labels, we find that LAS is usually called a program, a center or, less commonly, an institute although these three terms have little to do with any underlying distinctions between such LAS units.⁵ There is also another tier of LAS university units: those that are organized and reported as LAS majors, LAS minors, or LAS concentrations in international studies undergraduate BA (the latter is the case of UNCC at present).⁶ These more modest LAS units--defined according to their designation within the undergraduate

⁵ **This also bears out our experience in the Carolina-Duke Consortium where one partner is labeled an Institute (UNC) and the other a Center (Duke) but the distinction is not substantive.**

⁶ **There are two LAS units that parallel the configuration at UNCC since 2000: 1.) International Studies Major with a Concentration on Latin America at the University of Richmond: 10 faculty and no Portuguese. 2.) International Studies Program, Latin American Studies Concentration at Trinity University in San Antonio, Texas: 22 faculty and it offers Portuguese.**

curriculum—are best understood as precursors to the establishment of a center, program, or institute, which always include an undergraduate major or certificate, in addition to their graduate-level programs if any.

The distribution of LAS is quite uneven, in geographical terms. Although twenty percent are to be found in the South (23), this figure is deceptive since the two states with the largest Latino populations account for half of these southern LAS units. Outside of Texas (7) and Florida (five), there are only three southern states with two each (North Carolina, Virginia, and Alabama) while an additional five states have a single LAS unit.

The regional scene includes one institution that closely parallels, in many ways, the attributes of UNC Charlotte and its Latin Americanists: the University of South Carolina at Columbia.

	University of South Carolina (Columbia) 2001-2002	University of North Carolina at Charlotte 2002-2003
# of students enrolled	23,000	17,000
# of LAS faculty	12	15 (including 2 new hires)
History	2	3 [2 plus 1 new hire]
Languages	5	6 [5 plus 1 new hire]
Anthropology & Sociology	3	4
Political Science		
Economics	1	1
Geography	0	1
	1	0
Portuguese Offered	Yes	Yes, as of 2002-03

With the faculty hires in LAS at Charlotte during academic year 2001-2002, UNCC is positioned to surpass the well-established LAS program at USC-Columbia, that state’s flagship university. To make this possibility real, of course, it will be necessary to establish a formal institutional structure that can build programmatic strength over time.

Within the wider UNC system, there is a complete absence of any organized or visible LAS activities at NCSU and only scattered individuals at other campuses (Appalachian State University, Eastern Carolina, UNC-Wilmington, and UNC Asheville). The existence of an already established linkage with the Institute of Latin American Studies (ILAS) at UNC-Chapel Hill is an important advantage for LAS at UNC Charlotte. The terms of an endowment grant made by LAS benefactor William H. Brown, mandates cooperative activities that now include the scheduling of sessions of the Consortium’s annual film festival in Charlotte, as well as an annual conference. With care and diplomacy, this tie with ILAS could be nurtured and relations broadened to include Duke’s Latin Americanist community as well. March 2003 will offer such an opportunity when the Carolina-Duke Consortium will host the SECOLAS conference in Chapel Hill, a meeting that will be presided over by its president Jurgen Buchenau, a UNCC faculty member.

4.) *Key Recommendation: Establish a UNCC Latin American Studies Program*

A strong and active LAS program is a strategic advantage for UNCC that will contribute, in significant ways, to the university goal of achieving research-intensive status by 2010. If properly cultivated, the dynamic regional and increasingly internationally-oriented business community of greater Charlotte could be of great assistance in building a compelling LAS program and this could play a *vital* role not only in faculty retention but in building enthusiasm

enthusiasm and commitment to the institution among the faculty, especially the exceptional new hires of recent years. To build LAS requires clear additional steps by the UNCC administration at various levels, as well as a continuation of the entrepreneurial spirit and drive of the faculty involved with LAS.

Although at least one faculty member has been hired each year since 1998, there is no structure in place to support Latin American studies on an ongoing fashion. At present, LAS is run by an ad hoc interdisciplinary committee that coordinates the hiring, teaching, and service activities under Title VI grants without regular secretarial support or release time. The civic-minded dedication of its faculty members has made this possible, but long-term growth requires the establishment of appropriate administrative or curricular structure and a modest allocation of university funds to provide:

- 1.) essential secretarial support on at least a dedicated part-time basis;
- 2.) one course release every year for the key faculty member entrusted with administrative responsibilities;
- 3.) the creation of a more formal curricular presence in the form of a either a major or a certificate in LAS;
- 4.) for programmatic activity in the form of speakers and seminars;
- 5.) for an annual competition for travel and research support in LAS (this is an essential prerequisite for faculty retention of UNCC's new hires). In addition, the UNCC program should play a more organic role within the broader Latin Americanist community nationally and within North Carolina through:
 - 6.) an institutional membership in the Latin American Studies Association (a program which brings a variety of benefits at a reasonable cost) and in CLASP (Conference of Latin American Studies Programs), which offers many opportunities to fledgling programs.
 - 7.) encourage wider participation in the upcoming March 2003 LASA Congress in Dallas through a one-time program of small travel grants. .
 - 8.) to encourage faculty to join and participate in the activities of the Brazilian Studies Association (UNCC should take advantage of the presence of BRASA President James Green, an historian, who will be in the Triangle during the coming next academic year).
 - 9.) to deepen cooperation with ILAS at UNC-Chapel Hill and the broader Carolina Duke Consortium, including taking advantage of the resources and contacts for available through Sharon Mújica, our superb outreach coordinator who has built up extensive contacts throughout the state in educational, community, business, and civic affairs .

Finally, I would urge the leaders of LAS at UNCC to undertake the planning needed to:

- 10.) apply for another Title VI, perhaps as soon as next year, once the gains of this grant have been absorbed and appropriate administrative and support structures created (including success in the establishing and/or dynamizing institutional linkages in Mexico and Brazil).
- 11.) In particular, it might be strategically advisable to apply for such a Title VI grant in order to establish representation on the faculty, and in the curriculum, for the Caribbean, which would also connect nicely to strengthening African diaspora studies.

References

Andrien, Kenneth J. (Ohio State University)

1999 External Evaluation of the Department of Education Title Via Grant, the University of North Carolina at Charlotte.

LASA [Latin American Studies Association].

2000 *Latin American Studies in North America, 1999-2000: A Select Listing of Institutions with Courses and Programs*. Pittsburgh: LASA.

UNCC

2000 "Strengthening Latin American Studies at UNC Charlotte by adding a Brazilian Concentration" [Charlotte: Title VI a Application].

Appendix D

Letters of Support



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, N.C. 28223-0001

African-American & African Studies Department
TEL: 704/547-2371
FAX: 704/547-3888

MEMORANDUM

To: Chairman, Course and curriculum Committee
The University of North Carolina at Charlotte
Charlotte, North Carolina 28223

From: *Mario Azevedo*
Mario Azevedo, Chair
Department of African-American and African Studies (AAAS)

Re: Curriculum Proposal Submitted by
Jurgen Buchenau, Department of History

Date: March 17, 2003

Dear Committee Chair:

I am writing this letter in total support of the establishment of a Bachelor's Degree in Latin-American Studies proposed by Dr. Jurgen Buchenau, Chairman of the Latin-American Studies Committee. I am a member of the Committee and was therefore consulted and attended the meetings that led to the determination that the University was ready for a major in Latin-American Studies. I wholeheartedly endorse the proposal and its objectives. For three major reasons I support the concept. First, our University has grown in diversity and in student demographic numbers over the past ten years and has adequate human resources and expertise to offer the major. Second, the major would provide our students another opportunity to focus on a very important relatively new academic area that is acquiring more significance and leverage in international politics, economics, and culture and would strengthen our students' acquisition of further content and skills in liberal arts education. The dictum that on the American continent today "things are moving south" is appropriate at this juncture of world history. We need to pay more attention to peoples surrounding us. Third, as Chair of the African-American and African Studies Department, I am convinced that a Latin-American Studies Program would strengthen our own department, which has been mandated by an External Review Panel and the University Administration to shift its paradigm from African-American and Africa to Comparative Africa and its Diaspora. We are now in the process of implementing this recommendation. As a result, the AAAS Department is poised to provide a more comprehensive program focusing specifically on the interaction between all peoples of African descent on the continent of Africa, in the US, the Caribbean, and great portions of Latin American, such as *Brazil, Mexico, and Belize. Perforce, a program in Latin-American Studies will interface with our own focus and compliment the offerings of both of our programs.

We therefore pledge to work closely with the proposed Latin-American Studies by crosslisting offerings, exchanging faculty, and providing, on a regular basis, the AAAS courses listed in the proposal and will collaborate on the designing of other relevant courses in the near future. As a result of these steps, we see no overlapping between the proposed program and our own department. Should you have any questions related to our endorsement of the objectives of this much needed proposal, please do not hesitate to contact me. Thank you.

Memorandum

To: Dr. Jurgen Buchenau, Associate Professor of History
From: Martha LaFollette Miller, Chair, Department of Languages and Culture
Studies
Date: March 18, 2003
Re: Support for Latin American Studies major

I would hereby like to express my strong and unqualified support for the proposal to establish a major in Latin American Studies at UNC Charlotte. I believe such a degree will provide an important opportunity for our students. The faculty members in my department who will be involved in teaching courses in this major are enthusiastic about the prospect of contributing to the new major and are committed to its success.

The courses taught by our faculty members that are mentioned in the proposal will be offered on a regular basis and will be cross listed with Latin American Studies. The exact number of seats to be assigned to each program will be determined later. I realize that some of our faculty members will also be needed to teach the introductory course or the senior seminar when it is their turn to do so, and I will do everything I can to make this possible.

I look forward to working with you on this new program.

Buchenau, Jurgen

From: Arrington, Ted
Sent: Thursday, February 20, 2003 5:25 PM
To: Buchenau, Jurgen
Subject: RE: new major

The Department of Political Science supports the proposed major in Latin American Studies. Please print out this email and use it as proof of consultation with this department.

From: Buchenau, Jurgen
Sent: Thursday, February 20, 2003 12:14 PM
To: Smail, John; Miller, Martha; Arrington, Ted
Subject: new major

Dear John, Martha, and Ted:

<<File: permission.doc>>

As required by UNC Charlotte policies on establishing new degree programs, I am sending you the Request to Establish a New Degree Program pertinent to a proposed B.A. in Latin American Studies. This proposal was approved unanimously and by consent by the Latin American Studies Planning Committee at their February 18 meeting.

To go through the approval process, we will need a letter from you on behalf of your department. If you approve, this letter should state your support of the proposed program, and, specifically, your agreement to help the program in the following ways:

a) offering the courses listed in the proposal on a more or less regular basis

b) crosslisting courses with Latin American content with the new LTAM rubrics we have invented (exact number of seats to be determined later on; the idea is to avoid taking away seats that departments need for their own major)

and

c) releasing faculty so that they can teach the two interdisciplinary, non-departmental courses of the new program: LTAM 1100 and LTAM 4600; as well as the course release of the Coordinator. The Dean has agreed to compensate the affected departments with part-time money.

I would like to have these letters by March 18 so that this proposal can enter the approval process later that month, which is needed for the program to be approved effective August 2004.

Please let me know if there are any errors or omissions in the proposal, or if you have any substantive or editorial suggestions.

Thank you very much for your help!

Best wishes

Jurgen

Jurgen Buchenau
Chair, Latin American Studies Planning Committee
Associate Professor of History



Department of Art
704/687-2473
FAX 704/687-2591

Memorandum

To: Dr. Jurgen Buchenau, Associate Professor of History

From: Roy Strassberg, Department of Art Chairperson

Date: February 28, 2003

Re: Latin American Studies

The Department of Art endorses the proposed new program in Latin American Studies. We agree to assist the program in the following ways:

1. The department agrees to offer ATRA 3112 Pre-Columbian Art in Fall, alternate years. However, this course is currently taught by a part time faculty member. There can be no assurance that we will be able to replace his expertise should he decide to vacate his position as adjunct instructor. There is also no assurance that funds will continue to be available for this purpose. The department reserves the right to change the frequency of offering this course as needed.
2. The department agrees to cross list ARTA 3112 Pre-Columbian Art with LTAM 3313, number of seats to be determined at a later date.

cc: Dr. Lili Bezner, Associate Professor and Coordinator of Art History
Dr. Schley, Lyons, Dean of the College of Arts and Sciences

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

MEMORANDUM

TO: Jorgen Buchenau, Department of History

FROM: Janet E. Levy, Coordinator of Anthropology *Janet E. Levy*
Charles Brody, Chair *Charles Brody*

DATE: February 24, 2003

RE: Proposal to establish a B.A. in Latin American Studies

Thank you for sending us the Request for Authorization to implement a B.A. in Latin American Studies. The Department is happy to support this program.

Currently, the Department offers three courses listed in the proposed curriculum:

- ANTH 2116 Contemporary Latin America
- ANTH 2152 New World Archaeology
- ANTH 4116 Culture and Conflict in the Amazon (new course to be submitted for approval during Spring 2003 semester).

We will offer these courses on a regular basis in the foreseeable future and are happy to cross-list them with LTAM. Based on past schedules, it is likely that two courses will be offered per academic year. Based on past experience, it is possible that at least one other course, ANTH 2050 -- Topics in Archaeology: Early Civilizations of Latin America, will be offered on an occasional basis by part-time faculty.

The Department is willing to work with the Latin American Studies program to gain additional faculty who can expand offerings in the sociology and/or anthropology of Latin America. The needs of our own programs must, of course, come first in our planning, but we are open to mutually beneficial collaborative opportunities.



UNCC HARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

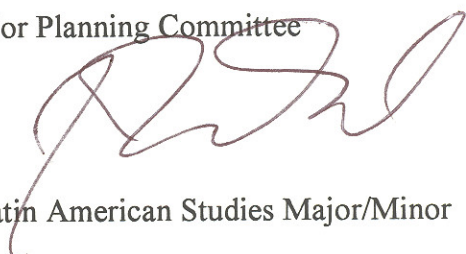
Department of History
(704) 687-4633
FAX: (704) 687-3218

5 March 2003

TO: Jurgen Buchenau, Chair
Latin American Studies Major Planning Committee

FROM: John Smail, Chair
Department of History

RE: Permission to Establish a Latin American Studies Major/Minor



On behalf of the Department of History I thank you for the opportunity to review the 'Request for Authorization to Establish' document which your committee has prepared for the proposed Latin American Studies Major and Minor. The document makes an excellent case for both the need for and feasibility of the proposed degrees and reflects the hard work and careful planning of your committee.

Having read the document carefully, I fully endorse the proposed program on behalf of the Department of History. Our department has a long standing commitment to all aspects of international education and a track record of supporting interdisciplinary programs of interest to our faculty and to students on campus and is happy to extend that tradition in the service of Latin American Studies.

I can specifically make a commitment to offer the courses in History included in the curriculum for the Latin American Studies Major and Minor. Of course, not all courses will be offered every semester, but the department will always be teaching a selection of courses with a Latin American focus. I am particularly comfortable making this commitment since we currently have three faculty in the department with expertise in Latin American history, so our offerings are not dependent upon a single person. Given the projected enrollments for the new degree program, the document's assertion that its students can be easily accommodated in cross-listed sections of existing course offerings is correct. Finally, I should note that we have experience cross-listing courses in support of programming for African and African American Studies and International Studies, so I do not foresee any problems with scheduling.

I can also confirm that faculty in the department of History will be available, from time to time, to teach sections of the introductory and capstone courses in the major: LTAM 1100 and LTAM 4600 on the understanding that this will be on a course buy-out basis. This availability is

Appendix E

Consultation on Library Holdings



UNCC HARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Professor Jurgen Buchenau

From: Chuck Hamaker AUL Collections & Tech. Services Atkins Library

Date: March 18, 2003

Subject: Bachelor of Arts Degree in Latin American Studies

New courses: LTAM 1100, 3400, 3800, 4600, 4700

Summary of Librarian's Evaluation of Holdings:

Evaluator: Chuck Hamaker

Date: March 18, 2003

Check One:

- 1. Holdings are superior _____
- 2. Holdings are adequate _____ X _____
- 3. Holdings are adequate only if Dept. purchases additional items. _____
- 4. Holdings are inadequate _____

Comments:

Since 1998 the library has received funding from grants obtained by International Studies administered by Lyman Johnson to purchase Latin American Studies material to fill gaps in our collections. We need to continue this collaboration to continue to improve our collections.

Chuck Hamaker
Evaluator's Signature

3/17/03
Date

Appendix F

Budget Projections for the First Three Years of Program Operation

**Projected Funding for New Degree Program
Bachelor of Arts in Latin American Studies
Regular Term 2004-2005
(Based on 2003-2004 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 10.04%
Medical @ \$3,432

\$0
 \$0
 \$0

 \$0

Total Positions Required	0.000
Instructional - Position Salary Rate (FY 02)	<u>\$62,573</u>
<i>101-1310</i> Instructional Salary Amount	\$0
Other Academic Costs 44.89300%	<u>0</u>
<i>Purpose 101</i> Total Academic Requirements	\$0
<i>Purpose 151</i> Library 11.48462%	0
<i>Purposes 152, 160, 170 180</i> General Instit Support 54.04980%	0
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	<u>0</u>
Total Requirements	<u>\$0</u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution		UNC Charlotte		Date		November 7, 2003	
Program (API#, Name, Level)		05.0701 Latin American Studies		Program Year		2004-2005	
Degree(s) to be Granted		B.A.					
ADDITIONAL FUNDING REQUIRED - BY SOURCE							
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total		
101 Regular Term Instruction							
1210 SPA Regular Salaries							\$0
1110 EPA Non-teaching Salaries							0
1310 EPA Academic Salaries	3,000	0	0				3,000
Coordinator Stipend	3,000						
1810 Social Security	230						230
1820 State Retirement	301						301
1830 Medical Insurance (2933*X)							0
2000 Supplies and Materials	2,000						2,000
2300 Educational Supplies	1,000						1,000
2600 Office Supplies	1,000						1,000
3000 Current Services	3,000						3,000
3100 Travel	1,500						
3200 Communications	750						
3400 Printing & Binding	750						
5000 Capital Outlay (Equipment)							0
5100 Office Equipment							
5200 EDP Equipment							
TOTAL Regular Term Instruction	\$8,531	\$0	\$0	\$0	\$0		\$8,531
151 Libraries							
5000 Capital Outlay (Equipment)		0					0
5600 Library Book/Journal							
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0		\$0
189 General Institutional Support							
2000 Supplies and Materials							0
2600 Office Supplies							
3000 Current Services							0
3200 Communications							
3400 Printing & Binding							
5000 Capital Outlay (Equipment)							0
5100 Office Equipment							
5200 EDP Equipment							
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0		\$0
TOTAL ADDITIONAL COSTS	\$8,531	\$0	\$0	\$0	\$0		\$8,531

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
Bachelor of Arts in Latin American Studies
Regular Term 2005-2006
(Based on 2004-2005 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II	75			487.37	249.94	146.74	0.154	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 10.04 %
Medical @ \$3,4323

\$737
 \$967
 \$528

 \$2,232

Total Positions Required	0.154
Instructional - Position Salary Rate (FY 02)	<u>\$62,573</u>
101-1310 Instructional Salary Amount	\$9,629
Other Academic Costs 44.89300%	<u>4,323</u>
Purpose 101 Total Academic Requirements	\$13,952
Purpose 151 Library 11.48462%	1,602
Purposes 152, 160, 170 180 General Instit Support 54.04980%	7,541
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	<u>0</u>
Total Requirements	<u>\$23,095</u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution		UNC Charlotte		Date		November 7, 2003	
Program (API#, Name, Level)		05.0701 Latin American Studies		Degree(s) to be Granted		Ph.D.	
				Program Year		2005-2006	
ADDITIONAL FUNDING REQUIRED - BY SOURCE							
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total		
101 Regular Term Instruction							
1210 SPA Regular Salaries							\$0
1110 EPA Non-teaching Salaries							0
1310 EPA Academic Salaries		9,629	0				9,629
		9,629					
1810 Social Security		737					737
1820 State Retirement		967					967
1830 Medical Insurance		528					528
2000 Supplies and Materials		291					291
2300 Educational Supplies		150					
2600 Office Supplies		141					
3000 Current Services		800					800
3100 Travel		400					
3200 Communications		200					
3400 Printing & Binding		200					
5000 Capital Outlay (Equipment)		1,000					1,000
5100 Office Equipment		0					
5200 EDP Equipment		1,000					
TOTAL Regular Term Instruction	\$0	\$13,952	\$0	\$0	\$0	\$0	\$13,952
151 Libraries							
5000 Capital Outlay (Equipment)		1,602					1,602
5600 Library Book/Journal		1,602					
TOTAL Libraries	\$0	\$1,602	\$0	\$0	\$0	\$0	\$1,602
189 General Institutional Support							
2000 Supplies and Materials		2,000					2,000
2600 Office Supplies		2,000					
3000 Current Services		2,500					2,500
3200 Communications		1,250					
3400 Printing & Binding		1,250					
5000 Capital Outlay (Equipment)		3,041					3,041
5100 Office Equipment		1,500					
5200 EDP Equipment		1,541					
TOTAL General Inst. Support	\$0	\$7,541	\$0	\$0	\$0	\$0	\$7,541
TOTAL ADDITIONAL COSTS	\$0	\$23,095	\$0	\$0	\$0	\$0	\$23,095

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
Bachelor of Arts in Latin American Studies
Regular Term 2006-2007
(Based on 2005-2006 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II	150			487.37	249.94	146.74	0.308	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 10.04%
Medical @ \$3432

\$1,473
\$1,934
\$1,056
<hr/>
\$4,463

Total Positions Required	0.308
Instructional - Position Salary Rate (FY 02)	<u>\$62,573</u>
101-1310 Instructional Salary Amount	\$19,258
Other Academic Costs 44.89300%	<u>8,646</u>
Purpose 101 Total Academic Requirements	\$27,904
Purpose 151 Library 11.48462%	3,205
Purposes 152, 160, 170 180 General Instit Support 54.04980%	15,082
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	<u>0</u>
Total Requirements	<u>\$46,191</u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution		UNC Charlotte		Date		November 7, 2003	
Program (API#, Name, Level)		05.0701 Latin American Studies		Program Year		2006-2007	
Degree(s) to be Granted		Ph.D.					
ADDITIONAL FUNDING REQUIRED - BY SOURCE							
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total		
101 Regular Term Instruction							
1210 SPA Regular Salaries							\$0
1110 EPA Non-teaching Salaries							0
1310 EPA Academic Salaries		19,258	0				19,258
1810 Social Security		1,473					1,473
1820 State Retirement		1,934					1,934
1830 Medical Insurance		1,056					1,056
2000 Supplies and Materials		1,000					1,000
2300 Educational Supplies		500					
2600 Office Supplies		500					
3000 Current Services		1,250					1,250
3100 Travel		750					
3200 Communications		250					
3400 Printing & Binding		250					
5000 Capital Outlay (Equipment)		1,933					1,933
5100 Office Equipment		933					
5200 EDP Equipment		1,000					
TOTAL Regular Term Instruction		\$0	\$27,904	\$0	\$0		\$27,904
151 Libraries							
5000 Capital Outlay (Equipment)		3,205					3,205
5600 Library Book/Journal		3,205					
TOTAL Libraries		\$0	\$3,205	\$0	\$0		\$3,205
189 General Institutional Support							
2000 Supplies and Materials		2,582					2,582
2600 Office Supplies		2,582					
3000 Current Services		5,000					5,000
3200 Communications		2,500					
3400 Printing & Binding		2,500					
5000 Capital Outlay (Equipment)		7,500					7,500
5100 Office Equipment		2,500					
5200 EDP Equipment		5,000					
TOTAL General Inst. Support		\$0	\$15,082	\$0	\$0		\$15,082
TOTAL ADDITIONAL COSTS		\$0	\$46,191	\$0	\$0		\$46,191

NOTE: Accounts may be added or deleted as required.