

APR 10 2012

OFFICE OF THE SENATE COUNCIL

NEW COURSE FORM

(*denotes required fields)

1. General Information

a. * Submitted by the College of:

COLLEGE OF ARTS & SCIENCES
3/5/2012

Today's Date:

b. * Department/Division:

Latin American Studies

LAS 601

c.

Carmen Martinez Novc Email:

* Contact Person Name: carmen.martinez@uky Phone:
859-2572684

* Responsible Faculty ID 910853645 Email:
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Contact) 859-2572684

d. * Requested Effective Date: Semester following approval OR

Specific Term/Year 1

e.

Does the change make the course a UK Core course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning

- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
LAS 601
- c. * Full Title:
Interdisciplinary Seminar in Latin American, Caribbean, and Latin
- d. Transcript Title (if full title is more than 40 characters):
Interdisciplinary Seminar in Latin Ameri
- e. To be Cross-Listed ² with (Prefix and Number):
None
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	X 45 Seminar	Studio
Other	If Other, Please explain:		

- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course introduces graduate students to Latin American Studies. It is a topical seminar, which engages a series of fundamental issues or problems of importance to scholars of Latin America. Coordinated by a LACLAS affiliated faculty member, it addresses these issues of current scholarly interest from multiple disciplinary perspectives and examines the philosophy and methods of interdisciplinary research. The Interdisciplinary Seminar features guest appearances in the classroom by LACLAS affiliated faculty.

k. Prerequisites, if any:

Graduate status or approval by Professor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring
 Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Will be of interest to graduate students in different disciplines who want to acquire general knowledge about Latin America

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Latin American, Caribbean and Latino Studies

- b. * Will this course be a new requirement ⁵for ANY program?
 Yes No

If YES ⁵, list affected programs::

Graduate Certificate in LACLAS

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Brian Jackson 4/6/12 Graduate Council

LACLAS 601: Interdisciplinary Seminar in Latin American, Caribbean, and Latino Studies¹

This course introduces graduate students to Latin American Studies. It is a topical seminar, which engages a series of fundamental issues or problems of importance to scholars of Latin America. Coordinated by a LACLAS affiliated faculty member, it addresses these issues of current scholarly interest from multiple disciplinary perspectives and examines the philosophy and methods of interdisciplinary research. The Interdisciplinary Seminar features guest appearances in the classroom by LACLAS affiliated faculty and is conjoined with the Latin American, Caribbean, and Latino Studies Interdisciplinary Forum featuring public lectures by affiliated faculty and invited speakers.

Student Learning Outcomes

- **Judge and critique** the most recent professional academic literature in diverse disciplines on particular topics pertaining to Latin America.
- **Explain** the origins and development of social complexity in Latin America including the roles of cultural difference, gender, sexuality, family, race, ethnicity, class, language, nationality, age, migration, and social justice efforts.
- **Apply** multiple theoretical perspectives to the analysis of central issues common to many Latin American countries (and Latinos in the U.S.) such as those outlined below.
- **Demonstrate** ability to conduct interdisciplinary research and **produce** a research paper that will serve as a first draft toward a conference paper or thesis chapter.
- **Succeed** in preparing for the primary or secondary areas of the qualifying exams.
- **Develop** the pedagogical skills and voice for leading an academic seminar or undergraduate discussion sections.

Requirements:

1. **Class participation.** All students are expected to come to class prepared for the discussion of the core readings, the basis of the seminar format (see above "Class Discussion"). Participation in class discussion is required. *Students are expected to bring to class at least one note card with 3 questions (or controversial or debatable points) in order to facilitate class discussion.* Since a number of classes require various selections, students should strive to develop questions that bring together salient points and/or compare and contrast readings. These note cards will be collected by the professor from time to time and then returned to the student.

There will be "**Assigned Readings**" for some classes. In rotation, each student will be responsible for an assigned reading; he or she will prepare a brief summary of the reading (in 1-2 typewritten, single-spaced pages) including the main theses, sources used, and any controversy or critique it contributes to the topics at hand and other readings. The student will bring to class sufficient copies so that all class members including the professor will have a copy. Thus, at the conclusion of the semester each student will have a file on these readings in addition to their questions on core readings. The student will be expected to open the discussion of the reading by presenting (not reading!) his or her report to the class in *no more than ten minutes* (practice beforehand). The professor will keep students to a rigorous time standard. (20%)

2. – **Papers.** The student will write three short papers during the course of the semester (5-6 double-spaced pages with a minimum of 6 sources).

- a. **Papers #1 and #2** will each consist of a bibliographic essay that will assess the state of research of a specific topic in a particular discipline chosen from those analyzed in class. Each paper should address a different discipline or a comparison of the approaches of two distinct disciplines. For example, a student may decide to examine how historians and archaeologists differ in the ways they address a specific pre-colombian civilization. Or, a student might investigate how political scientists or geographers analyze issues of migration and immigration. Take into consideration the joint class readings for the particular class on which you will concentrate. The papers will be spaced

¹ The Latin American Studies Program is in the process of changing its name to Latin American, Caribbean, and Latino/a Studies. We have used the new abbreviation here: LACLAS.

out during the course of the semester so you will select each of your topics from the classes that precede the date that the paper is due. (20% each for a total of 40%).

b. **Paper #2** will be a critique of a documentary that deals specifically with a topic covered in class. For example, you may analyze Patricio Guzmán's *Obstinate Memory*, which examines with the erasure of memory and abuse of human rights under the dictatorship of Pinochet in Chile or you might analyze any number of the documentaries on the issue of immigration to the U.S. (10%).

c. **You may do these papers in any order that you choose but hand each one in on the day the pertinent subject matter will be discussed in class. All three papers must be handed in by the last class of the semester.**

3. **Final Paper. 20-25 pages** with footnotes (or some system of citation from your discipline), **minimum bibliography of 12 sources.** Students are encouraged to work on a subject that is somehow related to their thesis or dissertation. You may also expand any of the topics you have worked on during the semester. The paper must be typed, double-spaced with a separate bibliography. Topic needs to be discussed with the professor beforehand. (30%)

4. Grading:	A = excellent work	91-100
	B = good to very good work	81-90
	C = satisfactory work	71-80
	E = Failure	70 or below

Students should recognize that very good work is not "A" work; that satisfactory work is not "B" work, and that poor work is not "C" work.

Course Outline (14 week semester):

1. **Introduction to Latin American Studies**

Walter D. Mignolo, *The Idea of Latin America* (Blackwell, 2005).

Further Reading:

Mark T. Berger *Under Northern Eyes: Latin American Studies and U.S. Hegemony in the Americas, 1898-1990* (Indiana UP, 1995)

Paul Drake and Lisa Hilbink, "Latin American Studies: Theory and Practice" in David Szanton, ed. *The Politics of Knowledge: Area Studies and the Disciplines* (California, UCIRAS Digital Collection, Ed. Vol. 3 2003), 34-73 (google books)

2. **Archaeology vs. history: Early political organizations**

Guests: **Dr. Christopher Pool and Dr. Scott Hutson (Anthropology)**

Christopher Pool, *Olmec Archaeology and Early Mesoamerica* (Cambridge UP, 2007), Chs. 1-3.

Scott Hutson, *Dwelling, Identity, and the Maya* (Altamira, 2009), Ch. 7

Charles Gibson, *The Aztecs under Spanish Rule: A History of the Indians of the Valley of Mexico, 1519-1810* (Stanford UP, 1964), Chs. 1-2

Further Reading:

Arlen F. Chase, Diane Z. Chase, and Michael F. Smith, "States and Empires in Ancient Mesoamerica" *Ancient Mesoamerica* 20 (2009), 175-182

Rosemary A. Joyce, *Gender and Power in Pre-Hispanic Mesoamerica* (Texas UP, 2000)

3. **Colonialism, colonial legacy, postcolonialism**

Guests: **Dr. Erik Myrup (History) and Dr. Jacqueline Couti (French/MCL)**

Todorov, Tzvetan. *The Conquest of America: The Question of the Other* (Harper and Row, 1984)

Aime Cesaire, *Discourse on Colonialism* (Monthly Review, 2001)

Further Reading:

Mark Thurner and Andres Guerrero, eds. *After Spanish Rule: Postcolonial Predicaments of the Americas* (Duke UP, 2003)

Mabel Moraña, Enrique Dussel, and Carlos A. Jauregui, *Coloniality at Large: Latin America and the Postcolonial Debate* (Duke UP, 2008)

4. Nation-states and nation building

Guests: Dr. Francie Chassen-Lopez (History), Dr. Mariana Amato (Hispanic Studies)
Francie Chassen-Lopez, *From Liberal to Revolutionary Oaxaca: The View from the South, Mexico, 1867-1911* (Penn State UP, 2004), Chs. 6-9.
Doris Sommer, *Foundational Fictions: The National Romances of Latin America* (California UP 1993)

Further Reading:

Florencia Mallon, *Peasant and Nation: The Making of Postcolonial Mexico and Peru* (California UP, 1995)

Tulio Halperin Donghi, *Politics, Economics and Society in Argentina in the Revolutionary Period* (Cambridge UP, 2009)

Francine Masiello, *Between Civilization and Barbarism: Women, Nation, and Literary Culture in Modern Argentina* (Nebraska UP, 2009)

Paper # 1 due in class.

5. Social inequalities

Guest: Dr. Ana Liberato (Sociology)

Luis Reygadas, "The Construction of Latin American Inequality" in Paul Gootenberg and Luis Reygadas, *Indelible Inequalities in Latin America* (Duke UP, 2010)

Eduardo Galeano, *Open Veins of Latin America* (Monthly Review, 1997 [1971])

Further Reading:

Donna Goldstein, *Laughter out of Place: Race, Class, Violence and Sexuality in a Rio Shantytown 2003*

Sandor Halebsky and Richard L. Harris, eds. *Capital, Power, and Inequality in Latin America* (Westview, 1995)

6. Gender

Guest: Dr. Cristina Alcalde, Gender and Women's Studies

Cristina Alcalde, *The Woman in the Violence: Gender, Poverty, and Resistance in Peru* (Vanderbilt UP, 2010)

Further Reading:

Melissa W. Wright *Disposable Women and Other Myths of Global Capitalism* (Routledge, 2006)

Elizabeth Dore and Maxine Molyneux, eds. *Hidden Histories of Gender and the State in Latin America* (Duke University Press, 2000)

7. Race, ethnicity, and class: Afro-Latin America

Guests: Dr. Jacqueline Couti (French/MCL) and Dr. Ana Liberato (Sociology)

George Reid Andrews, *Afro-Latin America* (Oxford UP, 2004)

Further Reading:

Franklin Knight, *The Caribbean: Genesis of a Fragmented Nationalism* (Oxford UP, 2011)

Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Belknap, Harvard, 2005)

8. Race, ethnicity, and class: Indigenous Latin America

Guest: Dr. Carmen Martínez Novo (Anthropology)

Carmen Martínez-Novó, *Who Defines Indigenous?* (Rutgers UP, 2005)

Further Reading:

Richard Graham, ed. *The Idea of Race in Latin America: 1870-1940* (Texas UP, 1990)

Peter Wade, *Race and Ethnicity in Latin America* 2nd ed. (Pluto Press, 2010)
Jose Vasconcelos, *The Cosmic Race*, (Johns Hopkins, 1997 [1925])

Paper # 2 due in class.

9. Latin America, populism, and imperialism

Guest: Dr. Carlos de la Torre (International Studies/Sociology)

Carlos de la Torre, *Populist Seduction in Latin America*, 2nd ed. (Ohio State UP, 2010)

Further Reading:

Lars Schoultz, *Beneath the United States: A History of U.S. Policy toward Latin America* (Harvard UP, 1998)

Juan Jose Arevalo, *The Shark and the Sardines* (Kessinger, 2007)

Gilbert Joseph, Catherine LeGrand, and Ricardo Salvatore, eds. *Close Encounters of Empire: Writing the Cultural History of U.S. Latin American Relations* (Duke UP, 1998)

10. Economic development, commodity production, and neoliberalism

Guests: Dr. Tad Mutersbaugh (Geography) and Dr. Sarah Lyon (Anthropology)

Sarah Lyon, *Coffee and Community: Maya Farmers and Fair Trade Markets* (Colorado UP, 2010)

Further Reading:

Patrice Franko, *The Puzzle of Latin American Economic Development* (Roman and Littlefield, 2007), 3rd ed.

Francine Masiello, Walter D. Mignolo, Irene Silverblatt, and Sonia Saldívar-Hull, *The Art of Transition: Latin American Culture and Neoliberal Crisis*

11. Migration and immigration (Latinos in US)

Guests: Dr. Sophia Wallace (Political Science) and Dr. Cristina Alcalde (Gender and Women's Studies)

Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration (Russell Sage, 2003)

Further Reading:

Heather A Smith and Owen J. Furuseth, *Latinos in the New South: Transformations of Place* (Ashgate, 2006)

Leo Chavez, *The Latino Threat: Constructing Immigrants, Citizens, and the Nation* (Stanford University Press, 2008)

12. Human rights and the Dirty Wars

Guests: Dr. Carmen Martínez Novo (Anthropology) and Dr. Yanira Paz (Hispanic Studies)

Alicia Partnoy, *The Little School: Tales of Disappearance and Survival* (Cleis, 1998)

Marjorie Agosin, *Women, Gender, and Human Rights: A Global Perspective* (Rutgers UP, 2001)

Further Reading:

Arturo Arias and David Stoll, eds. *The Rigoberta Menchu Controversy* (Minnesota UP, 2001)

Timothy P. Crowley and Susan Eva Eckstein, *What Justice? Whose Justice? Fighting for Fairness in Latin America* (California UP, 2003)

13. Environment

Guest: Dr. Tad Mutersbaugh (Geography)

Angus Wright, *The Death of Ramon Gonzalez: the Modern Agricultural Dilemma* (Texas UP, 2005), rev. ed.

Further Reading:

Shawn William Miller, *An Environmental History of Latin America* (Cambridge UP, 2007)

J. Timmons Roberts and Nikki Demetria Thanos, *Trouble in Paradise: Globalization and Environmental Crises in Latin America* (Routledge, 2003)

Paper #3 due in class.

14. Conclusions

Students unfamiliar with Latin America are encouraged to consult John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America* for a readable thematic approach and Thomas Skidmore, *Modern Latin America* for a study by country. For further analysis, see Leslie Bethell, ed. *The Cambridge History of Latin America* (various volumes).

Journals of Interest: *Hispanic American Historical Review*, *Journal of Latin American Studies*, *Latin American Research Review*, *Bulletin of Latin American Studies*, *Journal of Latin American Cultural Studies*, *Studies in Latin American Popular Culture*, *Latin American Perspectives*, *NACLA Report*.

For further research on Latin America, consult the *Hispanic American Periodicals Index* and the *Latin American Handbook* (on line or in the reference library). Particularly useful is the online service run by the University of Texas at Austin, LANIC: <http://lanic.utexas.edu/>

Course Policies and Etiquette:

1. **Attendance.** A student who fails to attend class regularly cannot pass this course. Each student is allowed a maximum of one absence excused or unexcused.
2. **Students are required to come to class on time.** Students who are repeatedly late to class will be penalized by having their grade lowered. If you need to leave class early, notify the professor first and sit near the door.
3. **Late Work and Make-up Exams.** Late papers are not accepted unless students requesting them can produce documented evidence of illness, accident or other cause beyond their control accounting for absence. Students who will miss an assignment because of a scheduled university activity must make arrangements to make up the work **before** the scheduled due date.
4. **Plagiarism:** Plagiarism is defined in the UK Student Handbook. Students submitting work which is not their own will be severely penalized. They will receive an "E" for that assignment and may well receive an "E" for the course.
5. Please turn off all **cellular phones** when entering the classroom. **Do not "check messages" on your cell or take notes on a Blackberry/iPhone or computer during the class.** No text messaging during class.
6. **Do not read any material in class during discussions or lectures.** This includes not only class texts but also newspapers, and readings for other classes. You may consult your class notes or cards in order to answer or pose a question.
7. **Students are responsible for making up any missed lectures, discussions, and videos.** Find a buddy in the class. You can access emails of classmates on Blackboard.
8. **No food** is allowed to be eaten in the classroom unless the Professor brings it into class. You may bring in coffee or soda.
9. If you have a documented **disability** that requires academic accommodations, please see me as soon as possible during the scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.
10. **Please be respectful of others and their point of view.** We will conduct ALL discussions with respect, civility and responsibility.

<u>College</u>	<u>Course</u>	<u>College Approval</u>	<u>UC Approval</u>	<u>GC Approval</u>
AS	ANT 608	3/20/2012	n/a	4/5/2012
AS	CHE 105	1/17/2012	3/20/2012	n/a
AS	CHE 110	1/17/2012	4/10/2012	n/a
AS	CHE 231	1/17/2012	3/20/2012	n/a
AS	CHE 233	1/17/2012	3/20/2012	n/a
AS	GWS 748	10/25/2011	n/a	4/26/2012
✓AS	LAS 601	2/14/2012	n/a	4/5/2012
AS	LIN 748	3/26/2012	n/a	4/5/2012
AS	MCL 610	1/26/2012	n/a	4/5/2012
AS	MCL 665	1/26/2012	n/a	4/5/2012
AS	MCL 690	1/26/2012	n/a	4/5/2012