

S.92-40

**SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM**

To: Senate

From: Alison J. Watt, Secretary
Senate Committee on
Academic Planning

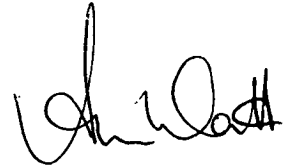
Re: Master of Arts - Latin American Studies

Date: May 12, 1992

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Action taken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

"That Senate approve and recommend approval to the Board of Governors the proposed Master of Arts Program in Latin American Studies as contained in Paper S. 92-40"



SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT, ACADEMIC
MEMORANDUM

To: Senate
From: Alison Watt, Secretary to the Senate Committee on Academic Planning
Subject: Master of Arts (Latin American Studies)
Date: 13 May, 1992

At the May meeting of the Senate Committee on Academic Planning, the committee considered the proposal for the Master of Arts in Latin American Studies. The committee supported the motion to approve the proposed program and forward it to Senate and the Board of Governors for approval after Dr. Munro indicated that there will be further discussion at the Committee when decisions about implementation need to be addressed. It is his intention to follow the procedure he followed in 1990/91 to seek advice from SCAP at the appropriate time on whether new programs should be implemented.

DEPARTMENT OF SPANISH AND
LATIN AMERICAN STUDIES
MEMORANDUM

TO: Alison Watt, director
Academic Planning Services

FROM: Teresa J. Kirschner
Chair, SLAS

RE: SLAS Graduate Proposal
Additional Information

DATE: 14 May 1992

Faculty complement

The number of faculty currently in the Department is eight, seven tenure-track and one lecturer. Two new tenure-track faculty at the rank of full professor will be joining the faculty in September 1992; one has already been appointed (Jorge Nef); the second appointment is in the process of being concluded and that person will be the new chair of the Department. This will bring the total number of faculty to ten, including nine tenure-track faculty, which is a substantial growth in the size of the Department. In September 1988, when the Department was established, it had four tenure-track faculty members, two of whom died (Colhoun and Kim) in 1990, five months apart. With this current complement of faculty, the Department can mount this Masters program.

Library resources

Sharon Thomas has identified the Library's needs in her memoranda of 19 February 1991 and 25 March 1992. There are other aspects of our library development which should be mentioned.

As our proposed program is becoming more widely known, we have started to receive substantial donations of works which will be invaluable in the program. One donation consists of a complete set of the publications of the Center for U.S. Mexican Studies (University of California, San Diego) which has been valued at over \$5,000. Another donation is a collection of over 100 basic works relating to Mexico which was given to the Department by Maria Urquidi, who was an official with the Consulate of Mexico in Vancouver. The Latin American Studies Field School has been a most useful source in the collection of LAS materials. Many of the documents, official and otherwise, which are of interest to researchers in this field, never circulate through normal purchasing channels and are therefore not generally available. Over the years, we have been able to purchase or receive as gifts over 150 videos and records, as well as many books, so that we now have a very substantial Cuban collection which forms the basis of our resource centre.

In many areas of our specialization, we will be able to attract more of this type of donations of valuable materials once the M.A. program has been approved.

I will attend Senate and answer any questions which may arise in the course of discussion on the program.

TJK/rd

c.c. Ron Newton
Chair, Graduate Studies

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Alison Watt, Secretary
Senate Committee on Academic Planning

From: Ellen Gee, Acting Dean
Graduate Studies

Subject: Proposed Master of Arts Program
(Latin American Studies)

Date: May 5, 1992

The proposed Master of Arts (Latin American Studies) Program was approved by the Senate Graduate Studies Committee, at its Meeting on May 4, 1992, and is now being forwarded to the Senate Committee on Academic Planning for approval.

Ellen Gee
Ellen Gee, Acting Dean
Graduate Studies

mm/
encl.

SIMON FRASER UNIVERSITY

Memorandum

DEAN OF GRADUATE STUDIES

TO: Senate Graduate Studies
Committee

FROM: E. Gee
Acting Dean

SUBJECT: MASTER OF ARTS
(Latin American Studies)

DATE: April 3, 1992

I am pleased to present the proposal submitted through the Faculty of Arts for the introduction of a **Master of Arts (Latin American Studies)** program. This proposal, the first draft of which was received on 20 November 1991, has been sent out for external review. The external reviewers were:

1. Dr. Leslie Bethell, University of London
2. Dr. Jan Black, Monterey Institute of International Studies
3. Dr. Bradford Burns, University of California, Los Angeles
4. Dr. John Kirk, Dalhousie University
5. Dr. Alfred Siemens, University of British Columbia

Overall, the reviews are positive and there is general agreement expressed by the external reviewers in support of the introduction of this program. Minor changes to pages 9 through 11 were incorporated in the proposal as a result of the feedback from the reviewers.

In addition to the appendixes listed in the original proposal, the following appendixes have been added:

- Appendix 9: External Reviews
- Appendix 10: Response of Department to External Reviews
- Appendix 11: Final Library Assessment

The Assessment Committee for New Graduate Programs approved the final proposal and recommended that it be submitted to the Senate Graduate Studies Committee. The Assessment Committee for New Graduate Programs, a sub-committee of the S.G.S.C., had the following membership:

Chair	B.P. Clayman
Faculty of Arts	E. Alderson
Faculty of Applied Science	I. Mekjavic
Faculty of Business Administration	J. Heaney
Faculty of Education	M. Manley-Casimir
Faculty of Science	A. Lachlan
SGSC (faculty)	D. Gerds
SGSC (faculty)	J. Little
SGSC (faculty)	J. Lowman
SGSC (student)	J.P. Michaud
Secretary	N. Hunter
Registrar's Office	M. McGinn

I recommend approval of this proposal. It is an important component of the program offerings of the Department of Spanish and Latin American Studies.

cc: T. Kirschner
R. Brown



SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

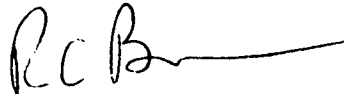
To: Bruce Clayman
Dean of Graduate Studies

From: R. C. Brown
Dean of Arts

Subject: Proposed M.A. in
Latin American Studies

Date: 7 November 1991

The enclosed proposal for a Master of Arts in Latin American Studies has been approved by the Faculty of Arts Graduate Studies Committee, and by referendum ballot sent to all faculty members in Arts. Please place this on the agenda of the Senate Graduate Studies Committee for approval of submission to external review.



R. C. Brown
Dean of Arts

RCB/hj

Enc:

cc: E. Gee
T. Kirschner

PROPOSAL FOR MASTER OF ARTS

(LATIN AMERICAN STUDIES)

12 Jun 1991	Approved by Faculty of Arts Graduate Studies Committee
20 Nov 1991	Received by Dean of Graduate Studies
5 Dec 1991	Reviewed by Assessment Committee for New Graduate Programs
15 Jan 1992	Revised version received by Dean of Graduate Studies
16 Mar 1992	Assessment of external reviewers reviewed by Assessment Committee for New Graduate Programs
1 Apr 1992	Revised version received by Dean of Graduate Studies
4 May 1992	Reviewed by Senate Graduate Studies Committee

**PROPOSAL FOR A
MASTER OF ARTS
IN LATIN AMERICAN STUDIES
AT SIMON FRASER UNIVERSITY**

APRIL, 1991

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I. STATEMENT OF PURPOSE

The Department of Spanish and Latin American Studies (SLAS) proposes the initiation of an M.A. program in Latin American Studies (LAS) at Simon Fraser University. The new M.A. program will complement the department's expanding activities in the university, the Lower Mainland, and a growing number of Latin American countries. It also responds to a greatly increased demand in Canada for an advanced degree program with an interdisciplinary focus on Latin American Studies. An M.A. program in LAS will provide students with a unique opportunity in Canada to study Latin America from a multi-disciplinary perspective. Our graduates will take with them a comprehensive understanding of critical issues and problems in this volatile region that will enable them to fill important positions in a wide range of fields.

II. BACKGROUND

Following more than fifteen years of steady growth as an undergraduate program at Simon Fraser University, LAS has achieved the level of maturity that will allow it to offer Canada's first interdisciplinary Master of Arts degree in Latin American Studies. This M.A. program, in fact, simply represents the logical next step in the evolution of Latin American Studies at SFU. LAS began at the university in 1972 as little more than a calendar listing of existing Latin American content courses. In 1974, the initiation of a degree minor in LAS took place. Since 1979, joint majors in LAS have been offered in conjunction with eight disciplines in the Faculties of Arts and Applied Science (Anthropology, Archaeology, Communication Studies, Geography, History, Political Science, Sociology, and Spanish). Finally, in 1988, a B.A. major in Latin American Studies was introduced at the university.

The LAS program has also played a pioneering role among Canadian universities in taking students to Latin America through the field school program. These field schools have been held on a regular basis and provide a full semester of studies abroad, combining a unique mix of language training with disciplinary and interdisciplinary research. Since 1977, a total of 8 schools have been organized that have taken some 200 students to Guatemala (3 times), Peru (1), Mexico (2), and Cuba (2). Over the past few months we have received inquiries from Latin Americanists at the University of New Brunswick and the University of Calgary requesting information concerning possibilities for cooperating with our field school program.

In the past few years, a growing number of students have graduated from LAS Special Arrangements programs (see number 4 on page 6). In general, many of our faculty are reporting a greatly increased interest in establishing a graduate LAS program from our expanding enrollment of undergraduates. The recent growth of undergraduate enrollment in the department has been spectacular: from a total of 674 students in 1988 to 1086 students in 1990. During this period, undergraduate enrollment in LAS rose by 109% (from 117 to 245 students), while in Spanish it rose by 51% (from 557 to 841 students).

The profile of sustained growth that our LAS program has enjoyed parallels a similar increase in Latin American Studies at universities and colleges throughout North America. Rising academic interest in Latin America, in turn, reflects a growing public awareness of the global impact of common problems such as unequal development, political instability, foreign indebtedness, and environmental destruction in this volatile region.

Given Canada's increased interest in Latin American affairs, it is particularly appropriate that a Master of Arts in Latin American Studies be added to the SFU curriculum at this time. The newly created Department of

Spanish and Latin American Studies (September 1988) provides an ideal academic and administrative home for this type of interdisciplinary program. Moreover, inclusion of an M.A. program is vital to enable our department to fulfill its mandate 'of integrating the study, teaching and research of . . . Language, Linguistics and Literature with interdisciplinary study, teaching and research related to the peoples and cultures of Latin America' (SLAS Constitution, December 21, 1988).

Simon Fraser University is especially well suited to establish Western Canada's first M.A. program in Latin American Studies because we have the only formal concentration of faculty actively involved in Latin American teaching and research in the region. This nucleus of faculty, which has recently been expanded by a number of important appointments, has provided a durable and fertile ground for a variety of conferences and collaborative research and teaching efforts on campus and in the field. A graduate program would provide further stimulus for interdisciplinary research and other forms of collaboration which would complement existing programs in the home departments of associated LAS faculty. It would also provide a more solid base for the extension of the SLAS department's international academic activities, such as our field school, exchange programs, and scholarly conferences.

An M.A. program in Latin American Studies can be successfully implemented with our current faculty (see faculty listing below). Library holdings at SFU and UBC are adequate to meet the initial needs of the program. It is intended that these will eventually be complemented by a data and information base at the proposed Latin American Business Resource Centre to be established at SFU's Harbour Centre campus.

The lively intellectual climate in Latin American Studies at SFU is reflected in the activities of the LAS Students' Union and the B.C. Chapter of the

Canadian Association of Latin American and Caribbean Studies (CALACS), founded at SFU and one of only three regional chapters in the country. The support base also extends to a variety of local Latin American research groups and to the regional colleges (especially Vancouver Community College, Langara Campus, Fraser Valley College, and Capilano College) which offer concentrations in Latin American Studies complemented by field programs based on the SFU model. Over the past decade the LAS program at SFU has also organized a large number of campus lectures, seminars, and conferences (including the International Conference on Liberation Theology in 1986, which was the largest conference ever held at SFU), thus providing a constant interchange of ideas between visiting speakers and local scholars and community members.

The need for an advanced degree program in Latin American Studies at SFU has been underscored by rising community interest in Latin American issues and the large number of enquiries that our department has been receiving from civil servants, media personnel, teachers, members of development agencies and nongovernmental organizations, students, and others. The recent entry of Canada into the OAS has placed added demands on our academic institutions to develop Canadian expertise in hemispheric affairs. SFU's Latin American Studies program is particularly well suited to meet these diverse demands. The graduates of an M.A. program in our department would be able to provide badly needed, independent Canadian analysis of Latin America in areas such as socioeconomic development, foreign policy, external trade, and media communications (see the appended letter of Canada's Minister of External Affairs, The Right Honourable Joe Clark).

III. RATIONALE

1. Currently the Department of Spanish and Latin American Studies at SFU offers the only interdisciplinary B.A. degree in Latin American Studies in Canada. The only other comparable program in Canada is at York University where an LAS concentration is offered by the Centre for Research on Latin America and the Caribbean (CERLAC) which may be taken in conjunction with a single discipline or as part of an interdisciplinary course of study at the university.

2. Our faculty, who are already engaged in graduate supervision, scholarly research, foreign field work, field course teaching and administration, and conference organization, as well as undergraduate teaching, require a graduate program in order to reach their full potential.

3. A sizeable demand for advanced degree programs in Latin American Studies already exists in North America, as is evidenced by the fact that 33 out of 82 universities and colleges in the United States with organized LAS programs offer graduate degrees, while 35 others offer a Master's Certificate (see Appendix 2). In Canada, however, no M.A. degrees in Latin American Studies are currently offered; Latin American Studies is available only as a graduate diploma program at York University to students that are registered in other disciplines at the university. An M. A. program specifically in LAS at SFU would thus be the first of its kind in Canada and would be created at a time of rising Canadian interest in Latin America.

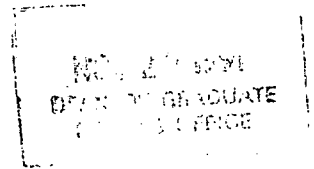
4. The LAS program at SFU receives numerous requests for information about graduate studies: within the last twelve months the department has received

DEPT. OF SPANISH AND LATIN AMERICAN STUDIES
SF STATE UNIVERSITY

such requests. In recent years members of our department have supervised 3 M.A. graduates working in Latin American subjects under Special Arrangements and in cooperation with faculty in other related disciplines. Currently there are 2 M.A. and 2 Ph.D. candidates working with members of the department under Special Arrangements. Initiation of a formal interdisciplinary M.A. in LAS would allow faculty resources to be more efficiently used. The department forecasts that enrollment in the M.A. program will rise from 8 students in the first year (i.e., 1992-93) to 16 students in the second year to a maximum of 24 students in the third year following implementation of the program.

5. An M.A. program in LAS would offer opportunities for students to pursue interdisciplinary themes of Latin American graduate research that have previously only been partially covered by traditional disciplines at SFU. This interdisciplinary focus follows current trends in academic research which have been reflected in recent graduate program development in Latin American Studies at major American universities. Students will also be encouraged to conduct field work in Latin America and the Caribbean as appropriate to their research.

6. The Department of Spanish and Latin American Studies has considerable depth of faculty expertise in a number of the areas now at the forefront of Latin American interdisciplinary research in the social sciences and humanities. These include: alternative theories and strategies of third world development, foreign aid, political economy, history and anthropology, agriculture and rural development, international relations, and Latin American literature and theatre. Geographical areas of expertise include: Mexico, Central America, Cuba, the Andean countries, and the Southern Cone of South America. As a general



policy, the department intends to deepen the areas of substantive and geographical expertise in which its faculty is already strong rather than trying to cover all areas. However, at the earliest opportunity the department would also welcome a Brazilian specialist who could complement existing areas of substantive strength.

7. LAS graduate students will be able to study Latin American subjects with the depth that rigorous language training facilitates, and with the breadth and flexibility that an interdisciplinary perspective allows. Graduates will have the opportunity to pursue professional careers in a wide range of fields or to undertake further research at the doctoral level either in Latin American Studies or a variety of related disciplines. Experience has shown that graduates from our LAS joint major B.A. programs have been successful in a variety of academic and professional pursuits. These include positions in fields such as: the diplomatic corps and foreign service, CIDA and other development agencies, nongovernmental and foreign aid organizations, teaching and higher education, language instruction, the travel industry, international business, and the performing arts.

8. In order to make optimal use of limited faculty resources, a number of different teaching arrangements will take place for graduate courses that fulfill M.A. degree requirements. Latin American Studies faculty who are full-time appointments of the department will normally teach one graduate course per academic year as part of their regular course load. Associate LAS faculty who are appointed to other departments at the university will normally teach one graduate course biennially. These latter courses will be stipended on an overload basis by the department. The exact timing of all of these graduate

courses will necessarily also depend ultimately on student demand. In addition to the graduate courses that the department itself will offer, students may also fulfill degree course requirements by taking other courses at the university that are designated by the LAS Graduate Studies Committee to have significant Latin American content (see graduate course listing from other departments on pages 16-17).

IV. PROPOSED GRADUATE CALENDAR ENTRY FOR THE M.A. PROGRAM IN LATIN AMERICAN STUDIES

The M.A. program in LAS is an issues-oriented interdisciplinary program which offers the opportunity to develop an integrated understanding of L.A. Our graduates will acquire, from converging perspectives, a critical mastery of issues comprised under such rubrics as development strategies, political alternatives, and indigenous cultural identity and survival. They will thus be prepared to pursue careers either in advanced academic research or in business, diplomatic, or non-governmental organizational life.

Latin American Studies Faculty

D. Clavero	Assistant Professor, SLAS (Medieval Epics & Colonial Chronicles)
R. De Grandis	Assistant Professor, SLAS (Literary Theory, Latin American Novel)
J. García	Professor, SLAS (Latin American Fiction and Poetry, Indigenist Novel)
T. Kirschner	Professor, SLAS (20th Century Theatre & Narrative, Chile, Argentina, Mexico, 17th Century New World Theatre)

- JAN 1 1992
 SFU LIBRARY
 300-1400
- J. Nef** Professor, SLAS (Comparative Politics, International Relations and Development, Public Administration; Chile, Andean Region, Central America, United States, Western Europe)
- G. Otero** Assistant Professor, SLAS (Rural Development; Peasants and the State; Science, Technology and Society; Mexico)
- J.M. Sosa** Assistant Professor, SLAS (Hispanic Linguistics, Dialectology, Language Teaching Methodology, Caribbean Area Sociolinguistics)
- G. Spurling** Assistant Professor, SLAS (Anthropology, Ethnohistory, The Andes, Canada and Latin America) (Appointment as of January 1, 1992)

Associate Latin American Studies Faculty

The following are, or in the case of the emeritus faculty, have been appointed to other departments at SFU. They are also associated to the Department of Spanish and Latin American Studies by way of teaching full-content Latin American Studies courses at SFU. All except B. Hayden and the emeritus faculty have also indicated that they will participate on a regular basis in the teaching of graduate courses in the Department.

- R. Boyer** Associate Professor, History/SLAS (Colonial Latin America, Mexico)
- J. Brohman** Assistant Professor, Geography/SLAS (Strategies and Theories of Third World Development, Nicaragua and Central America)
- A. Ciria** Professor, Political Science/SLAS (Comparative Politics, Politics & Culture, Argentina, Canada and Latin America)
- M. Gates** Assistant Professor, Anthropology/SLAS (Peasants, Agricultural Development, Mexico, Guatemala)
- M. Halperin** Professor Emeritus, Political Science/SLAS (Cuba)
- B. Hayden** Professor, Archaeology/SLAS (Ethnoarchaeology & Archaeology, Cultural Ecology, Mexico, Guatemala)

R. Newton Professor, History/SLAS (20th Century Latin America, Central America, Caribbean, Argentina, International Relations)

P. Wagner Professor Emeritus, Geography/SLAS (Cultural Geography, Rural Communities, Mexico, Cuba)

Other Associate Latin American Studies Faculty

The following have research interests in Latin American subjects and have agreed when appropriate to participate on supervisory committees of graduate students in the department. They will not, however, be participating in teaching graduate courses in the department.

R. Anderson Professor, Communication (Communication and Development, Caribbean)

L. Harasim Assistant Professor, Communications (Telecommunications, Venezuela, Brazil)

M. Hayes Assistant Professor, Geography (Medical Geography, Grenada and the Caribbean)

M. Howard Associate Professor, Sociology and Anthropology (Development Theory, Mexico)

G. Knox Adjunct Professor, SLAS; History, University of Calgary (Caribbean and Central America)

L. Lesack Assistant Professor, Geography (Ecology of Tropical River Basins, Amazon)

Admission Requirements

Applicants must satisfy the SLAS Graduate Program Committee that they are well prepared academically to undertake graduate-level work in Latin American Studies. In addition to University requirements, listed in the General Regulations Section of the Faculty of Graduate Studies, the program requires:

1. A substantial scholarly essay with a Latin American focus. The essay may be an undergraduate paper previously submitted or one written specifically for this application.
2. A short statement of purpose detailing interests and goals in Latin American Studies.
3. Proof of reading and speaking competence in Spanish or Portuguese equivalent to the successful completion of three college-level courses (i.e., Spanish 102, 103, 201 at SFU). At the discretion of the LAS Graduate Program Committee, proof of competence in another language of Latin America and the Caribbean may be accepted in exceptional circumstances.
4. If applicable, a resumé of previous relevant course work and/or employment will be considered. Background may include specialized training, exposure to interdisciplinary studies of Latin America, and/or first-hand field experience.

Students are reminded that acceptance into the M.A. Program is conditional on the availability of a Senior Supervisor who may be selected only from SLAS and/or associate faculty listed in the university calendar.

M.A. Requirements

The student must complete the following minimum requirements:

1. Four graduate courses from the course offerings of the LAS program itself, or graduate courses in related disciplines that have been designated by the department as having full Latin American content, or more broadly-listed graduate courses in related disciplines that on occasion are specifically focussed on Latin America by a particular instructor. Credit for the latter courses is subject to approval by the LAS Graduate Program Committee.

One of these four courses must be LAS 800-5 *Foundations of Latin American Society and Culture* which will be offered yearly. The remaining courses must be approved by the student's supervisory committee.

2. A written thesis proposal. All students are required to present a written thesis proposal to their Senior Supervisor which will be examined in an oral defense by the student's supervisory committee prior to further work on the thesis. The prospectus will normally be defended by the fourth semester in the graduate program.
3. A thesis (10 credit hours) giving evidence of independent research and critical abilities. The completed thesis shall be judged by the candidate's examining committee at an oral defense. The thesis may be written in English or Spanish.

LATIN AMERICAN STUDIES GRADUATE COURSES

LAS 800-5 Foundations of Latin American Society and Culture

A team-taught interdisciplinary seminar examining core theoretical and substantive themes in Latin American Studies. These include a consideration of historical, demographic, and geographical continuity and change in Latin America; the evolution of cultural sub-regions and regions; patterns of institutions and of national and international politics; and contemporary popular/elite strategies to affect social change or to maintain the status quo.

LAS 810-5 Latin America: Development Theory in Transition

A critical examination of alternative theories of development and underdevelopment and their application to Latin America.

LAS 811-5 Latin America and U.S. Foreign Policy

An analysis of 20th century U.S. policies toward Latin America from both North American and Latin American perspectives. Topics for seminar discussion include classic "yanqui imperialism", the Good Neighbour Policy and the rivalry for hemispheric hegemony, Cold War roles, the emergence of the National Security Doctrine in the military dictatorships of the 1970s, and the current Central American crisis.

LAS 812-5 Indigenism in Latin America

An analytical perspective of cultural duality and its sociopolitical implications in contemporary Latin America. Topics for discussion will include religion and myth, land tenure, social conditions, political participation, liberation and guerrilla movements, cultural assimilation, and ethnicity.

LAS 813-5 Agrarian Structure and Political Power

Theoretical approaches and empirical research on agrarian structures, peasant movements, and state intervention in Latin America. Alternative roads of capitalist agricultural development will be considered using case studies from Mexico, Peru, and other Latin American Countries.

LAS 830-5 Literature and Ideology

Latin American essays, fiction, and poetic texts are studied to determine the ways in which ideological messages are commonly conveyed by means of structural literary codes, devices, and imagery.

LAS 831-5 Colonial Discourse

Introduction to the discourse of the Conquest, Colonial, and early Independence periods. Modes of fictionalization of history in the "Crónicas de Indias" and/or in modern texts will be considered.

LAS 850-5 Selected Topics in Latin American Studies

An interdisciplinary seminar on selected Latin American sociocultural, political, and economic topics. Examples of such courses that have been developed by the SLAS faculty are: The Political Economy of Democratization; State Intervention and Development: A Comparison of Mexico, Cuba, Nicaragua; and Alternative Development and Socialism in Latin America.

LAS 851-5 Directed Readings I in Latin American Studies

Directed readings in a selected field of study under the direction of a single faculty member. An annotated bibliography and a term paper will be required.

LAS 852-5 Directed Readings II in Latin American Studies

Directed readings in a selected field of study under the direction of a single faculty member. An annotated bibliography and a term paper will be required.

LAS 898 M.A. Thesis

OTHER GRADUATE COURSES WITH FULL LATIN AMERICAN CONTENT

The following courses may be acceptable for inclusion in the Latin American Studies M.A. program. Students should note that permission may be required from the departments in which these courses are offered and that some courses may require prerequisites.

**GEOG 770-4 Geography, Development Theory, and Latin
America**

HIST 845-5 Latin America to 1825

HIST 846-5 Latin America since 1825

In addition, some more broadly-listed courses may be acceptable for inclusion in the Latin American Studies M.A. program if they are focussed on Latin America. However, credit for these courses is subject to their designation

as full-content Latin American courses by the LAS Graduate Program Committee. Some of these courses are:

- | | |
|-------------------|--|
| CMNS 845-5 | Communication and International Development |
| ECON 855-4 | Theories of Economic Development |
| GEOG 736-4 | Resources and Environmental Issues in the
Growth of Food Production |
| GEOG 740-4 | Geography and the Third World |
| GEOG 745-4 | Multinational Corporations and Regional
Development |
| HIST 882-5 | Conceptions of Colonialism and Imperialism |
| POL 839-5 | Government and Politics of Developing Countries |
| SA 850-5 | Advanced Sociological Theory |
| SA 870-5 | Advanced Anthropological Theory |

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 800-5
Title: FOUNDATIONS OF LATIN AMERICAN SOCIETY AND CULTURE.
Description: AN ANNUAL INTERDISCIPLINARY SEMINAR TAUGHT BY SELECTED LAS FACULTY
EXAMINING CORE THEORETICAL AND SUBSTANTIVE THEMES IN LATIN AMERICA.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-10 When will the course first be offered: 91-3
How often will the course be offered: _____

JUSTIFICATION:

THIS COURSE WILL BE A CORE COURSE FOR THE NEW LATIN AMERICAN
STUDIES MASTERS PROGRAM. IT IS DESIGNED TO FAMILIARIZE INCOMING STUDENTS WITH
THE INTERDISCIPLINARY PERSPECTIVE OF OUR PROGRAM AND ASSOCIATED FACULTY.

RESOURCES:

Which Faculty member will normally teach the course: FACULTY SELECTED LAS FACULTY WILL PARTICIPATE. ONE WILL SERVE AS FULL TIME MODE-
What are the budgetary implications of mounting the course: RATOR.
(SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES

- Appended: a) Outline of the Course (SEE APPENDIX 1)
b) An indication of the competence of the Faculty member to give the course (SEE APPENDIX 6)
c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gabes Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Sue Date: Oct 27/91
Faculty: RC Brown Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Sue Date: May 5/92
Senate: _____ Date: 25.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 810-5
Title: LATIN AMERICA: DEVELOPMENT THEORY IN TRANSITION
Description: AN EXAMINATION OF MODELS OF SOCIAL CHANGE AS APPLIED TO THE 3RD WORLD IN
GENERAL AND LATIN AMERICAN IN PARTICULAR AND THE RELATION OF THESE THEORIES
TO CONTEMPORARY STRATEGIES OF DEVELOPMENT.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 91-3
How often will the course be offered: ONCE PER YEAR OR ON DEMAND.

JUSTIFICATION:

THIS COURSE WILL INTRODUCE STUDENTS TO A BROAD RANGE OF THEORIES AND
STRATEGIES OF DEVELOPMENT IN LATIN AMERICA, AN UNDERSTANDING WHICH IS VITAL TO A
VARIETY OF RESEARCH TOPICS RELATED TO DEVELOPMENT IN THE REGION.

RESOURCES:

Which Faculty member will normally teach the course: J. BROHMAN, M. GATES, G. OTERO.

What are the budgetary implications of mounting the course: _____
(SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES

- Appended: a) Outline of the Course (SEE APPENDIX 1)
b) An indication of the competence of the Faculty member to give the course (SEE APPENDIX 6)
c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Su Date: 29 Oct /91
Faculty: RCBm Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Su Date: 5 May /92
Senate: _____ Date: 26.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 811-5
Title: LATIN AMERICA AND U.S. FOREIGN POLICY
Description: AN ANALYSIS OF 20TH CENTURY U.S. POLICIES TOWARDS LATIN AMERICA FROM
BOTH NORTH AMERICAN AND LATIN AMERICAN PERSPECTIVES.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 92-1
How often will the course be offered: ONCE PER YEAR OR ON DEMAND.

JUSTIFICATION:

THIS COURSE PROVIDES ESSENTIAL BACKGROUND IN THE TWENTIETH CENTURY
HISTORICAL CONTEXT OF NORTH AMERICAN-LATIN AMERICAN RELATIONS.

RESOURCES:

Which Faculty member will normally teach the course: R. NEWTON, A. CIRIA., J. NEF
What are the budgetary implications of mounting the course: _____
(SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES

Appended: a) Outline of the Course (SEE APPENDIX 1)

b) An indication of the competence of the Faculty member to give the course. (SEE APPENDIX

c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Jan Date: 29 Oct/91
Faculty: RC Bunn Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Jan Date: 5 May 92
Senate: _____ Date: 27

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH & LATIN AMERICAN STUDIES Course Number: LAS 812-5
Title: INDIGENISM IN LATIN AMERICA
Description: A multidisciplinary analytical perspective of cultural duality and its
socio-political implications in contemporary Latin America.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 92-3
How often will the course be offered: ONCE PER YEAR OR ON DEMAND

JUSTIFICATION:

The course will contribute to the understanding of Latin American cultural
identity, and to the interpretation of social and political events.

RESOURCES:

Which Faculty member will normally teach the course: J. GARCIA, G. SPURLING

What are the budgetary implications of mounting the course: _____

(SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES

Appended: a) Outline of the Course (SEE APPENDIX 1)

b) An indication of the competence of the Faculty member to give the course. (SEE APPENDIX 2)

c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gales Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Gu Date: 29/04/91
Faculty: R.C. Brown Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Gu Date: 5 May 92
Senate: _____ Date: 28

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 813
Title: AGRARIAN STRUCTURE AND POLITICAL POWER.
Description: THEORIES AND CASE STUDIES OF AGRARIAN STRUCTURES, PEASANT MOVEMENTS AND
STATE INTERVENTION IN LATIN AMERICA.
Credit Hours: 5 Vector: --- Prerequisite(s) if any: ---

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 93-1
How often will the course be offered: ONCE EVERY TWO YEARS OR ON DEMAND.

JUSTIFICATION:

THIS COURSE WILL DEEPEN STUDENT'S UNDERSTANDING OF ISSUES AND PROBLEMS
RELATED TO RURAL DEVELOPMENT IN LATIN AMERICA.

RESOURCES:

Which Faculty member will normally teach the course: G. OTERO M. GATES
What are the budgetary implications of mounting the course: (SEE APPENDIX 3).

Are there sufficient Library resources (append details): YES

Appended: a) Outline of the Course

- b) An indication of the competence of the Faculty member to give the course. (SEE APPENDIX 6).
c) Library resources (SEE APPENDIX 4).

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Sun Date: 29 Oct 91
Faculty: KCB Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Sun Date: 5 May 92
Senate: _____ Date: 29.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH & LATIN AMERICAN STUDIES Course Number: LAS 830-5

Title: LITERATURE AND IDEOLOGY

Description: ANALYTICAL STUDY OF IDEOLOGY IN CONTEMPORARY LATIN AMERICAN LITERATURE;
FORM AND CONTENT.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 92-1

How often will the course be offered: ONCE PER YEAR OR ON DEMAND

JUSTIFICATION:

THIS COURSE PROVIDES AN UNDERSTANDING OF THE SPECIAL ROLE PLAYED
BY THE INTELLECTUAL AND ARTISTIC COMMUNITIES IN CONTEMPORARY LATIN AMERICA.

RESOURCES:

Which Faculty member will normally teach the course: J. GARCIA, R. DEGRANDIS.

What are the budgetary implications of mounting the course: _____
SEE APPENDIX 3

Are there sufficient Library resources (append details): YES

- Appended: a) Outline of the Course (SEE APPENDIX 1)
b) An indication of the competence of the Faculty member to give the course. (SEE APPENDIX 6)
c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Gu Date: 29 Oct/91
Faculty: R. B. B. Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Gu Date: 5 May 92
Senate: _____ Date: 30.

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 831-5
Title: COLONIAL DISCOURSE
Description: INTRODUCTION TO THE DISCOURSE OF THE CONQUEST, COLONIAL,
AND EARLY INDEPENDENCE PERIODS.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5 - 8 When will the course first be offered: 92 - 1
How often will the course be offered: ONCE PER YEAR OR ON DEMAND

JUSTIFICATION:

THE COURSE GIVES STUDENTS AN APPRECIATION OF THE LASTING
SIGNIFICANT OF FORMS OF EARLY SPANISH DISCOURSE ON LATIN
AMERICAN CULTURE.

RESOURCES:

Which Faculty member will normally teach the course: R. DE GRANDIS
What are the budgetary implications of mounting the course: (SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES

Appended: a) Outline of the Course (SEE APPENDIX 1)

b) An indication of the competence of the Faculty member to give the course.

c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Jew Date: 21 Oct 91
Faculty: R.C. Br Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Jew Date: 5 May 92
Senate: _____ Date: 31

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: SPANISH AND LATIN AMERICAN STUDIES Course Number: LAS 850-5
Title: SELECTED TOPICS IN LATIN AMERICAN STUDIES.
Description: COURSE CONTENT WILL VARY ACCORDING TO THE PARTICULAR TOPIC AND THE
FACULTY THAT WILL BE TEACHING THE COURSE.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-8 When will the course first be offered: 91-3
How often will the course be offered: TWICE PER YEAR OR ON DEMAND.

JUSTIFICATION:

MAXIMIZES UTILIZATION OF FACULTY EXPERTISE AND PROVIDES A
WIDER RANGE OF OPTIONS FOR STUDENTS THAN OTHERWISE POSSIBLE IN A
RELATIVELY SMALL PROGRAM.

RESOURCES:

Which Faculty member will normally teach the course: VARIES (SEE APPENDIX 1)
What are the budgetary implications of mounting the course: _____
(SEE APPENDIX 3)

Are there sufficient Library resources (append details): YES.

- Appended: a) Outline of the Course (SEE APPENDIX 1)
b) An indication of the competence of the Faculty member to give the course. (SEE APPENDIX 6)
c) Library resources (SEE APPENDIX 4)

Approved: Departmental Graduate Studies Committee: G.M. Gales Date: MAY 1/91
Faculty Graduate Studies Committee: Ellen Sun Date: 29 Oct/91
Faculty: RCB Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Sun Date: 5 May 92
Senate: _____ Date: 32

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Spanish and Latin American Studies Course Number: LAS 651-5
Title: Directed Readings I in Latin American Studies
Description: Directed readings in a selected field of study under the direction of a single faculty member. An annotated bibliography and a term paper will be required.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: at least two courses completed in LAS graduate program.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-3
How often will the course be offered: on demand or according to faculty teaching schedule

JUSTIFICATION:

Maximizes utilization of faculty expertise and provides a wider range of options for students than otherwise possible in a relatively small program.

RESOURCES:

Which Faculty member will normally teach the course: all

What are the budgetary implications of mounting the course: _____
(see appendix 3)

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

Approved: Departmental Graduate Studies Committee: S.M. Gates Date: 11/05/91
Faculty Graduate Studies Committee: Ellen San Date: 29 Oct /91
Faculty: ReB Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen San Date: 5 May 92
Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
NEW GRADUATE COURSE PROPOSAL

CALENDAR INFORMATION:

Department: Spanish and Latin American Studies Course Number: 852-5
Title: Directed Readings II in Latin American Studies
Description: Directed readings in a selected field of study under the direction of a single
faculty member. An annotated bibliography and a term paper will be required.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: at least two courses
completed in LAS graduate program.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 1 When will the course first be offered: 92-3
How often will the course be offered: on demand or according to faculty teaching schedule

JUSTIFICATION:

Maximizes utilization of faculty expertise and provides a wider range of options for
students than otherwise possible in a relatively small program.

RESOURCES:

Which Faculty member will normally teach the course: all
What are the budgetary implications of mounting the course: _____
(see appendix 3)

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course

- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: G.M. Gates Date: 1/05/91
Faculty Graduate Studies Committee: Ellen Sue Date: 29 Oct/91
Faculty: R. C. Brown Date: Oct. 30/91
Senate Graduate Studies Committee: Ellen Sue Date: 5 May 92
Senate: _____ Date: 34.

APPENDIX 1. GRADUATE COURSE PROPOSAL FORMS AND COURSE DESCRIPTIONS

LAS 800-5 Foundations of Latin American Society and Culture

Course Description

This course will review the broad traditions as well as current theoretical issues and substantive topics in Latin American research. A selection of LAS faculty will lead weekly seminars on major themes of scholarship from their own disciplinary perspectives. Seminars will be coordinated by a LAS faculty member who will also synthesize and analyze course material from an interdisciplinary perspective during the last few weeks. The course will introduce incoming graduate students to a broad range of Latin American subject matter, will demonstrate the importance of developing an interdisciplinary perspective for Latin American Studies, and will familiarize students with our faculty members and their particular areas of expertise.

Faculty to lead seminars will be selected from:

- | | |
|------------------------------|---|
| 1. Geography: | J. Brohman, P. Wagner |
| 2. Anthropology & Sociology: | M. Gates, G. Otero |
| 3. Linguistics: | R. De Grandis, J.M. Sosa |
| 4. Literature: | D. Clavero, J. García, T. Kirschner,
R. De Grandis |
| 5. Political Science: | A. Ciria, M. Halperin |
| 6. History: | R. Boyer, R. Newton, G. Spurling |
| 7. Development Studies: | J. Brohman, M. Gates, J. Nef, G. Otero |
| 8. Religion and the Arts: | J. García, R. Newton, T. Kirschner |

Required Readings

Readings will be assigned by faculty responsible for each weekly seminar and must be read prior to the class. (See sample outlines).

Organization and Evaluation

One three-hour seminar each week. Students will be required to serve as discussants for at least two seminars (40% grade) and complete a term paper combining the perspectives of at least two disciplines dominant in the Latin Americanist tradition (60% grade).

Sample Seminar Outline for Geography

An overview of key elements and processes in the geography of Latin America including exploration and discovery, physical features, vegetation, land use and settlement, communications and trade, industry and urbanization. The seminar will emphasize both the possibilities and constraints for land utilization contained in these components and the contribution of geography to Latin American Studies.

Readings

Readings will be assigned from:

James, Preston E. and W. C. Minkel, Latin America, (Fifth Edition), New York: Wiley, 1986.

Parsons, James J., "The contribution of geography to Latin American studies", in Charles Wagley, Social Science Research on Latin America, New York: Columbia, 1984.

Lentnek, Barry et.al., Geographic Research on Latin America, Benchmark 1970, Muncie: Ball State, 1971.

Kirkpatrick, F.A., The Spanish Conquistadores, London: Adam and Charles Polack, 1946.

Record, Samuel J and Robert W. Hess, Timbers of the New World, New Haven: Yale, 1943.

Kendrew, W.G., The Climates of the Continents, New York: Oxford, 1942.

International Congress of Latin Americanist Geographers, Paipa, Colombia, 1977. The role of geographic research in Latin America: proceedings of the Congress, William M. Denevan and Hector F. Rucinke, general editors, Muncie, In: Ball State University, 1978.

Sample Seminar Outline for Development Studies.

A review of the major theories of development and underdevelopment which have dominated strategies for social change in Latin America, focussing on modernization theory, the import-substitution and agro-export models, dependency theory and recent Neo-Liberal and Marxist conceptualizations. The implications of these approaches to development for the position of Latin American countries in the global economy will be emphasized, with particular reference to the contemporary debt crisis.

Readings

Readings will be assigned from:

Blomstrom, Magnus and Bjorn Hettne, Development Theory in Transition, London: Zed Books, 1984.

Oxall, Ivar et.al., Beyond the Sociology of Development, London: Routledge and Kegan Paul, 1975.

Chilcote, Ronald, Theories of Development and Underdevelopment, Boulder: Westview, 1984.

Olson, Wayne, "Crisis and Social Change in Mexico's Political Economy," Latin American Perspectives, 12,.3 (1985):7-28.

Hamilton, Nora, "State-Class Alliances and Conflicts: Issues and Actors in the Mexican Economic Crisis," Latin American Perspectives, 11,.4 (1984): 6-32.

Sample Seminar Outline for Political Science

A critical examination of basic theories/models in comparative politics, with special reference to Latin America. Three sub-topics are emphasized: (a) a discussion of the principal "diffusionist" and "dependency" theories, with some reference to the post-dependency debates of the 1980s; (b) an analysis of the "political economy of Latin America's democratization", in light of the recent experiences of "liberal democracies" in Argentina, Brazil, Peru, etc. The issues here have to do with the presence of strong authoritarian/corporatist components in many Latin American societies, side by side with formal democratizing trends; and (c) an outline of major capitalist and socialist perspectives on development and underdevelopment in Latin America.

Readings

Readings will be assigned from:

Chilcote, R. H., Theories of Comparative Politics, Boulder: Westview Press, 1981.

Chilcote, R. H., Capitalist and Socialist Perspectives of Development and Underdevelopment, Boulder: Westview Press, 1986.

Handbook of Latin American Studies, Washington, D.C.: Library of Congress/ Hispanic Division, yearly.

Nef, J., 'The Trend Toward Democratization and Redemocratization in Latin American: Shadow and Substance,' Latin American Research Review, 3, (1988).

Rouquié, A., The Latin American Military State, Berkeley: University of California Press, 1988.

LAS 810-5 Latin America: Development Theory in Transition

J. Brohman, M. Gates, G. Otero

Course Description

An examination of theories and strategies of third world development, focussing on those of particular relevance to contemporary processes of social change in Latin America. The first seven weeks will concentrate on major theories of third world development and underdevelopment, with special emphasis on the emergence of dependency theory, its florescence in the Latin American School, and its current position vis-a-vis new trends in development theory. The remainder of the semester will be devoted to application of selected theories and strategies to issues and problems of development in areas such as land reform; agriculture and rural development; import substitution industrialization; foreign trade, investment, and transnational capital; and the debt crisis.

Seminar Outline

Week

- 1 "Distant Neighbours": Latin America as seen from the north, North America as seen from the south.
- 2 The Emergence of Modern Development Theory:
 - the neo-classical and Keynesian legacy
 - the Marxist tradition
 - Marxism in Latin America
- 3 The Modernization Fallacy:
 - the modernization paradigm in social science
 - modernization theory in action--policy implications
- 4 The Latin American Critique of Modernization Theory:
 - Prebisch and the ECLA strategy--nationalist and "structuralist" import-substitution industrialization--Latin American academic critics (e.g. Stavenhagen, Sunkel, Cardoso)
- 5 The Dependency Theory Response:
 - precursors--Baran and the rise of neo-Marxism
 - the formative phase--Andre Gunder Frank, "The Sociology of Development and the Underdevelopment of Sociology"

- 6 The Florescence of the Latin American Dependency School:
core elements in the dependency perspective
-left, right and centre (Marxist, Neo-Marxist and non-Marxist streams)
-dependency theory in action
- 7 Dependency Theory: Criticism, Disintegration and Elaboration
-proliferation of sub-schools of dependency
-the Marxist critique
-beyond dependency--the articulation of modes of production, neo-classical Marxism
- 8 New Trends in Development Theory:
-the Neo-Liberal revival--the implications of "free" trade in Latin America
-world systems theory and the internationalization of capital
-theories of the peripheral state
- 9 Land Reform and Agricultural Modernization Strategies:
-a typology of land reforms in Latin America
-the agro-export model, multinationals and agribusiness
-"functional dualism" and partial proletarianization--the peasant sector and commercial agriculture
- 10 Rural Development:
-integrated regional development, aid and the "World Bank approach
-the role of state planning
-rural-urban migration
-the development-borrowing debt
- 11 Import-substitution industrialization:
-from *desarrollo hacia afuera* to *desarrollo hacia adentro*
-agriculture subsidizes industry
-the legacy of state interventionism
-more debt!
- 12 Strategies for Survival:
-revolution and revolt
-"debtors clubs"
-underground and informal economies
-growing democratization?
- 13 Development by Default or Bail-Out?
-from the Baker Plan to the Brady Plan
-Mexico, Peru, Brazil, Argentina
-neodependency

Evaluation

Students will be graded on a term paper (60%) and an oral presentation examining the relationship between development theory and contemporary problems in Latin American development (40%).

Required Reading:

Blomstron, Magnus and Bjorn Hettne, Development Theory in Transition, London: Zed Books, 1984.

Chilcote, Ronald, Theories of Development and Underdevelopment, Boulder: Westview, 1984.

Grindle, Merilee, State and Countryside: Development Policy and Agrarian Politics in Latin America, Baltimore: John Hopkins, 1986.

Recommended Supplementary Reading

Amin, Samir, Unequal Development: An Essay on the Social Formations of Peripheral Capitalism, New York: Monthly Review Press.

Baran, P., The Political Economy of Growth, New York: Monthly Review Press.

Bauer, P. T. and B. S. Yamey, The Economics of Underdeveloped Countries, Cambridge: Cambridge University Press.

Brookfield, H. C., Interdependent Development, London: Methuen, 1975.

Cardoso, Fernando and Enzo Faletto, Dependency and Development in Latin America, Berkeley: University of California Press, 1979.

Chilcote, Ronald, ed., Dependency and Marxism: Towards a Resolution of the Debate, Boulder: Westview, 1982.

Clammer, J., ed., The New Economic Anthropology, London: MacMillan, 1978.

Cockcroft, James D., Mexico, Class Formation, Capital Accumulation and the State, New York: Monthly Review Press, 1984.

De Janvry, Alain, The Agrarian Question and Reformism in Latin America, Baltimore: Johns Hopkins, 1981.

- Emmanuel, Arghiri, Unequal Exchange: A Study of the Imperialism of Trade, New York: Monthly Review Press, 1972.
- Frank, A. G., Latin America: Underdevelopment or Revolution, New York: Monthly Review Press.
- Galli, Rosemary, ed., The Political Economy of Rural Development: Peasants, International Capital and the State, Albany: State University of New York, 1981.
- Hamilton, Nora, The Limits of State Autonomy: Post-Revolutionary Mexico, Princeton: Princeton University Press, 1982.
- Hoselitz, B. F. *et. al.*, Theories of Economic Growth, Glencoe: Free Press, 1960.
- Laclau, Ernesto, "Feudalism and Capitalism in Latin America," New Left Review, 67, (1971).
- Munck, Ronaldo, Politics and Dependency in the Third World: The Case of Latin America, London: Zed Books, 1984.
- Myrdal, Gunnar, Economic Theory and Underdeveloped Regions, London: Duckworth, 1957.
- Newell, Roberto G and Luis Rubio F., Mexico's Dilemma. The Political Origins of Economic Crisis, Boulder: Westview, 1984.
- Oxall, Ivar, *et. al.*, Beyond the Sociology of Development: Economy and Society in Latin America and Africa, London: Routledge and Kegan Paul, 1975.
- Prebisch, Raul, The Economic Development of Latin America, New York: United Nations, 1950.
- Rostow, W. W., The Stages of Economic Growth, Cambridge: Cambridge University Press, 1960.
- Sanderson, Stephen, Agrarian Populism and the Mexican State, Berkeley: University of California Press, 1981.
- Wallerstein, Emmanuel, The Capitalist World Economy, Cambridge: Cambridge University Press, 1979.
- Worsley, Peter, The Three Worlds, 1984.

LAS 811-5 Latin America and U.S. Foreign Policy

Ronald Newton. Alberto Ciria

Course Description

Since President James Monroe promulgated the Monroe Doctrine in 1823, North Americans have assumed that the United States and Latin America share a common New World experience and therefore have a special relationship--views not necessarily shared by most Latin Americans. Since the U.S. emerged as a world power at the beginning of the 20th century, this 'special relationship' has caused the Americans to place Latin America within its sphere of influence and strategic defensive perimeter--whether the Latin Americans like it or not. Indeed, despite oceans of rhetoric from Washington, the twentieth-century struggle of Latin America for political sovereignty, national dignity, and economic progress has all too often gone forward against the will and interests of the 'Colossus of the North'.

In the first half of the term we shall consider the classic period of 'yanqui imperialism' (the U.S. advance into Mexico and the Caribbean before 1914, American economic expansion in the 1920s), the Good Neighbour Policy and the rivalry for hemispheric hegemony in the 1930s and 1940s, and the Cold War roles thrust upon Latin America by the U.S. since 1945. The second half of the course will be given to a closer examination of the transnational structure of military/security cooperation and the emergence of the 'National Security Doctrine' in the military dictatorships of the 1970s. We shall also examine the present crisis in Central America--its domestic origins and international ramifications.

The seminars will be based on structured discussions on assigned topics. Students will also be required to give progress reports on individual term projects.

Seminar Outline

Week

- | | |
|---|--|
| 1 | Latin America's annexation to the world system, 1850-1914. |
| 2 | The Monroe Doctrine. |
| 3 | The United States in the Caribbean to 1914. |
| 4 | The United States and Mexico, 1848-1938. |

- 5 The United States and Cuba, 1895-1934.
- 6 The United States and Central America, 1848-1933.
- 7 Between the Wars: Rivalry for Informal Empire in the
 Western Hemisphere among Great Britain, Germany, and
 the United States.
- 8 The United States and the Cold War: General, 1948-
 Present.
- 9 The United States and the Cold War: Revolutions.
- 10 The United States and the Central American Crisis.
- 11-13 Individual Student Presentations.

Evaluation

Research paper	60%
Oral presentation	20%
Seminar participation	20%

Reading List

Chilcote, R., Cuba: A Bibliographic Guide, 1953-1978.

Trask, D.F., M.C. Meyer, and R.R. Trask, A Bibliography of U.S.-Latin
American Relations since 1810.

Woodward, R.L., Nicaragua: A Bibliography.

Albert, Bill, Latin America and the World Economy.

Albert, Bill, Latin America and the First World War.

Ambrose, Stephen, Rise to Globalism: American Foreign Policy Since 1938.

Chomsky, Noam, Towards a New Cold War: Essays on the Current Crisis and
How We Got There.

Chomsky, Noam and Edward Herman, The Washington Connection and
Third World Fascism, (The Political Economy of Human Rights: vol.1)

Chomsky, Noam and Edward Herman, After the Cataclysm: Postwar
Indochina and the Reconstruction of Imperial Ideology, (The
Political Economy of Human Rights: vol.2).

- Klare, Michael and Peter Kornbluh, eds., Low Intensity Warfare: Counterinsurgency, Proinsurgency, and Antiterrorism in the Eighties.
- Leffler, Melvin, 'The American Conception of National Security and the Beginnings of the Cold War, 1945-48,' American Historical Review, 80, 2 (1984): 346-400.
- Lotta, Raymond, America in Decline: An Analysis of the Developments Toward War and Revolution in the U.S. and Worldwide in the 1980s, vol. 1.
- Marshall, Jonathan, Peter Dale Scott, and Jane Hunter, The Iran-Contra Connection: Secret Teams and Covert Operations in the Reagan Era.
- Shoup, Lawrence and William Minter, Imperial Brain Trust: The Council on Foreign Relations and United States Foreign Policy.
- Agee, Philip, Inside the Company: C.I.A. Diary.
- Arévalo, J.J., The Shark and the Sardines.
- Black, J.K., Sentinels of Empire: The U.S. and Latin American Militarism.
- Blasier, Cole, The Giant's Rival: The USSR and Latin America.
- Blasier, Cole, The Hovering Giant: U.S. Responses to Revolutionary Change in Latin America.
- Brown, Cynthia, ed., With Friends Like These: The Americas Watch Report on Human Rights and U.S. Policy in Latin America.
- Child, J., The Inter-American Military System. 1938-1978.
- Cockcroft, J. *et. al.*, Dependence and Underdevelopment.
- Conn, Stetson and Byron Fairchild, The Framework of Hemisphere Defense.
- Connell-Smith, Gordon, The U.S. and Latin America.
- Dozer, Donald, ed., The Monroe Doctrine: Its Modern Significance.
- Foner, Philip, U.S. Labor and Latin America: A History of Workers' Response to Intervention.
- Frye, Alton, Nazi Germany and the American Hemisphere. 1933-1941.
- Gardner, C. Lloyd, Economic Aspects of New Deal Diplomacy.

- Gardner, C. Lloyd, Safe for Democracy: The Anglo-American Response to Revolution.
- Gellmann, Irwin F., Good Neighbour Diplomacy: U.S. Policies in Latin America.
- Green, David, The Containment of Latin America: The History of Myths and Realities of Good Neighbor Policies.
- Johnson, John J., Latin America in Caricature.
- Johnson, John J., The Military and Society in Latin America.
- Johnson, John J., Political Change in Latin America: The Emergence of the Middle Sectors.
- Munck, Ronaldo, Politics and Dependency in the Third World.
- Parkinson, F., Latin America, the Cold War, and the World Powers, 1945-1973.
- Parkinson, F., Latin America, the U.S., and the Inter-American System.
- Schlesinger, Arthur, Jr., 'The Lowering Hemisphere,' The Atlantic Monthly, 225 (Jan. 1970): 79-88.
- Stewart, Dick, Money, Marines, and Mission: Recent U.S. Latin American Policy.
- Stewart, Dick, Trade and Hemisphere: The Good Neighbor Policy and Reciprocal Trade.
- Trask, R.R., 'George Kennan's Report on Latin America (1950),' Diplomatic History, 2 (Summer 1978): 307-312.
- Willaims, William Appleman, 'Latin America: Laboratory of U.S. Foreign Policy in the 1920s,' Inter-American Economic Affairs, 11, 2 (1957): 3-30.
- Wood, Bryce, The Making of the Good Neighbor Policy.
- Wood, Bryce, The Dismantling of the Good Neighbor Policy.

LAS 812-5 Indigenism in Latin America

Jorge García

Course Description

The purpose of the course is to provide a multidisciplinary analytical perspective of cultural duality and its sociopolitical implications in contemporary Latin America.

The 'discovery' and 'conquest' of the New World, and later the 'slave trade' set the stage for the emergence of Latin American societies. Mythical and rationalistic conceptualizations of reality, as well as value systems will be contrasted and examined in reference to the emergence and evolution of a Latin American identity. The study will be focussed from the social sciences and literature perspectives (history, sociology/anthropology, political science, essay, fiction and poetry). Topics for discussion will include: religion and myth, land tenure, social conditions, political participation, liberation and guerrilla movement, cultural assimilation, ethnicity. Class will meet weekly for a two-hour lecture and a three-hour seminar.

Seminar Outline

Week

- | | |
|-------|--|
| 1-2 | The vision of the victors and the victims. A study of Colonial "crónicas" |
| 3-4 | The mythical vs the rational conscience. Principles of structural anthropology |
| 5-6 | African elements in Latin American culture |
| 7-8 | Land tenure and Latin American Indians |
| 9-10 | Religion and social change in rural Latin America |
| 11-12 | The revolutionary option |
| 13 | Review |

Evaluation

Research paper	60%
Oral presentation	20%
Seminar participation	20%

Reading List

- Adorno, Rolena, ed. "The Language of History in Guaman Poma's Nueva Crónica y Buen Gobierno", From Oral to Written Expression: Native Andean Chronicles of the Early Colonial Period. Syracuse, N.Y., 1982.
- Alegría, C. El Mundo es Ancho y Ajeno Lima: Ed. Populares, 1941.
- Alegría, F. Literatura y Revolución. México: Fondo de Cultura Económica
- Alvar, López, M. Cronistas de Indias. Madrid: Ed. la Muralla, 1980.
- Arguedas, José María. Formación de una cultura nacional indoamericana. Mexico: Siglo XXI, 1975.
- Los ríos profundos. Santiago de Chile: Editorial Universitaria, 1970.
- "El mito de Inkarrí", José María Arguedas, Señores e indios. Acerca de la cultura quechua. Selección y prólogo de Angel Rama. Buenos Aires: Calicanto Editorial, 1976.
- Cardenal, E. Literatura Indígena Latinoamericana: Antología. Medellín, Ed. Universitaria, 1965.
- Homenaje de los Indios Americanos. Barcelona: Laia, 1976.
- Carmak, R.M. ed. Harvest of Violence: The Maya Indians and the Guatemalan Crisis. University of Oklahoma Press, 1988.
- Castellanos, R. Balún Canán. México: Fondo de Cultura, 1970.
- Céspedes, Augusto. Metal del Diablo. Buenos Aires: Alfonso Ruiz y Cía, 1946.
- Chang-Rodríguez, Eugenio. La literatura política de Gonzáles Prada, Mariátegui y Haya de la Torre. México: Colección Stadium, Vol. 18, 1967.
- Chang-Rodríguez, Raquel. Writing as Resistance: Peruvian History and the Relación of Titu Cusi Yupanqui. From Oral to Written Expression: Native Andean Chronicles of the Early Colonial Period. R. Adorno, ed. Syracuse, N.Y.: Maxwell School of Citizenship and Public Affairs Syracuse University.
- Cornejo Polar, Antonio. Los universos narrativos de José María Arguedas. Buenos Aires: Losada, 1973.
- Cowie, L. El indio en la narrativa Contemporanea de México y Guatemala. México: Insdt. del Indigenista, 1976.

- Earles, John. "La Organización del Poder en la Mitología Quechua", Ideología Mesiánica del Mundo Andino. Lima, 1973.
- Gutiérrez, Gustavo. A Theology of Liberation. New York: Maryknoll, 1973.
- We Drink From Our Own Wells. New York: Maryknoll, 1984.
- Isbell, Billie Jean. To Defend Ourselves: Ecology and Ritual in an Andean Village. Austin: University of Texas, 1978.
- Kendall, C., ed. Heritage of Conquest: Thirty Years Later. University of New Mexico Press, 1983.
- Lévi-Strauss, Claude. The Savage Mind. University of Chicago Press, 1966.
- Structural Anthropology. (Trans Clair Jacobson and Brooke Grundfest Schoepf), London: Penguin Press, 1968.
- Mariátegui, J.C. "Siete ensayos de interpretación de la realidad peruana". La Habana: Casa de las Américas, 1963.
- Muñoz, B. Sons of the Wind: The Search of Identity in Spanish American Indians. Rutgers University Press, 1982.
- Nelson, G.W. Witness to Genocide: The Present Situation of Indians in Guatemala. London: Survival International, 1983.
- Olazaqzati, A.L. El indio en la narrativa Guatemalteca. Puerto Rico: Editorial Universitaria, 1968.
- Ossio Juan M. "The Seventeenth Century Chronicle of Guaman Poma de Ayala", Text and Context. R.K. Jain, ed., Philadelphia: Institute for Study of Human Issues, 1977.
- "Worlds in Reverse", Ideas. March 25 - April 8, 1983, Toronto: CBC Transcripts, 1973.
- Rama, Angel, ed. José María Arguedas. Señores e indios. Acerca de la cultura quechua. Selección y prólogo. Buenos Aires: Calicanto Editorial.
- Rodríguez, A. La estructura mítica del Popel Vuh. Miami: Ediciores Universal, 1985.
- Shaw, Bradley, A. Myth and Magic in the Fictional Works of José María Arguedas. Ph.D. Dissertation: University of New Mexico, 1983.

Spalding, Karen. "Class Structures in the Southern Peruvian Highlands, 1750-1920", Land and Power in Latin America. Edited by B.S. Orlove and G. Custred, New York: Homes and Meier, 1980.

Todorov, T. The Conquest of America: The Question of the Other. New York: Harper & Row, 1984.

Vázquez, Juan Adolfo. "Reflexiones finales" From Oral to Written Expression: Native Andean Chronicles of the Early Colonial Period. R. Adorno, ed., Syracuse, N.Y.: Maxwell School of Citizenship and Public Affairs, Syracuse University, 1982.

Webster, S.S. "Ethnicity in the Southern Peruvian Highlands", Environment, Society, and Rural Change in Latin America. D.A. Preston, ed., New York, 1980.

Whyte, W.F. "Rural Peru: Peasants as Activists", Contemporary Cultures and Societies of Latin America. D.W. Heath, ed., Random House, 1965.

LAS 813-5 Agrarian Structure and
Political Power in Latin America
Gerardo Otero

Course Description

The purpose of this course is to acquaint students with the theoretical approaches and empirical research on agrarian structures, peasant movements and state intervention in Latin America. The course is divided in two major parts. The first one covers classical and contemporary theoretical debates which have influenced studies of capitalist development in agriculture. We will distinguish among the different positions on whether the peasantry constitutes a specific economy with its own logic, and with regard to the role of peasants in revolutionary movements and in today's developing societies. The second part of the course is dedicated to studies, in which theories of part one will be tested empirically. The cases to be addressed most closely are from Mexico, and Peru. Students may select other countries for their term papers. The last session of the seminar will be dedicated to a global view of today's problems and prospects of Latin American agriculture.

Seminar Outline

Part I: Theoretical Discussions of the Agrarian Question

- Week 1: Background and Overview
The Labor Theory of Value and The Agrarian Question
- Week 2: Marx and Weber on the Agrarian Structure
Peasants, Capitalists, Proletarians and Farmers
- Week 3: Lenin, Capitalism and the New Social Classes
The Peasantry and Social Differentiation
- Week 4: Kautsky and the Development of Capitalism in Agriculture
Proletarianization of the Peasantry and Ground Rent
- Week 5: Chayanov and The Theory of Peasant Economic Organization
Are Peasants Different from Capitalist Farmers?
- Week 6: The Specificity of Peasant Production
Peasants or Petty Capitalists?
- Week 7: Peasants and Social Revolutions
The Political Character of the Peasantry
- Week 8: Culture and the State in Political Class Formation

How Do Economic Classes Form Politically?

Part II: Cases and Special Topics

- Week 9: The Mexican Debate: Part I
What is the Character of the Agrarian Structure?
- Week 10: The Mexican Debate: Part II
Agrarian Classes and Political Power
- Week 11: The Peruvian State and Agrarian Reform: Part I
Relative Autonomy of the State and Agrarian Processes
- Week 12: The Peruvian State and Agrarian Reform: Part II
White Gold: Cacao and the Agrarian Structure
- Week 13: Latin American Agriculture Today: Problems and Prospects

Evaluation

A combination of three student activities will constitute the basis for final evaluation. Each week of the first part of the seminar students are expected to hand-in a two- page "reaction paper" on the assigned readings for that week. Reaction papers will count 50% toward the final grade. In addition, an 18-25 page term paper is expected at the end of the semester, which will count 35%. The remaining 15% will be assigned on the basis of student participation in seminar discussion.

Reading List

- 1 Max Weber, 1974. "Capitalism and Rural Society in Germany", in From Max Weber: Essays in Sociology, H.H. Gerth and C. Wright Mills (Eds.), New York: Oxford University Press.
- 2 Karl Marx, 1967. Capital: A Critique of Political Economy, Chapters 24-32, Vol. I, New York: International Publishers.
- 3 V.I. Lenin, 1964. The Development of Capitalism in Russia, various chapters, Moscow, Progress Publishers.
- 4 Robert Edelman, 1987. Proletarian Peasants: The Revolution of 1905 in Russia's Southwest, selected chapters, Ithaca and London: Cornell University Press.
- 5 Hamza Alavi and Teodor Shanin, 1988. "Introduction to the English Edition: Peasantry and Capitalism" in Karl Kautsky, The Agrarian Question, 2 Vol., London and Winchester, MA: Swan.

- 6 Karl Kautsky, 1988 [1899]. The Agrarian Question, selected chapters, London and Winchester, MA: Swan.
- 7 Jairus Banaji, 1980. "Summary of Selected Parts of Kautsky's The Agrarian Question" in Frederick H. Buttel and Howard Newby (Eds.), The Rural Sociology of the Advanced Societies: Critical Perspectives, London: Croom Helm.
- 8 A.V. Chayanov, 1966. The Theory of Peasant Economy, selected chapters, Edited by Daniel Thorner, Basile Kerblay and R.E.F. Smith, Homewood, Ill.: Irwin [a new edition has been printed by the University of Wisconsin Press in 1988].
- 9 James C. Scott, 1976. The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia, selected chapters, New Haven and London: Yale University Press.
- 10 David Lehmann, "Two Paths of Agrarian Capitalism, of Critique or Chayanovian Marxism," Comparative studies in Society and History, Vol. 28, Num. 4.
- 11 Eric R. Wolf, 1969. "On Peasant Rebellions", International Social Science Journal, Vol. 21.
- 12 Theda Skocpol, 1982. "What Makes Peasants Revolutionary?" Comparative Politics, Vol. 14, Num. 3, April.
- 13 John Walton, 1984. Reluctant Rebels: Comparative Studies of Revolution and Underdevelopment, selected chapter, New York: Columbia University Press.
- 14 Michael W. Foley and Karl Yambert, 1989. "Anthropology and Theories of the State," in Benjamin S. Orlove, Michael W. Foley, and Thomas F. Love (Eds.), State, Capital, and Rural Society: Anthropological Perspectives on Political Economy in Mexico and the Andes, Boulder, San Francisco & London: Westview Press.
- 15 Jeffry M. Paige, 1975. Agrarian Revolution: Social Movements and Export Agriculture in the Underdeveloped World, New York: The Free Press.
- 16 Friedrich Katz, 1988. "Introduction: Rural Revolts in Mexico," in Friedrich Katz (Ed.), Riot, Rebellion and Revolution: Rural Social Conflict in Mexico, Princeton: Princeton University Press.
- 17 Ivan Selényi, 1988. Socialist Entrepreneurs: Embourgeoisement in Rural Hungary, Madison: The University of Wisconsin Press.
- 18 James Scott, 1977. "Hegemony and the Peasantry," Politics & Society, Vol. 7, Num. 3.

- 19 Frans Jozef Schryer, 1987. "Class Conflict and the Corporate Peasant Community: Disputes Over Land in Nahuatl Villages," Journal of Anthropological Research, Vol. 43, Num. 2, Summer.
- 20 Alastair Davidson, 1984. "Gramsci, The Peasantry and Popular Culture," The Journal of Peasant Studies, Vol. 11, Num. 4, July.
- 21 Richard L. Harris, 1978, "Marxism and the Agrarian Question in Latin America," Latin American Perspectives, Vol. V, Num. 4, Issue 19, Fall.
- 22 Roger Bartra and Gerardo Otero, 1987. "Agrarian Crisis and Social Differentiation in Mexico," The Journal of Peasant Studies, Vol. 14, Num. 3, April.
- 23 Guillermo de la Peña, 1989. "Commodity Production, Class Differentiation, and the Role of the State in the Morelos Highlands: An Historical Approach," in Benjamin S. Orlove, Michael W. Foley, and Thomas F. Love (Eds.), State, Capital, and Rural Society: Anthropological Perspectives on Political Economy in Mexico and the Andes, Boulder: Westview Press.
- 24 Roger Bartra, 1982. "Capitalism and the Peasantry in Mexico," Latin American Perspectives, Vol. IX, Num. 1, Issue 32, Winter.
- 25 Gerardo Otero, 1989. "The New Agrarian Movement: Self-Managed, Democratic Production," Latin American Perspectives, Vol. 16, Num. 4, Issue 63, Fall.
- 26 Aarón E. Zazueta, 1989. "Agricultural Policy in Mexico: The Limits of a Growth Model," in Benjamin S. Orlove et al. (Eds.), State, Capital, and Rural Society... (see #23).
- 27 José María Caballero, 1984. "Agriculture and the Peasantry under Industrialization Pressures: Lessons from the Peruvian Experience," Latin American Research Review, Vol. XIX, Num. 2.
- 28 Susana Lastarria-Cornhiel, 1989. "Agrarian Reforms of the 1960s and 1970s in Peru," in William C. Thiesenhusen (Ed.), Searching for Agrarian Reform in Latin America, Boston: Unwin Hyman.
- 29 Cynthia McClintock, 1989. "Peru's Sendero Luminoso Rebellion: Origins and Trajectory," in Susan Eckstein (Ed.), Power and Popular Protest: Latin American Social Movements, Berkeley: University of California Press.
- 30 Alain de Janvry, Elisabeth Sadoulet and Linda Wilcox Young, 1989. "Land and Labour in Latin American Agriculture from the 1950s to the 1980s," The Journal of Peasant Studies, Vol. 16, Num. 3, April.

LAS 830-5 Literature and Ideology

Jorge García. Rita De Grandis

Course Description

Literature, in addition to its aesthetic function, can be a powerful dialectical tool in the search for truth. A main stream in Latin American literature can be characterized as "committed literature". Essay, fiction and poetic texts will be examined to see how structural literary codes, devices and imagery convey an ideological message. That is to say, the intratextual contextualization of form and content, and the situational context with the reader's empirical reality.

Essayists like Jose Martí, Domingo Faustino Sarmiento, Juan Carlos Mariátegui, Eduardo Galeano: novelists like José María Arguedas, Miguel Angel Asturias, David Viñas, Gabriel García Marquez: poets like Pablo Neruda, Nicolás Guillén, Ernesto Cardenal represent movements or sub-genres like: the mythical fiction, the novel of social protest, the political novel, neo-picaresque fiction, and committed poetry. Some of the ideological topics dealt with are: world views, identity, dependency, dictatorship, militarism, imperialism, class society, change or revolution.

Class will meet for a two-hour lecture and a three-hour seminar.

Seminar Outline

Week

- | | |
|-------|--|
| 1-2 | Theory of text and literature as ideology |
| 3-4 | Social and political ideas through literature in the XIX Century |
| 5-6 | The Latin American mythical novel |
| 7-8 | Latin American identity through the essay |
| 9-10 | Struggle against the "establishment" in Latin American fiction |
| 11-12 | Revolutionary and political poetry |
| 13 | Review |

Evaluation

Term essay	60%
Oral presentation	20%
Seminar participation	20%

Reading List

- Bercovitch, S., ed. Ideology and Classic American Literature. Cambridge University Press, 1986
- Clark, R. History, Ideology and Myth in American Fiction, 1823-1852. London: MacMillan, 1984.
- Conant, R. The Political Poetry and Ideology of F.I. Tiutchev. Ann Arbor: Ardis, 1983.
- Davis, L.J. Revisiting Novels: Ideology and Fiction. New York: Methuen, 1987.
- Dorfman, A. How to Read Donald Duck: Imperialist Ideology in the Disney Comic. New York International, 1975.
- Ellis, K. Cuba's Nicolás Guillén, Poetry and Ideology. University of Toronto.
- Halsall, A.W. and Ruthland, R.D., eds. Text and Ideology. Ottawa: Centre TADSC, 1988.
- Irele, A. The African Experience in Literature and Ideology. London: Exeter, 1981.
- Israel, R. Politics and Ideology in Allende's Chile. Tempe, Centre for LAS: Arizona State University, 1989
- Kress, G.R. Language as Ideology. London: Routledge & Kegan, 1979.
- Literature and Ideology. (periodical publication), Toronto, Ontario.
- McDonough, P. Power and Ideology in Brazil. Princeton University Press, 1989.
- Millon, R.P. Zapata: The Ideology of a Peasant Revolutionary. New York: International Publishers, 1969.
- New Literature and Ideology. (periodical publication), Toronto, Ontario.
- Patai, D. Myth and Ideology in Contemporary Brazilian Fiction.
- Peterfreund, S., ed. Culture/Criticism/Ideology. Boston: Northwestern University Press, 1988.

Rice, W.F. The Ideology of José Enrique Rodó. Boston: Northwestern University Press, 1930.

Rosen, P., ed. Narrative Apparatus. Ideology: A Film Theory Reader. New York: Columbia University Press, 1986.

Stable, M. In Quest of Identity: Patterns of the Spanish American Essay of Ideas, 1890-1960. Chappel Hill: University of North Carolina Press, 1967.

Wallace, D.M. Literary Criticism as Ideology: A Critique of the New Criticism. Simon Fraser University, 1977.

Zea, L. Dependencia y Liberación en la cultura Latinoamericana. Mexico: C. de J. Mortiz, 1974.

LAS 831-5 Colonial Discourse - Rita De Grandis

Course Description

This course will study the constitutive features of colonial discourse applied to the periods of the Conquest, the Colony and early Independence. Current theoretical approaches will be examined with particular reference to a hispanic corpus which includes a variety of forms ranging from navigation diaries and chronicles to territorial representations. The first part of the course will concentrate on theoretical and methodological issues, the break-up of continental theory and the question of representation of History. The second part of the course will undertake the analysis of texts in order to show how dominant colonial written culture is borne out by responses to it formulated from within native and mestizo culture.

The seminars will be based on structured discussions on assigned topics. Students are expected to give progress reports on individual term projects.

Seminar Outline

Week

- 1 -Methodological Introduction:
-Discourse analysis. Narrative discourse of the conquest and colonization .
- 2 -The creation/invention, discovery, imagination, encounter of the New World. Discovery or concealment? America as an invention?
- 3 -The ideas preceding the discovery
-Social, economic and cultural changes
-New techniques. Conceptual navigation instruments and their relation to Renaissance science.
- 4 The "Crónicas de Indias"
-Typology : Textual family (navigation courses, charts, voyage's diaries memories, letters, European chronicles, mestizo and indigenous chronicles, etc.
- 5 -Colombus writings
-The first written representation of America : The Diaries

- 6 -The ideological programme of the Colony
 -The controversy about the Indian : Fray Bartolome de las Casas versus Ginés de Sepúlveda.
- 7 -Hernán Cortés: Fictionalization of the Conquest and the Creation of the Model of the "conquistador"
- 8 -From Failure to Demystification
 Demystification and criticism in the "relación" of *Naufraios* by Alvar Nuñez Cabeza de Vaca.
 -The search for "El Dorado"
- 9 The Indigenous Chronicles: "La vision de los vencidos"
 - Historiography of the "vencidos".
 -Studies on the State organization and military strategy of the people who lived in America before the arrival of Colombus
- 10 The Indigenous Chronicles: "La vision de los vencidos"
 -Studies on the State organization and military strategy of the people who lived in America before the arrival of Colombus
- 11 -The Mestizo Chronicles: Consciousness and cultural expression
 -Structures of integration
 -Textual expressions of a new consciousness
- 12 -The Mestizo Chronicles: Consciousness and cultural expression
 -Ideas and present day indigenous thinking in America
 -New textualization of the European chronicles
- 13 -Present day impact of the discovery of America
 -New Colonization Discourses

Evaluation

Students will be graded on seminar participation including presentations in weekly meetings (40%) and a research term paper (60%).

Research Paper	60%
Oral presentation	20%
Seminar participation	20%

Readings will include:

- C. Colombus, The Journal of C. Colombus.
- Hernán Cortés, Letters from Mexico (mainly the three first ones)
- Bernal Díaz del Castillo, The Conquest of New Spain, .
- Bartolomé de las Casas, Brevísima relación de la Destrucción de las Indias, .
- Miguel León Portilla (comp.) , Broken Spears The Aztec Account of the Conquest of Mexico.
- Alvar Núñez Cabeza de Vaca, Naufraios, .

- Francisco Vázquez, Crónica de la expedición de Pedro de Ursúa y Lope de Aguirre.
- Alonso de Ercilla, The Araucana.
- Inca Garcilaso de la Vega Royal Commentaries of the Incas and General History of Peru.
- Felipe Wamán Poma de Ayala, Primer corónica y buen gobierno.

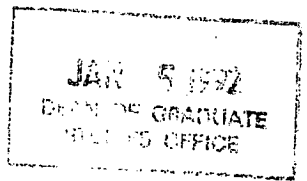
Bibliography

Primary Sources

- Bethell, Leslie (editor), Colonial Spanish America, Cambridge, Cambridge University Press, 1990.
- Colombus C., The Journal of C. Colombus, translated and edited by Cecil Jane, Clarkson N. Potter, New York, 1960.
- Cortés, Hernán, Letters from Mexico, translated & edited by Anthony Pagden, 1986, Yale University Wamán Poma de Ayala Press.
- Díaz del Castillo, Bernal The Conquest of New Spain, translated by J.M. Cohen, Penguin Book, 1963, England.
- Miguel León Portilla (comp.), Broken Spears The Aztec Account of the Conquest of Mexico, Beacon Press, 1962, Boston.
- Núñez Cabeza de Vaca, Alvar, The Journey of Alvar Núñez Cabeza de Vaca, New York, Allerton Book Co., 1922 .
- Vázquez, Francisco The Expedition of Pedro de Ursúa & Lope de Aguirre in Search of El Dorado & Omagua, translated by Willlliam Bollaert from Fray Pedro Simon's *Sixth Historical Notice of the Conquest of Tierra Firme*, New York, Lenox Hill Pub. & Dist. Co., 1971.
- Inca Garcilaso de la Vega Royal Commentaries of the Incas and General History of Peru, (two volumes), translated by Harold V. Libermore, University of Texas Press, Austin.
- Waman Poma de Ayala, Felipe, Primer Nueva Corónica y Buen Gobierno. Mexico, Siglo XXI, 1979.

General

- Coronil, Fernando, "Discovering America Again: the Politics of Selfhood in the Age of Post-Colonial Empires", *Dispositio*, 1989, Nos. 36-38, pp. 315-332.
- Cro, Stelio, The Noble Savage. Allegory of Freedom. Waterloo: Wilfrid University Press, 1990.
- De Certeau, M., L'écriture de l'histoire, Paris: Gallimard, 1975.
- Dickanson, Olive Patricia. The Myth of the Savage. Edmonton: The University of Alberta Press, 1984.
- Frank, Ross, "The Codex Cortés: Inscribing the Conquest of Mexico", *Dispositio*, 1989, Nos. 36-38, pp. 187-212.



- Hulme, Peter, "Subversive Archipelagos: Colonial Discourse and the Break-up of Continental Theory", *Dispositio*, 1989, Nos. 36-38, pp. 1-24.
- MacCormack, Sabine, "Atahualpa and the Book", *Dispositio*, 1989, Nos. 36-38, pp. 141-168.
- Marin, Louis, (Robert A. Vollrath, translator), Utopics: The Semiological Play of Textual Spaces, Atlantic Highlands, NJ., Humanities Press International, Inc., 1990.
- Mignolo, Walter. "Colonial Situations, Geographical Discourses and Territorial Representations: Towards a Diatopical Understanding of Colonial Semiosis", *Dispositio*, 1989, Nos. 36-38, pp. 93-140.
- _____. "Afterword: From Colonial Discourse to Colonial Semiosis", *Dispositio*, 1989, Nos. 36-38, pp. 333-338.
- Nader, Helen, "The One World and Two Americas of Hernando Cortés and Bartolomé de Las Casas", *Dispositio*, Nos. 36-38, pp. 213-224.
- O'Gorman, Edmundo. The Invention of America. Bloomington: Indiana University Press, 1961.
- Oliva de Coll, La resistencia indígena ante la conquista, México, Siglo XXI editores, 1988.
- Padilla Bendezu, Abraham, Huamán Poma, El Indio cronista dibujante, México, Fondo de Cultura Económica, 1979.
- Pastor, Beatriz, Discurso narrativo de la conquista de América, Las Américas, 1983 or Ediciones del Norte, Hannover, 1988.
- Pease G.Y., Franklin, "Las crónicas y los Andes," Revista de crítica literaria latinoamericana. Año XIV, número 28, Lima, 2do. semestre de 1988; pp. 117-158.
- Rabasa, José, "Colombus and the New Scriptural Economy of the Renaissance", *Dispositio*, 1989, Nos. 36-38, pp. 271-302.
- Schwartz Seymour I. & Ralph E. Ehrenberg, The Mapping of America, New York, Harry N. Abrams, Publishers, 1980.
- Todorov, Tzvetan, The Conquest of America, Harper & Row, 1984.
- Veyne, Paul, Writing History, Middletown: Wesleyan University Press, 1984.
- White, Hayden, The Content of the Form. Baltimore & London: The Johns Hopkins University Press,
- _____. Metahistory. The Historical Imagination in the Nineteenth Century Baltimore & London: The Johns Hopkins University Press: 1973.
- _____. Tropics of Discourse: Essays in Cultural Criticism. Baltimore & London: The Johns Hopkins University Press.
- Zapata, Roger A., Guamán Poma, indigenismo y estética de la dependencia en la cultura peruana, Minneapolis, Ideologies and Literatures, 1989.
- Zea, Leopoldo, El descubrimiento de América y su sentido actual, México, Fondo de Cultura Económica, 1989.

LAS 850-5 Selected Topics in Latin American Studies

State Intervention and Development:

A Comparison of Mexico, Cuba, and Nicaragua

M. Gates

Course Description

A comparative analysis of three post-revolutionary development models in the Central American-Caribbean region--Mexico, the "frozen Revolution"; Cuba, the orthodox Marxist-Leninist experience; and Nicaragua, the hybrid mixed economy model. Emphasis is placed on the role of the state in planning and executing "developmental" social change. Common problems and constraints associated with increased state interventionism will be examined through comparative analysis of the experience of Mexico, Cuba, and Nicaragua.

Seminar Outline

Week

1. Theories of the peripheral state--the limits of state autonomy; the ideology of developmentalism.
2. The Mexican Revolution: roots, triggers, process and legacy.
3. The Cuban Revolution: roots, triggers, process and legacy.
4. The Nicaraguan Revolution: roots, triggers, process and legacy.
5. Post Revolutionary Economic Models: from the agro-export model and import-substitution to petrolization and internationalization.
6. Agrarian reform.
7. Agricultural planning and rural development.
8. Industrial and urban development strategies.

9. Social policy I: women, ethnic minorities, race relations.
10. Social policy II: education, health welfare.
11. Social problems and social control: the role of the military, social pathologies, the justice system.
12. Political culture: the individual and society, mass political participation, the role of the media.
13. "The System" in comparative perspective: the state, bureaucratization and social change.

Evaluation

Students will be graded on an oral seminar presentation of one of the weekly seminar themes (40%) and on an extended term paper (60%).

Required Reading

- Riding, Alan, Distant Neighbours. A Portrait of the Mexicans, New York: Knopf, 1984.
- Coburn, Forest D., Postrevolutionary Nicaragua: State, Class and the Dilemmas of Agrarian Policy, Berkeley: University of California Press, 1986.
- Walker, Tomas, ed., Nicaragua: The First Five Years, New York: Praeger, 1985.
- Dominiguez, Jorge, Cuba: Order and Revolution, Cambridge: Belknap, 1978.
- Brundenius, Claes, Revolutionary Cuba: The Challenge of Economic Growth with Equity, Boulder: Westview, 1984.

Supplementary Reading

- Zimbalist, Andrew, ed., Cuban Political Economy, Boulder: Westview, 1988.
- Cockcroft, James D., Mexico: Class Formation, Capital Accumulation and the State, New York: Monthly Review Press, 1983.

- Dominguez, Jorge, ed., Mexico's Political Economy: Challenges at Home and Abroad, Beverley Hills: Sage Publications, 1982.
- Grayson, George, The Politics of Mexican Oil, Pittsburgh: University of Pittsburgh Press, 1980.
- Sanderson, Stephen, Agrarian Populism and the Mexican State, Berkeley, University of California Press, 1981.
- Hamilton, Nora, Mexico: The Limits of State Autonomy: Post-Revolutionary Mexico, Albuquerque: University of New Mexico Press, 1981.
- Newell, Roberto G. and Luis Rubio F., Mexico's Dilemma: The Political Origins of Economic Crisis, Boulder: Westview, 1984.
- Vilas, Carlos, The Sandinista Revolution: National Liberation and Social Transformation in Central America, New York: Monthly Review Press, 1986.
- Hanson, Roger D., The Politics of Mexican Development, Baltimore: Johns Hopkins, 1971.
- Needler, Martin, Politics and Society in Mexico, Albuquerque: University of New Mexico Press, 1971.
- Cordera, Rolando and Carlos Tello, La disputa por la nación: Perspectivas y opciones del desarrollo, Mexico City: Siglo XXI.
- Knight, Alan, The Mexican Revolution, Cambridge: Cambridge University Press, 1988.

LAS 850-5 Selected Topics in Latin American Studies

The Political Economy of Democratization **in Latin America**

A. Ciria

Course Description

A critical discussion of issues such as democratization-redemocratization, military regimes, and "limited democracy" in the context of Latin American development. Particular attention will be placed on the analysis of relationships between political systems and various aspects of culture (e.g., political culture, popular culture, cultural penetration).

Seminar Outline

Week

- 1 Introduction and general discussion
- 2 Comparative Perspectives - O'Donnell, vol 3; Cummings
- 3 Comparative Perspectives: Southern Europe--O'Donnell, vol 1
- 4 The Military I - Stepan, Rouquié
- 5 The Military II - Stepan, Rouquié, Schoultz
- 6 Transitions to Democracy in Latin America--O'Donnell, vol 2
- 7 Argentina - Peralta Ramos and Waisman
- 8 Brazil - Stepan, Gillespie
- 9 Other Countries - O'Donnell, vol 2
- 10 Real Democratization or Democratic Modernization?-- O'Donnell, vol 4; Nef; Malloy and Seligson
- 11-13 Presentation and discussion of papers

Evaluation

Students will be graded on seminar participation including presentations in weekly meetings (50%) and a research term paper (50%).

Reading List

- O'Donnell, G., P. C. Schmitter & L. Whitehead, eds., Transitions from Authoritarian Rule, 4 vols, Baltimore: Johns Hopkins University Press, 1986.
- Malloy, J. M. & M.A. Seligson, eds., Authoritarians and Democrats: Regime Transition in Latin America, Princeton: Princeton University Press, 1987.
- Stepan, A., Rethinking Military Politics: Brazil and the Southern Cone, Princeton: Princeton University Press, 1988.
- Rouquié, A., The Latin American Military State, Berkeley: University of California Press, 1988.
- Peralta Ramos, M. & C.H. Waisman, eds., From Military Rule to Liberal Democracy in Argentina, Boulder: Westview Press, 1987.
- CONADEP, Nunca más, (English translation), Buenos Aires: Eudiba, 1988.
- Schoultz, L., National Security and United States Policy toward Latin America, Princeton: Princeton University Press, 1987.
- Nef, J. "The Trend toward Democratization and Redemocratization in Latin America: Shadow and Substance," Latin American Research Review, 3 (1988).
- Gillespie, C. G. "Democratic Consolidation in the Southern Cone and Brazil: Beyond Political Disarticulation?" Third World Quarterly, April (1989).
- Cummings, Bruce, "The Abortive Abertura: South Korea in the Light of Latin American Experience," New Left Review, 173, January-February (1989).

LAS 850-5 Selected Topics in Latin American Studies

Alternative Development and Socialism in Latin America

J. Brohman

Course Description

The course focuses on concepts, issues and problems associated with processes of socialist transition in contemporary Latin America. An interdisciplinary perspective will be employed to examine patterns of development under different instances of socialist transition. Emphasis will be given to aspects of socialism developed in Chile under Allende (1970-73), Communist Cuba (1959 to present), and Sandinista Nicaragua (1979 to present). Issues of development generated by these three examples of socialist transition will be placed within the broader context of third world development through comparative analysis of alternative development strategies in both the capitalist and socialist third world. The course will enhance students' knowledge of the origins of development problems associated with processes of socialist transition and other alternative strategies of development in Latin America and the third world in general.

Seminar Outline

Week

1-3

Theories and strategies of socialist development: Soviet Union, China, Third world examples.

4-6

Theories and strategies of capitalist development in Latin America: agroexport-led growth (Central America), import-substitution industrialization (Brazil, Mexico) and rural/regional development and the "basic needs" approach (examples of Alliance for Progress, U. S. Aid, and World Bank programs in Latin America).

7-8

Development in Communist Cuba.

9-10

Development in Chile under Allende.

11-12

Development in Sandinista Nicaragua.

13

Current issues and debates.

Evaluation

Students will be graded on class participation and seminar presentations (35%) and a term paper (65%).

Reading List

- Fagen, Richard, Carmen D. Deere, and José Luis Coraggio (eds), (1986), Transition and Development: Problems of Third World Socialism, New York: Monthly Review Press.
- Forbes, Dean and Nigel Thrift (eds.) (1987), The Socialist Third World: Urban Development and Territorial Planning, Oxford, Basil Blackwell.
- Nove, Alec (1986), Socialism, Economics, and Development, London: Allen and Unwin.
- White, Gordon and Elisabeth Croll (eds) (1985), Special Issue on "Agriculture in Socialist Development", World Development, 13, 1: 1-50.
- White, Christine and Gordon White (eds), (1982), Special Issue on "Agriculture, the Peasantry and Socialist Development," IDS Bulletin, 13.4.
- Munslow, Barry (1983), "Is Socialism Possible on the Periphery", Monthly Review, 35, 1: 25-39.
- White, Gordon, Robin Murray and Christine White (eds) (1983), Revolutionary Socialist Development in the Third World, Brighton: Wheatsheaf, Books.
- Jameson, Kenneth and Charles Wilber (eds) (1981), Special Issue on "Socialist Models of Development", World Development, 9, 9-10: 803-1037.
- Maxwell, Neville and Bruce McGarlane (eds) (1983), Special Issue on "China's Changed Road to Development", World Development, 11, 8: 625-770.
- Torres, Rivas, Edelberto (1980) "The Central American Model of Growth: Crisis for Whom?" Latin American Perspectives, 7, 2-3: 24-44.

- Seligson, Mitchell (ed) (1984), The Gap Between Rich and Poor: Contending Perspectives on the Political Economy of Development, Boulder: Westview Press.
- De Janvry, Alain (1981), The Agrarian Question and Reformism in Latin America, Baltimore: Johns Hopkins University Press.
- Cardoso, Fernando and Enzo Faletto (1979), Dependence and Development in Latin America, Berkeley: University of California Press.
- Deere, Carmen Diana (1982), "A Comparative Analysis of Agrarian Reform in El Salvador and Nicaragua 1979-81", Development and Change, 13:1-41.
- Brohman, John (1989) "Prerevolutionary Nicaraguan Agricultural Development" in Michael Martin and Terry Kandal (eds), Studies of Development and Change in the Modern World, Oxford: Oxford University Press.
- Brohman, John (1989) "Development Theory and Latin America" in Development Theory and Prerevolutionary Nicaragua, Ph. D, dissertation, Department of Geography, UCLA.
- Ellman, Michael (1979), Socialist Planning, Cambridge: Cambridge University Press.
- Brundenius, Claes (1984), Revolutionary Cuba: The Challenge of Economic Growth with Equity, Boulder: Westview Press.
- Mesa-Lago, Carmelo (1981), The Economy of Socialist Cuba: A Two Decade Appraisal, Albuquerque: University of New Mexico Press.
- Kay, Cristobal (1981), "Political Economy, Class Alliances, and Agrarian Change in Chile:", Journal of Peasant Studies, 8,4.
- O'Brien, P. (ed), (1976), Allende's Chile, New York: Praeger.
- Steenland, K. (1977), Agrarian Reform under Allende: Peasant Revolt in the South, Albuquerque: University of New Mexico Press.
- Vilas, Carlos, (1986), The Sandinista Revolution: National Liberation and Social Transformation in Central America, New York: Monthly Review Press.
- Spalding Rose, (ed) (1987), The Political Economy of Revolutionary Nicaragua, London: Allen and Unwin.
- Zimbalist, Andrew (ed), (1988), Cuban Political Economy, Boulder: Westview Press.

APPENDIX 2: UNIVERSITIES IN CANADA AND THE U.S. OFFERING GRADUATE PROGRAMS IN LATIN AMERICAN STUDIES

As has been mentioned previously, the only other Latin American Studies graduate program in Canada is at York University and is offered only to students that are registered in other departments. There is therefore no Canadian graduate program in LAS which can offer easy comparisons to our proposed interdisciplinary degree-granting graduate program. However, many interdisciplinary programs exist in the U.S. and some data are available concerning their functioning which may prove to be of relevance to our own proposed program.

The most recent listing of U.S. institutions with "courses or programs in Latin American Studies" appears in The Latin American Studies Directory by Martin Sable (1981). Some 148 U.S. institutions are classified in this document as having Latin American Studies programs offering B.A. and/or M.A. degrees. From these institutions a survey was carried out that offers more detailed data and appears in A Directory of Latin American Studies in the United States by David Bray and Richard Greenleaf (1986). Data were collected on 101 schools with LAS programs which were then divided into groups according to their status as a "Title VI National Resource Centre", their number of affiliated Latinamericanist faculty, and the type of degrees that they offer. Four principal groups were then categorized:

Group 1: If they were currently a National Resource Centre or if they had fifty or more affiliated Latinamericanist faculty, regardless of whether or not they offered any advanced degrees in Latin American Studies. (N = 22)

Group 2: Programs that had twenty to fifty affiliated Latinamericanist faculty or offer an advanced degree or certificate in Latin American Studies. (N = 19)

Group 3: Schools with less than twenty affiliated Latinamericanist faculty and offer no diplomas beyond the B.A. degree or certificate in LAS. (N = 41).

Group 4: Schools that responded to the questionnaire but have no organized program in LAS. (N = 18)

The following table summarizes these groups according to the overall student enrollment and faculty size of their institutions:

Table 1: Survey of U.S. LAS Programs by Average Student Enrollment and by Faculty Size

	<u>Avg. No. of Students</u>	<u>Avg. No. of Faculty</u>	<u>N</u>
Group 1	25,403	1,493	22
Group 2	14,779	1,118	20
Group 3	9,551	524	41
Group 4	5,913	302	18

Source: Bray and Greenleaf (1986): 204.

According to the criteria used to establish the original groups for the survey, SFU's current LAS program would fall into Group 3, while the creation of a M.A. program in LAS would move it into Group 2. As can be seen from the above table, the average number of students and of faculty in Group 2 are similar to those at SFU.

The survey went on to list the mean number of faculty affiliated with Latin American programs for schools in the four groups. The results are: Group 1: 62.5 faculty; Group 2: 20.7 faculty; Group 3: 8.5 faculty; and Group 4: 3.9 faculty.

Once again, SFU's current affiliated faculty in LAS is similar to the average of Group 2.

Finally, the survey listed the various degrees or certificates offered by the LAS programs according to their groupings. These are summarized in the following table:

Table 2: Survey of Degrees or Certificates Offered by U.S. LAS Programs*

	BAD	BAC	MAD	MAC	PhD	PhDC
	<u>No/%</u>	<u>No/%</u>	<u>No/%</u>	<u>No/%</u>	<u>No/%</u>	<u>No/%</u>
Gr1	16(73)	16(73)	13(59)	11(50)	5(23)	14(64)
						N = 22
Gr2	13(65)	16(80)	10(50)	12(60)	1(5)	8(40)
						N = 20
Gr3	29(71)	34(83)	—	—	—	—
						N = 41
TOT	58(71)	66(80)	23(28)	23(28)	6(7)	22(27)
						N = 82

* Group 4 schools are not included since, by definition, they do not offer degrees in LAS.

Percentages are of the total number of LAS programs in each group.

BAD = Bachelor's Degree, BAC = Bachelor's Certificate, MAD = Master's

Degree, MAC = Master's Certificate, PhD = Ph.D. Degree, PhDC = Ph.D. Certificate.

Source: Bray and Greenleaf (1986): 220.

As can be seen from the above table, the most commonly offered degrees among all three groups are Bachelor's Degrees (71%) and Bachelor's Certificates (80%). A clear majority of schools in all groups offer such degrees. By contrast, advanced degrees are offered only by institutions in Groups 1 and 2. Little difference exists between these two groups in terms of Master's Degrees and Certificates, but Ph.D. Degrees and Certificates are more concentrated among the schools of Group 1.

APPENDIX 3. ADDITIONAL RESOURCE REQUIREMENTS

Spanish and Latin American Studies is a vibrant young department at SFU which has grown in recent years in response to rapid increases in undergraduate student enrollment and various other demands. The addition of a graduate program would complement a host of ongoing department activities and would assist our faculty members in achieving their full potential. However, recent trends indicate that the Department will enjoy continuing growth for the foreseeable future with or without a graduate program. For this reason, additional resource requirements are divided into two categories: the first represents additional resources that are required to meet the expanding needs of the department in general, while the second includes marginal requirements that are particular to the graduate program.

1. Administrative Personnel and Support Staff

At present, staff positions in the Department of Spanish and Latin American Studies consist of: 1 chair's secretary, 1/2 receptionist/secretary, and 1/2 department assistant. In order to meet its general needs for next year the department will require that both of the positions that are currently half-time be extended into full-time positions. It is envisioned that approximately half of the time of the receptionist/secretary would be devoted to matters related to graduate studies.

2. Faculty

Latin American Studies currently has a large number of internationally respected faculty around which the graduate program can be initiated and developed. The department currently possesses sufficient faculty resources to initiate the graduate program. As demands on the Department continue to

multiply, however, additional faculty will be quickly required in order to maintain the integrity and momentum of both the undergraduate and graduate programs without placing excessive strain on full-time SLAS and associated faculty.

In the initial three-year period during which the graduate program will be initiated, the Department will require three new LAS positions to meet its expanding general needs. Although most of the courses and other activities in which these faculty will become involved are not immediately related to the graduate program, some of their time will also be spent directly in support of LAS graduate studies. It is envisioned that approximately one-quarter of the courses and other university-related activities of these faculty would be devoted to LAS graduate studies. It would probably be preferable to phase in these new positions at the rate of one per annum to make for an orderly expansion of faculty as the overall needs of the Department in general and of the graduate program in particular gradually increase.

Although these new full-time SLAS faculty members will provide vital support for the graduate program, many graduate courses will continue to be taught by associated faculty who are based in other departments at SFU. Stipends for these courses will therefore represent an additional faculty expense if the program is to use the potential of its large and diversified associated faculty.

3. Library Resources

At present, the library at SFU does not by itself provide the level of support that advanced study in a diverse range of Latin American subjects requires. Because the University of British Columbia does not have a Latin American Studies program, its library resources in this area are thin also.

Fortunately, SFU is linked with other collections through the inter-library loan system which will be needed to provide faculty and graduate students with access to vital material, especially in the initial years of the program before our own library's holdings may be augmented.

In conjunction with the Faculty of Business Administration at SFU, the Department of Spanish and Latin American Studies recently established the Latin American Business Resource Centre. It is hoped that this centre will eventually facilitate increased access to external public/private sources of funding which might be put to a variety of needs, including expansion of library resources. However, the physical creation of a working resource centre of this nature is at least a couple of years hence and the new graduate program will need to be given increased library support well before this time. For that reason, somewhat more emphasis has been placed on library acquisitions in the budget requests of the first year of the graduate program. Because these additional library resources are necessary to meet the expanding demands of the Department in general, their costs have been included in the overall Department budget.

A statement on the SFU library's present Latin American holdings and an estimate of immediate and continuing needs has been prepared by the Head of the Collections Management Office, Sharon C. Thomas (see Appendix 4).

4. Capital Costs

Because it will be based in an existing SFU department with a functioning undergraduate program, the LAS graduate program will have only rather modest capital costs. It is envisioned that capital costs to meet the needs of new graduate students (e.g., office desks, furniture, computer terminals, other

research facilities) will be somewhat more in the first years of the program, but thereafter will represent only a minor part of overall costs.

5. Possible External Funds

As has been mentioned above, SFU's establishment of the Latin American Business Resource Centre should eventually facilitate access to external funding sources, some of which might provide significant indirect benefits to the graduate program. Canada's recent entry into the Organization of American States provides greatly expanded opportunities for financial support from a variety of domestic and international organizations. In addition to general sources of outside funding, such as the Canada Council and the SSHRC, faculty and graduate students would be able to approach an expanding number of external agencies, institutes, and organizations with substantial funds designated specifically for Latin American research (e.g., CIDA, IDRC, Latin American and Caribbean division of the U.S. SSRC, Howard Heinz Endowment, Ford Foundation, Inter-American Foundation).

6. Budget

It is envisioned that the graduate program will take three years to implement. If the program can be phased in over this period, costs should increase in a manner which will avoid waste and which should be in direct proportion to rising graduate student enrollment (which we forecast will rise from six students in the first year of the program to twelve in the second year to eighteen in the third year).

Two tables have been constructed which detail the costs that Latin American Studies will incur initially and on a recurring basis as the graduate

program develops. The first table includes costs that are associated with general Department growth (whether or not a graduate program is created), while the second table focusses on marginal costs directly associated with LAS graduate studies.

It should be noted that much of the costs outlined in the budget are composed of salaries for new faculty positions. Given the greatly expanding undergraduate enrollment in LAS courses, new permanent LAS faculty are required in any case if the Department is to avoid excessive use of sessional instructors. The graduate program will only allow these new faculty to reach their full potential for contributing to the university community.

MAR 10 1993
DEAN OF GRADUATE
STUDIES OFFICE

Three-Year Budget for General Department Requirements in LAS*

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>	<u>Recurring</u>
Senior Faculty ¹	80,000	80,000	80,000	240,000	80,000
Junior Faculty ²	-----	60,000	120,000	180,000	120,000
Other Faculty ³	10,000	15,000	20,000	45,000	20,000
Staff	26,000	26,000	26,000	78,000	26,000
Library	15,000	10,000	10,000	35,000	10,000
Equipment	20,000	10,000	10,000	40,000	10,000
TOTAL	151,000	201,000	266,000	618,000	266,000

* 92-93 will be year 3 of this proposed budget. The recent appointments of Clavero, DeGrandis, Nef, Otero, Sosa and Spurling reflect the projected growth of years 1 and 2. We are in the process of searching for a senior faculty position starting September 1, 1993.¹

Three-Year Budget of Marginal Costs of the LAS Graduate Program

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>	<u>Recurring</u>
Senior Faculty	20,000	20,000	20,000	60,000	20,000
Junior Faculty	-----	15,000	30,000	45,000	30,000
Other Faculty	10,000	15,000	20,000	45,000	20,000
Staff	10,000	10,000	10,000	30,000	10,000
Equipment	12,000	6,000	6,000	24,000	6,000
TOTAL	52,000	66,000	86,000	204,000	86,000

¹ Associate Professor or Professor.

² Assistant Professor.

³ Visiting and associated faculty and/or sessional instructors.

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APPENDIX 4. LIBRARY HOLDINGS IN LATIN AMERICAN STUDIES

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: John Brohman
Geography

FROM: Sharon Thomas, Head,
Collections Management
Office

SUBJECT: M.A.LAS - Preliminary
Notes

DATE: February 19, 1991

The CD-ROM disk and software I discussed with you have only now arrived and while they weren't here in time for the Faculty Committee I'll be able to give you a detailed assessment of our holdings before the relevant meeting of the Senate Committee on Graduate Studies.

In the meantime I have examined the proposal and the following comments might be useful for the Faculty Committee meeting on Wednesday.

We are reasonably well able to supply the specific requirements of these course proposals, possibly as a result of course designers doing the best they can with available materials. Nevertheless we do own most of the required or recommended readings and the Library also holds significant runs of all journals cited. In addition, approval profiles are in place which, with some expansion, will enable us to guarantee reasonable coverage of books published in the major English language publishing centres, although we will certainly incur additional costs as we attempt to provide a more comprehensive collection.

Nevertheless before we can adequately support the research needs of the M.A.LAS the collection must be significantly enriched in several areas, including the following:

- (a) our collection of non-literary books in Spanish can charitably be described as inadequate and must be improved
- (b) new geographical areas of interest, such as Brazil, will require an expansion of our collections policy
- (c) we have virtually no newspaper or journal coverage of Latin America, even in countries such as Mexico where we have long maintained an interest.

I see no reason why our present holdings can't support the initial course offerings as long as we are simultaneously funded for the inevitably increasing demands which will be placed on the Library by a growing and vigorous M.A.LAS.

Good luck with the proposal and do, please, let me know if there are any changes or additions which will affect my more detailed assessment.

Sharon Thomas

APPENDIX 5. SUGGESTED EXTERNAL REVIEWERS

External reviewers might be selected from the following list of people:

Jan Black, Professor, Political Science, University of New Mexico

E. Bradford Burns, Professor, History, University of California, Los Angeles

Ronald Chilcote, Professor, Sociology, University of California, Riverside

William Glade, Professor, Economics, University of Toronto

John Kirk, Professor, Spanish, Dalhousie University

Sam Lanfranco, Professor, Economics, York University

Alfred Siemens, Professor, Geography, University of British Columbia

Fernando Alegría, Professor Emeritus, Spanish and Portuguese, Stanford University

APPENDIX 6. SELECTED LETTERS OF SUPPORT



Association Canadienne des Études Latino-Américaines et Caraïbes / Canadian Association for Latin American and Caribbean Studies / Asociación Canadiense de Estudios Latinoamericanos y del Caribe / Associação Canadense de Estudos Latino-americanos e Caraíbas

ACELAC/CALACS

November 20, 1990

Dr. John Brohman
Department of Geography
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Dr. Brohman:

On behalf of the Canadian Association for Latin American and Caribbean Studies (CALACS) I would like to express our support to the proposal of the Department of Spanish and Latin American Studies of Simon Fraser University for a Master of Arts in Latin American Studies. We have no doubt that such a programme would be an important contribution to Simon Fraser University, to the students participating in the programme, and to the field of Latin American Studies in Canada.

The importance of the programme must be understood with reference to the increasing linkages between Latin America and Canada. The region is already the third largest market for Canadian investments after Europe and the United States and the Latin American countries look at Canada as an important market for their products. About one in five immigrants to the country now comes from Latin American and there is already a large Latin American community in Vancouver, as well as in other large Canadian cities. In addition, Canada shares with Latin American countries several hemispheric problems and concerns that cannot be easily ignored, such as economic development, peace, the illegal drug trade and environmental issues. It is also important to indicate the increasing political role that Canada is playing in the region as a result of the government's decision to actively participate in the Organization of the American States.

These trends indicate that an increasing importance will be given to Latin American affairs in both public and private institutions during the 1990s and the early years of the next century. We have no doubt that there will be a demand for people with a solid technical knowledge of the Latin



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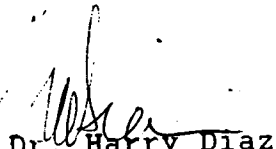
American economy and of the political and social dynamics of that region. In this perspective, the existence of an advanced programme in Latin American studies will allow for the development of an expertise that will be essential for Canadian public and private involvement in hemispheric affairs.

It seems to us that Simon Fraser University has already the potential for developing such programme. It has had for more than fifteen years a well-known and respected undergraduate programme in Latin American Studies, which has facilitated and promoted the formation of an strong group of instructors and researchers in that area. In addition, there is a longstanding tradition of Latin American Studies in the West Coast of Canada, which is expressed in the existence of a solid and well established regional chapter of our Association. The Chapter was the first one in developing a formal structure as a consequence of the interests of its members, many of whom are part of the faculty of Simon Fraser. To this extent there is already an institutional basis and an academic expertise for the creation of a graduate programme in Latin American Studies.

The existence of such a programme would benefit Simon Fraser University. The presence of a strong group of academics would create the conditions for an expansion of research activities with regard to Latin America issues in Simon Fraser University attracting research funds from public and private corporations. At the same time the presence of the programme would create an even more solid image of Simon Fraser in international academic circles.

We have no hesitation in supporting the creation of a graduate programme in Latin American Studies at Simon Fraser University. The University has definitely the institutional and human capabilities for the creation of a programme that will be important not only in Canada but also in Latin America.

Sincerely


Dr. Harry Diaz
President.



Agence canadienne de
développement international

Canadian International
Development Agency

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Hull (Québec)
CANADA
K1A 0G4

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Hull, Quebec
CANADA
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Votre référence Your file

Notre référence Our file

May 11, 1989

Dr. Marilyn Gates
Department of Sociology and Anthropology
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Dr. Gates:

I was delighted to hear of the plan to initiate a Latin American Studies M.A. program at Simon Fraser. Personally, I benefitted in my own graduate studies from the rich teaching resources in this area and the active inter-disciplinary and collaborative atmosphere at Simon Fraser.

In my work on the CIDA Central America Program I see a real need for a program of this type. CIDA's development objectives are becoming increasingly challenging as we move to implement the agency development priorities of poverty alleviation, human resource development, integration of women in development, food security and structural adjustment. To design and deliver appropriate aid to meet these objectives in our region of interest requires capability in terms of multi-disciplinary analytical expertise combined with knowledge of and experience in Latin America. I think that a Simon Fraser Latin American Studies M.A. program would be a significant contribution to Canadian capability in this important area and wish you success in launching this important new program.

Yours sincerely,

Tim Martin
Project Officer
Central America Region

Canada

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April 12, 1989

Dear Dr. Gates:

On behalf of the Latin American Studies and Spanish Student Union, I would like to inform you of our support for the initiation of a Master of Arts program in Latin American Studies at Simon Fraser University. We feel that the program would build on the already established success of our department. The possibility of an expansion of Latin American Studies would benefit both students and Simon Fraser University through the attraction of even greater resources. More courses, students, professors, funding, and research could all serve to establish our program as a world-class Latin American Studies department.

The students enrolled in the department could further benefit with the addition of graduate student participation in the student union. As well, the M.A. program would attract more dedicated students, willing not only to contribute academically, but also actively in our union. Furthermore, the presence of graduate students would finally allow the establishment of a tutorial system as it exists in other departments. This interaction between undergraduates and graduates in the classroom is a very part of the learning process.

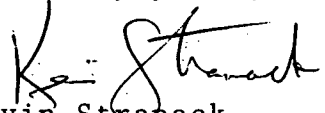
It is also felt that current undergraduates looking for a Latin American Studies department would be attracted to ours. Not only would their work be enhanced by the existing quality of our department, but also from the direct research capability

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made possible by our successful tradition of field schools. A Latin American Studies M.A. program here at S.F.U. could truly attract some of the finest students available.

In conclusion, I would like to remind you that the Vancouver community is already very involved in the issues concerning Latin America and the establishment of an M.A. program in Latin American Studies could make S.F.U. the academic centre of our community.

Sincerely yours,


Kevin Stranack

Latin American Studies and
Spanish Student Union Representative

1055 Crestline Road
West Vancouver, B.C., V7S 2E3
May 17, 1989

Dear Dr. Gates,

I am writing to endorse the proposal to initiate an MA program in the Department of Latin American Studies at Simon Fraser University.

From the graduate student's point of view, a home department would seem to be most advantageous. It would provide a meeting ground for discussion and problem solving with associated faculty and other LAS graduate students whilst affording access to the latest information received by the Department from Latin America.

Latin American Studies has always reached out to make contacts with Latin America. The Department keeps many students at the University informed of current problems and change in that vast area of the world. Such knowledge is relayed on a theoretical as well as an empirical level through the associate professors of this interdisciplinary department who share their expertise simultaneously with students in their own departments and those in Latin American Studies.

The Department has insisted that students be made aware of the Latin American perspective on current affairs rather than offering them purely North American opinions on Latin America. LAS has achieved this dialogue by searching out and inviting Latin Americans from all walks of life -- authors, weavers, university professors and indigenous people -- who have stated their points of view. Frequent field schools organized by LAS

have permitted students to participate in the life of the chosen country. Four students who participated in the SFU Field School of the Andes in 1981 proceeded on their return to pursue graduate studies and research on the Andes at SFU.

Simon Fraser University has a vital role to play resulting from Vancouver's growing importance in the eyes of Canada and the rest of the World. Situated on the Pacific Rim, Vancouver is forging new ties with the Orient. However, the Pacific Rim also involves the West Coast of Latin America, stretching through Mexico, Central America and South America to the fringe of Antartica. The population of Latin America is increasing, and the thrust northwards is being recognized by the United States of America where Spanish is now the second language.

As a Department with a strong sense of responsibility, LAS at SFU recognizes the conditions prevalent in much of Latin America today, and seeks through warm human relations to form a bond transcending purely intellectual and economic concerns.

I am convinced that an MA program within the Department of Latin American Studies would benefit Simon Fraser University with its ever increasing ties to Canadian centres and the World beyond.

Yours sincerely,

Sheila M. McLardy.

Sheila McLardy

**APPENDIX 7. COURSE ENROLLMENTS IN LATIN AMERICAN
STUDIES COURSES AT SFU**

COURSE ENROLLMENTS IN LATIN AMERICAN STUDIES COURSES AT SFU (Ewk 3 Enrollments)

	COURSE NUMBER						Total		
	140	200	310	311	312	402		403	498
1986-3		30							30
1987-1		20				8	1	2	31
1987-2	13								13
Total	13	50				8	1	2	74
1987-3		29			12				41
1988-1	24		11			21		1	57
1988-2		24			4				28
Total	24	53	11		16	21		1	126
1988-3	14						18		32
1989-1	15	19		10					44
1989-2	11	16			18			2	47
Total	40	35		10	18		18	2	123
1989-3	19	28	9		23	23			102
1990-1	24	26		17			29		96
1990-2	11	18			23				52
Total	54	72	9	17	46	23	29		250
1990-3	56	27	14						97
1991-1		30		12			16	2	60
1991-2	35	27			14				52
Total	91	84	14	12	14		16	2	209

APPENDIX 8. CURRICULUM VITAE OF LAS FACULTY AT SFU

A. FULL TIME FACULTY OF THE DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

D. Clavero
R. De Grandis
J. Garcia
T. Kirschner
J. Nef
G. Otero
J. M.Sosa
G. Spurling

B. FACULTY ASSOCIATED WITH THE DEPARTMENT OF SPANISH AND LATIN AMERICAN STUDIES

R. Boyer
J. Brohman
A. Ciria
M. Gates
R. Newton
P. Wagner

Curriculum Vitae for the above-named
available in the Office of the Registrar

APPENDIX 9. EXTERNAL REVIEWS

Dr. Leslie Bethell
Institute of Latin American Studies
University of London
London, England

Dr. Jan K. Black
Monterey Institute of International Studies
International Policy Studies Division
Monterey, California

Dr. E. Bradford Burns
Department of History
University of California, Los Angeles

Dr. John Kirk
Department of Spanish
Dalhousie University

Dr. Alfred Siemens
Department of Geography
University of British Columbia



UNIVERSITY OF LONDON

Institute of Latin American Studies

MAR 6 1992

31 Tavistock Square London WC1H 9HA
Telephone 071-387 5671 Fax 071-388 5024

From the Director

2 March 1992

Dr. B.P. Clayman,
Dean of Graduate Studies,
Simon Fraser University,
Burnaby,
British Columbia,
Canada. V5A 1S6

Dear Dr. Clayman,

I write in reply to your request for comments on the proposed interdisciplinary MA in Latin American Studies at Simon Fraser University which is currently before your Assessment Committee for New Graduate Programs.

This seems to me an excellent proposal which I have no doubt the Committee will find most persuasive. The program will be located academically and administratively in what is clearly a strong Department of Spanish and Latin American Studies. SFU has a sufficiently large faculty, both inside and outside the Department, with Latin American teaching and research interests and experience across the main disciplines in the humanities and social sciences. Looking to future development there are perhaps three weaknesses which you will need to address: (a) the program offers a good deal of development theory (and courses which include discussion/rural development/agrarian issues) but not much on the Latin American economies taught by economists; (b) the senior modern historian Dr. Newton is offering a course on the history of US-Latin American relations: do you not need more modern history of Latin America?; and (c) the program is, as you know, generally weak on Brazil (and Portuguese). My only serious doubt about the program concerns library resources. It is difficult for me to judge, but from what I have read I wonder whether you have as things stand the necessary strength in Latin American monographs, journals and news sources to sustain this graduate program.

.../...

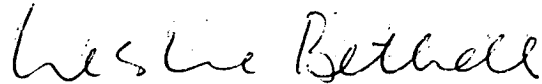
95.

2 March 1992

I really cannot comment in any informed way on the demand for the program or the demand for graduates of the program. But I note that there is already a strong undergraduate programme at SFU (and at other Canadian universities) and that this will be the first graduate programme of its kind in Canada. And Latin American-Canadian relations, both economic and political, are of increasing importance. I cannot therefore imagine that you will have difficulty recruiting Canadian students. You might even be successful in recruiting students from the United States and Latin America.

I wish the program well. If there is any assistance I or my colleagues can offer, please let me know.

Yours sincerely,



Professor Leslie Bethell

Monterey Institute of International St

Februa

Post-It™ brand fax transmittal memo 7671		# of pages > 4
To: <i>Dean R.P. Clayman</i>	From: <i>Jen K. Black</i>	
Co: <i>Simon Fraser University</i>	Co: <i>Monterey Institute</i>	
Dept: <i>Dean of Graduate Studies</i>	Phone: <i>(408) 647-4180</i>	
Fax: <i>(404) 291-3080</i>	Fax: <i>(408) 647-4199</i>	



Dear Dean Clayman:

I appreciate your soliciting my comments on the proposal for a new Master of Arts program in Latin American studies at Simon Fraser University. I have been aware for many years of SFU's strengths in Latin American studies and I am pleased to note that those strengths have grown steadily. I was also privileged to be a participant in 1989 in conferences at SFU dealing with human rights in Latin America and with development trends in Mexico; both conferences were exceptionally well-organized and highly stimulating.

I will address here the issues you highlighted, namely academic merit and structural integrity; adequacy of the faculty and other resources; demand among prospective students; and demand for graduates.

Academic Merit and Structural Integrity of the Proposed Program

It appears to me that the proposed program achieves a good balance between integrative core requirements and the flexibility to respond to individual needs and interests. I am particularly partial to the idea of incorporating a team-taught multidisciplinary core course. Most other LAS graduate courses appear also to cut across traditional disciplines so as to deal with ideas and issues as they present themselves in the Latin American context.

The unity of Latin America is not self-evident from geographic or linguistic perspectives; nevertheless, to an extent far greater than is the case in Europe or the United States, socioeconomic and political inquiry, philosophy, literature, the arts and other pursuits of the educated and socially active tend to center on common concerns, concerns that spill over disciplinary as well as national boundaries and leave no one in the region untouched. Thus, regardless of one's primary focus, working effectively with Latin Americans, I believe, calls for a profound grasp of that commonality.

Surveys done over the years of the disciplinary breakdown in LAS graduate programs in the United States have shown a remarkable consistency, the heaviest concentrations of course offerings falling generally in literature and history, followed by political science, anthropology, economics, geography, sociology, and art and architecture, more or less in that order. Most U.S. institutions conferring the M.A. in Latin American Studies offer more than 100 credit hours in the field.

97.

Page 2

The most readily apparent difference between institutions offering only the B.A. and those offering the M.A. as well has been that fewer than half of the former offer courses in Portuguese and in Latin American-content economics while more than four-fifths of the latter do. Half of the M.A. programs offer courses in the sociology of Latin America and about one-third offer Latin American art and/or architecture. By these criteria, excepting its current weakness in Portuguese, Simon Fraser should compete well against US schools with graduate-level programs.

More importantly, though, Simon Fraser is particularly strong in the issue areas most likely to be of central intellectual and practical concern and thus in demand by students and potential employers in the near future, areas such as development theory and strategy, indigenous cultural survival, and environmental preservation. An emphasis on development would seem to be a very practical adjustment to the job market as well as a creative means of seeking the intersection among concerns normally treated in disciplinary isolation.

Finally, I appreciate the inclusion of a thesis requirement. While the core course and several others will impress upon the student the interconnectedness of Latin American social problems, political and development strategies, and modes of expression, the thesis calls for focus and the development of expertise on a particular topic as well as the nurturing of research, analytical, and writing skills.

Adequacy of the Faculty and Other Resources

SFU faculty expertise in Latin American studies is such that it would seem an awful waste not to offer a Masters degree. The fact that so many have been so prolific and so active professionally should be in itself a major draw and must account in large part for the dramatic increase in recent years in applications for the undergraduate program.

Considering associated and adjunct faculty along with that of the department of Spanish and Latin American studies, it must be said that both disciplinary and country or area coverage are exceptionally broad. As to area, the only serious shortfall, expertise on Brazil, has been noted in the proposal and is to be remedied in the near future. It might be useful also, though by no means essential, to acquire more faculty expertise in the Non-Hispanic Caribbean.

With respect to discipline, program planners might consider at some point seeking adjunct or associated faculty collaboration from art history and architecture and planning; given the grassroots development focus that has crept into planning, that field might prove complementary to other development approaches.

I have no personal familiarity with the SFU library, but have no reason to doubt the department's judgement that holdings with Latin American content will have to be enhanced in any case to meet needs of existing programs and that such expansion should cover the short-term requirements of a Masters program as well.

The already established field school program appears to me a very important multipurpose resource for the MA program. It should help to prepare and inspire SFU undergraduates to continue their studies at the graduate level. It should help to spread familiarity with SFU's programs among Latin Americans contemplating overseas education. And it should serve as a base, offering individual and institutional contacts, for helping graduate students to plan their thesis research or gain experience through internships.

Demand among Prospective Students

The expansion of undergraduate enrollment in Latin American studies at SFU in recent years, as cited in the M.A. program proposal, is truly remarkable and an unmistakable commentary on the strengths of the program and the expertise of SLAS and associated faculty. It is also a very promising indicator of ongoing interest in Latin America. Even though the strife in Central America that kept the area in the news has abated for the time being, other trends, particularly accelerating immigration and shifting trade patterns should serve to sustain high levels of student interest.

The constriction of budgets and programs in higher education institutions in the United States, along with increasing manifestation of ethnic prejudice may serve to drive degree candidates farther north. It is my impression that Canada has always been more gracious and generous to Latin Americans, especially those seeking higher education, than the U.S. has been.

Certainly Latin America needs Canadian involvement in its affairs to mitigate the volatility and short-sightedness of U.S. policy. At present, however, no Canadian university offers a Masters degree in the field. Surely there are Canadians and Latin Americans who would prefer to undertake their advanced studies in Canada; and it is clear that Simon Fraser University, as the only Canadian university to offer an interdisciplinary Bachelor of Arts in LAS, is the institution best situated to assume responsibility for training a cadre of professional area specialists.

Demand for Graduates

Canada's recent entry into the Organization of American States and the prospect of a North American free trade pact should enhance

Page 4

both the marketability of a graduate degree program focusing on Latin America and the demand for graduates of such a program.

Placement of graduates becomes a problem in most fields, even highly technical ones, in economic hard times. But hard times elsewhere have pushed toward Canada ever larger numbers of foreigners, including Latin Americans, with well developed skills and broad interests, contributing, for example, to the "boom" of international interest in Latin American literature. And hard times have compelled the expansion of the Canadian role, public and private, in the US\$50 billion a year business of international development. The strength of the prospective M.A. program in alternate development strategies and its potential for expansion in the direction of program planning for ecological, indigenous and refugee problems leaves it well positioned for dealing with issues sure to take on increasing importance in the near future.

In Summary

I believe that the Masters degree program proposed by the Department of Spanish and Latin American studies is well planned, having an optimal mix of coherence and comprehensiveness, focus and flexibility. The SLAS and associated and adjunct faculty offer broad coverage of disciplinary and country or regional interests. They are a most productive and resourceful group. Other resources essential to the success of an M.A. degree program appear to be available as well. Expansion of SLAS offerings will place further demands on the university budget at any rate; those incidental to a graduate program would appear to be only marginal.

Accelerating demand for the B.A. in Latin American studies in itself suggests demand for a graduate program as well, and Canada's assumption of a larger role in hemispheric diplomacy and development is one of many reasons to anticipate demand for graduates of such a program.

Finally, I believe the initiation of a graduate degree program would offer encouragement to faculty and students alike and serve to reinforce and invigorate existing programs. I support the proposal without hesitation.

Thank you once again for consulting me.

Sincerely yours,

Jan Knippers Black
Jan Knippers Black
Professor

Jh/wb

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February 17, 1992

DEPARTMENT OF HISTORY
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1473

Dr. B. P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby, British Columbia
Canada V5A 1S6

Dear Dean Clayman,

I have received your letter of 30 January 1992, accompanied by appropriate documentation for the proposal to establish a graduate program in Latin American Studies at Simon Fraser University. My reaction to the proposal falls under five categories: Need, Interest, Faculty, Library, and the Program.

NEED

The documents correctly indicate the increasing involvement of Canada in Latin America. It would seem extremely important to me for at least one Canadian university to offer graduate studies concentrated in that region. In fact, this argument for a Canadian study of Latin America viewed from the vantage point of Canadian interests impresses me as the single most compelling reason to establish this program. On the other hand, I am disappointed that you will offer a course, LAS 811-5, emphasizing Latin America and U.S. Foreign Policy without a comparable one on Canada and Latin America. I understand how important a knowledge of the U. S. presence in Latin America is to a thorough understanding of the region. Nonetheless, I strongly believe that a major contribution SFU can make, particularly within the Canadian setting, is to emphasize the relatively recent Canadian presence in the Caribbean, Central America, and elsewhere and, more importantly, Canadian future interests. Also, there are comparative topics significant for Canadian students. The production and export of wheat in Argentina comes to mind as an obvious one. Thermo energy in Mexico and Nicaragua is perhaps less obvious but no less significant for Canadians. In sum, Canada needs a graduate program in Latin American studies, but it should give some emphasis to the Canadian perception, relations, and policies vis-a-vis Latin America.

INTEREST

The documentation suggests that sufficient student and public interest exists to support a graduate program. Further, it demonstrates that the program can serve some specific Canadian needs. SFU seems to have the academic infrastructure already in

place for such a graduate program. Indications are that the establishment of such a program would enhance SFU.

FACULTY

SFU boasts of a fine faculty, well qualified to offer this graduate program. One notable strength is the number of faculty members from Latin America and/or with strong links to Latin America. Their presence ensures a variety of viewpoints, most importantly for the students an opportunity to view Latin America through Latin American eyes.

LIBRARY

A graduate program requires a substantive library. Your documentation suggests that scanty Latin American holdings may be the weakest part of this proposal. While I do not believe that a university must have a world class library of Latin Americana to teach Latin American Studies, I think that the establishment of the M.A. program should be the occasion to strengthen the holdings in those areas within Latin American Studies you have selected to emphasize.

THE M.A. PROGRAM PROPOSAL

The program proposes some excellent graduate courses. Speaking now from nearly forty years of experience with Latin American programs, including a quarter of a century of direct involvement with UCLA's large and complex Latin American Center, I applaud your determination to offer LAS 800-5 Foundations of Latin American Society and Culture. Such a team-taught interdisciplinary seminar is essential. I cannot overemphasize that your program will rise or fall depending of the viability of that course. It gathers the graduate students together, it creates a working ambiance, it provides interaction between graduate students and professors to a degree and across a range unobtainable in any other way. It infuses enthusiasm and purpose not only among the graduate students but among the faculty.

Further, I applaud an emphasis, which I perceive, within your suggested program on economic development (with laudable attention to agrarian topics). Without being an "economic determinist," I feel this emphasis is correct. That poor people inhabit rich lands must surely be the enigma present in all studies of Latin America whether it be colonial history, literature, ideology, or whatever. Your program recognizes that ubiquitous reality.

From my experience, I strongly question your emphasis on the preparation and writing of a M.A. thesis. We have all but abandoned it at UCLA, not that you will want to replicate our program. I simply point out to you our long-term dissatisfaction with that requirement. With weak library holdings in Latin America, SFU might find this emphasis frustrating and finally unsatisfactory. Frankly, I would replace it with a single course on research methodology, research trends, and (I would imagine very important for young Canadians) research needs.

Encouraging the students to visit Latin America is important (and can be expensive), but it would seem that SFU already has a good record in this regard. Somewhere down the road, SFU will need an introductory course in Portuguese, an absolute must (please excuse my own provincialism in this insistence) for any serious Latin American program, undergraduate as well as graduate. Brazil, of course, should be of capital importance to Canadians. The two giant, rich nations: one developed, one underdeveloped. Why? I am not sure but I will bet that Canadian investments in Brazil are considerable. I would guess that Brazil is important to Canada--- if not, it will be!

No doubt exists in my mind that SFU is ready to initiate the proposed Master of Arts (Latin American Studies) graduate program. Your serious proposal strikes me as well thought out. I urge you to implement it.

Best wishes,

E. Bradford Burns
E. Bradford Burns
Professor of History



Department of
Spanish

Dalhousie University
Halifax, Nova Scotia
Canada B3H 3J5
Ph. 902-424-7010/2344
494-2544
FAX: 902-494-2319

February 10, 1992

Dr. B. P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby, BC
V5A 1S6

Dear Dean Clayman:

Please find enclosed my review of the proposed M.A. programme in Latin American Studies, which I am pleased to support enthusiastically. I trust that the comments are useful to you and colleagues in your deliberation.

Having never undertaken such a task before, I am not altogether certain that I have addressed all pertinent queries. Should that be the case, please feel free to call me at home (902)-423-3325). I will be here until March 3.

In closing let me add a personal note for your own information. As you are undoubtedly aware, it is largely because of the efforts of Jorge García and Teresa Kerschner that this excellent programme has flourished, and has brought it a reputation for quality across Canada. The university community owes them a tremendous debt of gratitude.

Sincerely,

John M. Kirk
Professor of Latin American Studies

/wmh
encl

Comments on the proposed M.A. Programme

(Latin American Studies)

at Simon Fraser University

Preamble

It is especially interesting to review this proposed programme since some fifteen years ago, while finishing my doctorate at U.B.C., I was a sessional lecturer in its undergraduate counterpart. At that time it was clear that there was a good nucleus of (extremely talented) faculty, some innovative and well-designed courses, and strong student interest. Revisiting the Simon Fraser faculty/offerings/interest fifteen years later, it is refreshing to see not only that these three factors have continued to develop apace but also that an enlightened university administration is prepared to provide funding to assist what is clearly a most deserving and increasingly important programme. All rhetoric aside, the Latin American Studies programme at SFU--both in its undergraduate format and in its proposed graduate offerings--is indeed unique, the only one of its kind in the entire country. It definitely warrants strong support, and the university administration is tremendously indebted to that enlightened core of faculty which has fostered student interest over the last two decades.

Academic Merit/Structural Integrity

The rationale for the programme provided by the Department notes that this current proposal "simply represents the logical next step in the evolution of Latin American Studies at SFU."

105.

They are absolutely right in this assertion, since the growing student interest in Latin America--throughout the country--clearly underlines the need for such a programme. Demand, however, has to be coupled with academic quality if the ensuing challenge is to be successfully met. Fortunately SFU has risen to that challenge--and its innovative approach is widely admired in Latin Americanist circles throughout Canada.

Most universities in Canada (including Dalhousie and Saint Mary's here in Halifax) have a loose grouping of faculty who specialize in teaching about Latin America. Nowhere else, however, apart from York University in Toronto, is there the breadth of faculty talent in a clearly defined, well focused, programme as at SFU. The courses presently listed in the University Calendar for the (undergraduate) Latin American Studies Program offer a wide array of material, and would provide students with an exceptionally solid grasp of Latin America.

There is absolutely no doubt concerning either the academic merit or structural integrity of either the undergraduate courses presently offered or the proposed graduate courses--although some of the suggested bibliography listings seem a little excessive. Given my druthers, I would recommend that a few areas need to be addressed in further detail--such as the role of the Catholic and (rapidly growing) fundamentalist Protestant Churches, modern Latin American literature, contemporary Brazil, a more general multi-disciplinary approach to Mexico, and an introduction to Central American issues. These I offer as suggestions for

further consideration, since they would round out current (well-designed) offerings of the Programme.

That said, I have absolutely no hesitation in supporting either the academic merit or the structural integrity of the proposed programme. There is a nucleus of dedicated and well-prepared specialists who have guided this developing interest for many years. They have carefully chosen colleagues whose areas of specialization will supplement their own offerings, and the end result promises to be an extremely well-rounded set of offerings. The proposed programme is particularly well conceived, and follows a solidly developed set of course offerings: students will indeed emerge from this M.A. programme with a unique, clearly focused understanding of Latin America.

The Adequacy of the Faculty and Other Resources Available

Given the fact that there is no other programme like this in Canada, it seems clear that SFU could easily carve out a niche for itself as the place to study Latin America. (Indeed, given the wealth of talent, approaches, and interest, SFU would be wise to invest in a glossy Public Relations exercise, sending flyers to the Department of External Affairs, CIDA, IDRC, and all appropriate NGOs offering a variety of specialized mini-courses on a yearly basis to prepare bureaucrats, diplomats, NGO members, media and the like before they travelled to Latin America).

In general, experience has shown that if a core of dedicated academics is prepared to offer a course or programme, this can usually be accomplished even without much university funding. In

the case of SFU--given the pool of academic talent involved in Latin American Studies--this is even more feasible. I would argue, though, that there are two areas of concern which need to be addressed--and where financial support is needed if the programme is to develop as it should. These are: a) the need for faculty renewal, and b) the (probable) need for library and audio-visual materials.

Dealing first with the need for faculty renewal, it is clear that in recent years some excellent appointments have been made by the university. Given the current economic climate, it is gratifying to see an administration with enough foresight to build up such a strong programme. This will need to continue over the coming years, however, not only to strengthen the programme's offerings, but also to encourage other departments with associated faculty to replace retiring colleagues with fellow Latin Americanists. In the latter issue the persuasive abilities of the Deans of Arts and Graduate Studies will be required. Given the support currently afforded by associate faculty, this is extremely important. (On a related note, I was surprised to see the limited amount of secretarial help currently enjoyed, and would strongly urge that at least one full new position be added to help with running the programme).

The other matter has to do with library and, to a lesser extent, audiovisual material. I remember from fifteen years ago that the SFU holdings were reasonable (better than UBC), yet still in need of substantial strengthening. Appendix 4 (a memo

from Sharon Thomas on the collection) indicates that this may still be a problem. While it should not delay the approval of this proposed M.A. programme, it is nevertheless clear to me that the university will have to address the issue of building up the Latin American collection--possibly by seeking funding from SSHRC (which has a specialized fund for this purpose), or through corporate donations. In all probability the university itself will have to commit itself to pay an additional amount if it wants to provide an adequate research base. (I am not convinced by the argument that substantial spin-offs in the area of research material will be derived from the establishment of the proposed Latin American Business Resource Centre: from past experience such material tends to be business-driven, and narrowly focused). From my own brief period at SFU, I recall a good audio-visual collection. I hope that this has continued to grow--or at the very least that there is an ample budget for renting of such material.

Demand Among Prospective Students/Demand for Graduates

There is absolutely no doubt that this is a substantial growth area. The figures across Canada speak for themselves: there is a "boom" in interest among students, who are extremely keen to find out about Latin America. (In my own classes there are three times the number of students when compared with a decade ago). There is every indication that this trend will continue to develop, at least over the next decade--and probably far beyond. As a result, I feel convinced that the projected

figures are extremely reasonable. The undergraduate enrollment in the programme will also continue to grow--so that there will be an automatic "feeder system" to the programme. Again, given the unique programme offered at SFU, and with the appropriate amount of advertising, you will be able to carve out a niche as the leader in Latin American Studies in Canada. I cannot emphasize too strongly the potential for this programme, but would strongly urge the university Administration to continue its support: without it Latin American Studies will continue to develop at Simon Fraser, but with a continued financial and moral commitment it will further enhance the innovative and enlightened image of the university.

I am less convinced about the argument to sell the programme as the means of getting "jobs, jobs, jobs." The Mulroney government's claims notwithstanding, it seems clear that--at least from an Eastern perspective--specialized employment will inevitably continue to become hard to find. From an objective standpoint there is every reason why there should be a demand for graduates of this project (e.g. Canada joining the OAS, the North American Free Trade deal with the United States and Mexico, increased demand for an extension of that agreement throughout Latin America, Canadian interest in human rights issues, the Latin American presence in Canada, etc.). I am not convinced, however, that this will automatically translate into a wave of employment for M.A. graduates in Latin American Studies.

At the same time it is clear that there is employment there

for graduates (I personally have former students who are working in the diplomatic corps, media, consultants, Church groups, NGO community, etc.). The point I would like to make is that there is not an abundance of such positions--and I think it would be unfair to sell the programme as an automatic means of gaining related employment.

Despite this (hopefully realistic) assessment, I nevertheless believe that SFU can secure for itself an extremely important role as the main supplier of graduate talent. This obviously will take time and continued resources (not to mention appropriate advertising). Through such a process, it is clear to me that in filling a lamentable lacuna SFU will become the undisputed leader of "things Latin American" in Canada, and the place where government, NGOs, the media etc. will automatically turn in looking for talent. This may well be happening for the programme already in Western Canada, but the need clearly exists to expand that influence--something which is a viable proposition with continued administrative support.

Concluding Remarks

These observations will hopefully assist you and other colleagues in your deliberations. I have tried to draw upon my experience here (as co-ordinator of International Development Studies, and Former Acting Chair of the Spanish Department) and knowledge of the SFU programme in order to be as realistic as I can in assessing the proposed M.A.

I can endorse that programme enthusiastically, and am

111.

convinced that--with the appropriate administrative support--it will become the outstanding graduate programme offered in Canada. (Its undergraduate programme is already widely respected). The extremely talented pool of academic talent, innovative course offerings, field schools, conferences and the like, have all contributed to the already strong reputation enjoyed by the programme. The M.A. programme is both desirable and necessary if the university is to carve out an even bigger niche for itself in this most promising of areas of study--and is most fortunate indeed to have such talented personnel currently supporting it.

John M. Kirk,
Dalhousie University
February 10, 1992

THE UNIVERSITY OF BRITISH COLUMBIA

MAR 3 1992

Department of Geography
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Vancouver, B.C. Canada V6T 1W5
Tel: (604) 228-2663
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February 28, 1991

Dr. B.P. Clayman
Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Dr. Clayman,

I have reviewed the Proposal for a Master of Arts Program in Latin American Studies at SFU. My comments are arranged approximately in the order your letter of January 30th suggests.

Several kinds of experience are in the background:

1. My research on prehistoric and historic use of tropical wetlands has always had to draw heavily on collaboration from colleagues in related disciplines, in the natural and social sciences as well as the humanities, but it has also, for better or worse, remained geographical.
2. I have served on perhaps a half a dozen graduate student committees that were instructive in regard to this proposal, some fully interdisciplinary, others based in one discipline but with considerable input from others.
3. As it happens I teach a yearly two-week intensive (3-4 hrs a day) seminar on certain basic geographical research methods to graduate students in Anthropology and History at the Jesuit university in Mexico City (Universidad Iberoamericana).
4. I have been pleased to be able to have many amiable contacts with the faculty involved in this proposal and other faculty at SFU; I have frequently participated in examinations, guest lectures, conferences and social events there. I have heard much positive commentary on the classes and field schools of the LAS program.

Regarding the courses to be offered for the proposed M.A. program: There is much very interesting material suggested in the specialized courses, i.e. 810 to 831-5. They seem meaty, substantial and current, particularly 810-5, to the content of which I've had some exposure.

Unfortunately, I cannot say the same about 800-5, the common core course. Such a course will indeed familiarize the students with the faculty members - an important early aspect of any program of graduate course work. It may be that it can be pulled together in the final weeks, but it does seem rather ad hoc.

113.

The geography sample seminar outline is not reassuring. This is probably not the place to do a detailed critique, but most of the literature suggested is less than inspiring. More fundamentally: I don't see how can one expect to do an "overview of key elements and processes in the Geography [or anything else?] of Latin America" at a graduate level in so short a time unless substantial previous courses can be taken for granted, but of course they can't be. My intensive two-week attempts at geography with anthropologists and historians at IBERO seems relevant here. It has been a very gratifying experience each time, but I have realized very clearly that to impart something useful at that level, when no-one has had any geography courses before, is very difficult and must be approached with limited, well defined objectives and carefully focussed materials.

I've already signalled, I'm sure, that I favor a program which is anchored for each student in a dominant methodology and perspective, something like the program at York, as indicated on p. 53 of the proposal. If there is to be an interdisciplinary program independent of disciplines, I strongly suggest a clearly identifiable and advertized core concern, implying at least complementary methodologies. For example, one might contemplate an interdisciplinary program in Latin American Development Studies, or such a program focussed on Power and Ideology. Some limitation seems necessary in any case. The regional concentration may provide good background for a career in government or business but if the objective is also to prepare graduate students for scholarship it is not enough.

In the sessions of the various student committees I referred to I repeatedly concluded that a student with wide interests benefits from a disciplinary anchor. The faculty from that discipline are more likely to be engaged and the student more likely to have an advocate. There is also likely to be a reasonable grounding in one methodology, on which one can build.

With respect to the second of your points, the adequacy of the faculty and other resources, I think I would like to remain brief and general. If a focus for the present or foreseeable complement can be found, along lines that I have suggested or something else entirely, then there is considerable promise. I recognize a very substantial body of scholarship, administrative skill and pedagogical talent.

In this regard, Tim Martin's letter is interesting: Firstly, his point about "active inter-disciplinary and collaborative atmosphere at Simon Fraser" is well taken. Many of us have long sensed this. His list of themes on which he sees it necessary to focus interdisciplinary attention (poverty alleviation, human resource development, integration of women in development, food security and structural adjustment) is a sobering one and I think that the planners of this program should ask themselves to what extent they would really like to address them. In places, such as p. 3 (bottom) of the proposal it is apparent that some are to be addressed. This has obvious implications for additional

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recruiting - economic or ecological issues, for instance, do not seem adequately represented within the current complement. In any case, a closer integration with what is probably already being done in other areas of the campus - or in the Lower Mainland - is indicated.

I would not be quite candid if I did not insert a cross-town observation here. At UBC, although there is perhaps not a "formal concentration", there is considerable expertise, and the Latin American materials in our library, although not overwhelming, did prove to be remarkably ample in a survey I supervised some years ago. The collection has often surprised me. There might well be imaginative ways of knitting the strengths of the two universities in matters relating to Latin America into one program. If I were a functionary in Dr. Perry's ministry I would be impressed by that kind of pooling of resources.

Regarding the "market" for enhanced offerings on Latin America in Canada, I have my reservations. I suppose that contacts between Canada and Latin America have actually been amplified in various ways in recent years. However, I have to say that I find recent boosterism regarding our growing interrelationships familiar. (I heard a good deal of it at a conference on precisely this topic in Mexico several weeks ago). We heard it after Trudeau's various approaches to Latin America in the late 1960's and '70's - and then, as now, sensed a haplessness in the implementation.

Has our recent entry into OAS, "placed added demands" ? It would be interesting to see something specific from someone at OAS on this because I doubt it. We had an "observer" of ambassadoreal rank there for a long time, and what was in effect an embassy.

Harry Diaz' comments on behalf of CALACS are very supportive, I'm sure, particularly in what he says about LAS at SFU, but his points on the amplification of relationships are expectable. It is his task to promote them. Much of the first part of the letter could have been written in the 1970's.

I couldn't find the letter from Joe Clark predicted on p. 5. But something from the Latin American section of External Affairs would have been much to the point. Something from CEO's of Canadian companies working in Latin America would have been helpful too.

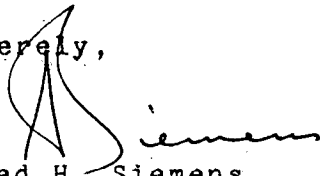
I would submit that the situation in U.S. institutions is not entirely comparable. The stance and the general needs regarding Latin America within the country are different. And, in any case, one would still want to ask the academic questions.

In sum, I do not see much independent supporting evidence regarding demand in the proposal. And I do not have much positive evidence to offer on my own.

The SFU students' comments are genuine, no doubt, and perhaps the most important reason for going ahead with this proposal. The undergraduate LAS program has obviously engaged them. The proposed M.A. program will stand or fall as it responds to that demand and looks ahead to the students' best interests.

All this may serve mainly as a foil. It is offered with best wishes.

Sincerely,

A handwritten signature in cursive script, appearing to read 'A. Siemens', written over the printed name.

Alfred H. Siemens
Professor

**APPENDIX 10. RESPONSE OF DEPARTMENT
 TO EXTERNAL REVIEWS**

SIMON FRASER UNIVERSITY
DEPARTMENT OF SPANISH
AND LATIN AMERICAN STUDIES
MEMORANDUM

To: Bruce Clayman
Dean, Graduate Studies

From: T.J. Kirschner *TK*
Chair, SLAS

Re: LAS MA changes

Date: 30 March 1992

The Department of Spanish and Latin American Studies met on 27 March 1992 to discuss the points raised by the Assessment Committee for New Graduate Programs and the attached document reflects the Departmental consensus on these matters.

A. Substantive Matters:

- a) *"a) the lack of a specialist in Brazil*
b) the lack of a course on Canada's role in Latin America
c) the lack of expertise in economics"

The SLAS Department acknowledges the desirability of strengthening its competence in Brazilian studies, Canada/Latin American relations and Latin American economic issues. We must point out that the recent appointment to the faculty of Sosa (Portuguese), Spurling (Canada-Latin American relations), Otero, Nef and Brohman (Political Economy) already provide us a basis to work with. As further resources become available, we will address these needs as a matter of urgency.

- b) *"d) the possibility of a non-thesis option for the degree."*

The Department discussed at length the possibility of a non-thesis option for the degree. However, we still maintain the thesis option considering that some M.A. candidates will pursue this degree as a terminal degree for employment purposes in the foreign service or international trade. In addition, we would like to encourage our graduands to conduct their thesis research in Latin America and have the experience of putting their findings in a formal academic document.

B. Editorial Changes:

STUDY OFFICE

"Overall Goals of the Program":

- page 9 should be changed as follows in order to include the requested preliminary statement: "The M.A. program in LAS is an issues-oriented interdisciplinary program which offers the opportunity to develop an integrated understanding of L.A. Our graduates will acquire, from converging perspectives, a critical mastery of issues comprised under such rubrics as development strategies, political alternatives, and indigenous cultural identity and survival. They will thus be prepared to pursue careers either in advanced academic research or in business, diplomatic, or non-governmental organizational life."
- page 9 the three lines following the sub-title Latin American Studies Faculty should be omitted.
- page 11 the title should be substituted with: Other Faculty With Latin American Interests.
- page 11 G. Knox should read "Adjunct Professor, SFU; History, University of Calgary (Caribbean and Central America).
- page 11 under Admission Requirements - the first paragraph should be removed since it has been absorbed by the preliminary statement.

C. Addendum:

Attached is a letter from the Rt. Honourable Joe Clark to Dr William Saywell which shows the timeliness of the proposal given the importance of Latin America in Canadian affairs. It is not, specifically, a letter in support of our M.A.

TJK/rd

att.

c.c. Ellen Gee; J. Brohman, R. DeGrandis, J. García, R. Newton,
G. Otero, J. Sosa

The Rt. Hon. Joe Clark, P.C., M.P.
Secretary of State for External Affairs



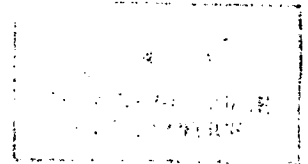
*u. T. Garcia
6 Macdonald
RC Brown*
Le hon. Joe Clark, C.P., député
Secrétaire d'Etat aux Affaires extérieures

OTTAWA, ONTARIO
K1A 0G2

DEC 21 1989

December 6, 1989

DEPT. OF SPANISH
& LATIN AMERICAN STUDIES



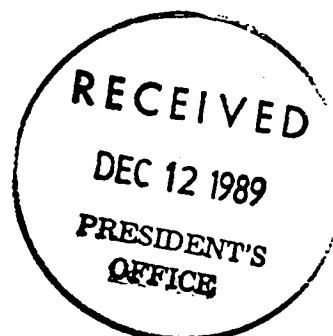
Dear Dr. Saywell:

Thank you for your letter of October 19 expressing support for our decision that Canada should become a member of the Organization of American States. Thank you also for your interest in participating in any mechanism to support enhanced Latin American studies in Canada that might be established in the context of the government's decision to give greater priority to Canada's relations with Latin American countries.

As Ambassador Gorham mentioned to you, we are indeed anxious to develop more active linkages among intellectual and business leaders of Canada and Latin America, to increase the number of Canadian and Latin American student and professor exchanges both ways, and to assist Canadian academic institutions to finance study and research of Latin American political, economic and social developments. In that regard, I must tell you how impressed I am by the academic exchange program as well as the recently established Latin American Business Resources Centre mentioned in your letter. Such initiatives, by addressing very specific needs, may do more to enhance mutual knowledge and understanding at the professional level than a formally structured Canada - Latin America Institute.

.../2

Dr. William G. Saywell
President
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

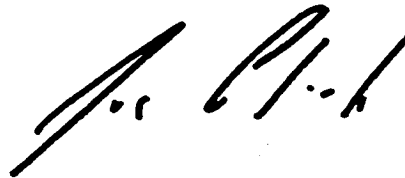


120.

At the present time we have not come to any final decision regarding the most effective means of achieving these objectives with the limited resources that can be made available and we do not anticipate any financial resources for such activities until the 1990/91 fiscal year. We will, however, be exploring this matter further over the next few months.

I am very pleased to learn of your interest and your support of the objectives we have in mind and officials of my Department will be pleased to follow up various ideas with you when we have a clearer perception of what resources can be made available and how they can best be used.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "J. P. L." with a stylized flourish at the end.

SIMON FRASER UNIVERSITY

W.A.C. BENNETT LIBRARY

MAR 25 1992

MEMORANDUM

To: B.P. Clayman, Dean of Graduate Studies	From: Sharon Thomas, Head, Collections Management Office
Subject: <u>M.A. (Latin American Studies)</u>	Date: March 25, 1992

In February, 1991 I wrote a brief, preliminary assessment of the proposed M.A. (L.A.S.) which included the following comments:

"We are reasonably well able to supply the specific requirements of these course proposals, possibly as a result of course designers doing the best they can with available materials. Nevertheless we do own most of the required or recommended readings and the Library also holds significant runs of all journals cited. In addition, approval profiles are in place which, with some expansion, will enable us to guarantee reasonable coverage of books published in the major English language publishing centres, although we will certainly incur additional costs as we attempt to provide a more comprehensive collection."

There has been no substantial change in our collection policy for Latin American Studies during the intervening year and the situation I described then remains unchanged. In order to build that "more comprehensive collection" which will be required in order to support the graduate program the collection must be expanded in several directions.

Approval Plan Expansion

Current approval plans are reasonably comprehensive but will require slight expansion in order to provide somewhat more specialized coverage of those geographic areas which the proposal designates as being of particular interest now (Mexico, Central America, Cuba, the Andean countries, etc.) and to further expand in the future with emerging interests such as Brazil. In addition, Library profiles will be reviewed to ensure that specifications for all the multi-disciplinary components of the Latin American Studies Program include Latin American materials. The effect of this will likely be to add some 150 volumes per year to the collection at a total annual cost of \$7,500.

Retrospective Monographs

It is now possible by accessing the OCLC Database, to compare SFU Library holdings of 1978-88 imprints with those of some 927 U.S. libraries of all sizes and types and, more specifically to subgroups of similar libraries. This access is based on Library of Congress classifications, not all of which are amenable to geographic analysis but it is particularly useful for history and literature on a regional basis.

The most appropriate peer group consists of 72 libraries which hold at least 700,000 volumes with an average of some 1,000,000 letterpress volume holdings. We are, in terms of size, about in the middle of this group.

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In addition, the group includes sixteen libraries which are on one of three lists of institutions with programs in Latin American Studies that John Brolman of the Geography Department sent to me. Two of them (San Diego State, Wisconsin-Milwaukee) were in Group I, "the large flagship schools"; six (Alabama, Baylor, Cal. State at Los Angeles, Miami [Florida], Ohio, Southern Methodist) were in Group II, "where we aspire to be"; and eight (Univ. Cal. at Santa Cruz, Denver, South Florida, Trinity, Vermont, Fordham, Western Michigan, West Virginia) were in Group III which was described as being "about where we are now".

As the figures in the following CHART A (Collections Counts) indicate, we are rather solidly placed in the middle of this peer group, albeit somewhat weaker in literature than in history, but there are a significant number of commonly held core titles which are lacking at SFU.

CHART A

COLLECTIONS COUNTS ¹

	<u>TITLES OWNED</u>		<u>TITLES LACKING</u>	
	<u>SFU</u>	<u>AVG. PEER GROUP</u>	<u>AT 25%²</u>	<u>AT 50%³</u>
<u>HISTORY</u>				
Mexico	151	134	42	10
Spanish America	77	80	36	8
Central America	191	164	85	39
South America	<u>107</u>	<u>92</u>	<u>76</u>	<u>28</u>
	(526)	(470)	(239)	(85)
<u>SPANISH LITERATURE</u>				
Spanish America (General)	54	51	11	2
Mexico	60	88	15	5
W. Indies & Central Amer.	45	92	30	10
South America	<u>198</u>	<u>231</u>	<u>28</u>	<u>5</u>
	(357)	(462)	(84)	(22)
<u>PORTUGUESE LITERATURE</u>				
Brazil	<u>27</u>	<u>28</u>	<u>7</u>	<u>2</u>
	(27)	(28)	(7)	(2)
TOTALS:	910	950	330	109

¹ This sample is limited to English language titles published between 1978-88.

² These are the numbers of titles owned by at least 25% of the peer group libraries but not by SFU.

³ These are the numbers of titles owned by at least 50% of the peer group libraries but not by SFU.

There is no reason to assume that we will not find similar gaps in the other disciplines which need similar attention. I suggest that a modest, consistent program of acquisition be implemented over the next decade sufficient to add 100 volumes per year to the collection in order to gradually fill in the gaps of our retrospective collections. This would require an addition to the base budget of \$5,000.

Journals and Newspapers

New and emerging programs have been particularly disadvantaged with respect to journals and newspapers. There have been no funds for new subscriptions and these new programs have not had a basic collection from which cancellations could be made. This is particularly true of newspaper coverage. We subscribe to almost 100 newspapers and the only two published in Latin America are:

GRANMA (Cuba)

EXCELSIOR (Mexico)

At the moment our entire serials list for Spanish and Latin American Studies consists of 34 titles with an average annual expenditure of about \$5,500 -- most of which was in place for the Spanish component of the former Department of Languages, Literature and Linguistics. It is essential that we support the Latin American Studies program with expanded newspaper coverage and new journals. I have requests on hand from Marilyn Gates, Gerardo Otero, and others which will bring to the collection the balanced coverage it requires. An addition, to the base budget, of \$5,000 would supply the most urgent, immediate needs.

Summary

Implementation of the M.A. (L.A.S.) will require an annual addition of \$17,500 to the base budget of the Library to be spent as follows:

Approval Plan Expansion	\$ 7,500
Retrospective monographs	\$ 5,000
Journals and newspapers	<u>\$ 5,000</u>
	\$17,500

Sharon Thomas