



Dartmouth College

HANOVER • NEW HAMPSHIRE • 03755

The Faculty of Arts and Sciences • TELEPHONE: (603) 646-2029

GREGORY S. PRINCE, JR.
Associate Dean

October 4, 1988

Memo To: Committee on Instruction
From: Council for Special Programs
Subject: Latin American and Caribbean Studies Proposal

The Council for Special Programs has voted unanimously to support the enclosed proposal from a group of faculty to create a Latin American and Caribbean Studies Program. The Council has reviewed the program and feels that it meets all of the criteria that we have set forward for reviewing and endorsing interdisciplinary programs.

1. A significant number of Dartmouth faculty are doing research in the field and are committed to supporting and participating in the program.
2. Strong student interest exists in the subject and student enrollments in existing Latin American studies courses are strong. In addition, a number of outstanding independent research projects have been done in a variety of departments and programs focusing on Latin America. The breadth, quality and depth of student interest fully justifies the creation of such a program.
3. The field is intrinsically important and a rich, diverse body of scholarly material exists to be incorporated in this program. As an area studies program, it has many counterparts throughout the United States. The enclosed proposal refers to a number of these programs and compares the structures and approaches that the Dartmouth faculty are proposing with those other programs.
4. Significant scholarly benefits can be achieved by bringing together Dartmouth faculty, many of whom do not have other colleagues in their departments working in the area. Their own interests will be reinforced and enriched doubly by being able to collaborate with colleagues who share a common interest and yet who bring a different disciplinary perspective. A university seminar focusing on Latin America has existed for a number of years and has led both to the creation of this proposal and to the feeling that a greater sense of identity, structure and integration is needed to realize the full potential of the Dartmouth Latin American and Caribbean Studies faculty.
5. A multi-disciplinary, area studies program is a logical way to provide students with an overview of the relationships that exist within the multiplicity of cultures and national histories that comprise Latin America and the Caribbean. The diverse approaches needed to understand any culture make it difficult for any single discipline to do the job adequately.

Moreover, a formal Program will enhance appreciation of Latin America and the Caribbean as a single region. The relationships between the collective sense of the region and its diversity of cultures will be difficult to understand without the structure of a formal Program.

Thus, the Council for Special Programs feels that a very strong case can be made for a Latin American and Caribbean Studies interdisciplinary Program at Dartmouth College. National self interest and the importance of this region for the world reinforce that decision. The educational need certainly has existed for a number of years at Dartmouth reinforced by the scholarly interests of a number of very able and active faculty members. The group now feels that it is representative and comprehensive enough, including faculty from a range of departments to commit time to this endeavor. The Council for Special Programs enthusiastically endorses the program they have presented.

In our deliberations, special attention was paid to the fact that this Program, unlike some of the already established interdisciplinary Programs, will offer a major. Despite the fact that this represents a significant time commitment on the part of the faculty, we believe that the decision to offer a major is a sound one as is the suggested structure for the major.

The concentration afforded by a major will help provide students the breadth and depth necessary to grasp the complexity of Latin America and the Caribbean. The structure outlined, emphasizes both these aspects: a broad overview of Latin America as a region; and a thorough understanding of one dimension of the subject through the perspective of a single discipline. It is precisely the option of majoring in Latin American & Caribbean Studies that makes the Program different from the programmatically unconnected group of courses currently found throughout the curriculum.

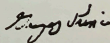
The Council for Special Programs fully supports the program as proposed. It has suggested to the faculty steering committee, however, that it consider developing a special format for the senior year which would incorporate the language requirement into the major. A possible structure might involve a senior seminar, independent research project, and use of the appropriate language. Funds could be available from a grant awarded by the A. W. Mellon Foundation to implement changes in year round operation. The proposals referred specifically to the required senior year. However, our support of the program is in no way contingent upon acceptance by the steering committee of this suggestion for a structural senior year combining a senior seminar, a significant independent research project and use of the appropriate language; and this suggestion need not be acted upon now.

The Council, in voting unanimously to recommend approval of a formal Program in Latin American & Caribbean Studies, was cognizant of the quality of the proposal, the care and thoughtfulness that it received, and the soundness of the program presented.

GSP/pr

Encl.

cc: Bob Griesemer
Dwight Lahr
Marysa Navarro
Dick Sheldon



PROPOSAL FOR AN INTERDISCIPLINARY PROGRAM IN LATIN
AMERICAN AND CARIBBEAN STUDIES AT DARTMOUTH COLLEGE

submitted to the Faculty of Arts and Sciences by:

David Becker
Government

Beatriz Pastor
Spanish and Portuguese

Rodolfo Franconi
Spanish and Portuguese

Julian Perez
Spanish and Portuguese

Kathleen Higgins
History

Bernard Segal
Sociology

Irma Llorens
Spanish and Portuguese

Diana Taylor-Manheimer
Spanish and Portuguese

Vincent Malmstrom
Geography

Keith Walker
French and Italian

Eduardo Mitre
Spanish and Portuguese

Half Zantop
Earth Sciences

Marysa Navarro
History

Deborah Nichols
Anthropology

Summary

This proposal justifies and presents the structure of a formal interdisciplinary Program in Latin American and Caribbean studies. It derives from the teaching and research interests of fourteen members of the Dartmouth faculty, who together represent eight different departments in the three divisions. The Program draws into a coherent form the many courses focusing on Latin America and the Caribbean currently offered to Dartmouth undergraduates and complements them with three new courses plus a senior seminar. The Program will offer a formal major designed to combine regionally focused interdisciplinary courses in the humanities and social sciences with a disciplinary concentration.

The Importance of Latin America and the Caribbean

Latin America, together with the Caribbean, is an undeniably important area in today's ever-shrinking world. According to data compiled by the Inter-American Development Bank, in 1986 the countries of Latin America and the Caribbean had a combined population of over 400 million speaking three major languages. These neighbors, with whom the United States shares the western hemisphere and who have traditionally been closely tied to us, will have an increasing influence on our future. Today's economic and political realities, international interdependence, and global environmental problems make our relations with our neighbors to the south of greater importance than ever before: the international debt crisis, unrest in Central America, and illegal immigration are pertinent examples of this heightened prominence. A thorough comprehension of the modern world must, of necessity, include a knowledge of Latin America and the Caribbean.

Of equal value to the United States is the enhanced self-understanding that can be provided by a properly structured study of Latin America. Our own Hispanic heritage, of historical and contemporary significance, can be deeply informed by a study of Latin America. We share with Latin America and the Caribbean not only a common history but an ethnicity. Today more than 13 percent of people residing in the continental United States belong to cultural subgroups with origins in this region. The Spanish language, second only to English in its frequency of use in international commerce, is our country's second language. Based on current trends, analyses predict that by the year 2000 as much as 15 percent of the United States' population will be of Latin American or Caribbean birth or descent. Evidently, for the United States, more than for almost any other country, the study of Latin American is crucial.

The societies and cultures of Latin America and the Caribbean are rich subjects for scholarly and educational study. From Mexico to southern Argentina, Latin America is composed of diverse countries and embraces cultural models ranging from indigenous Indian communities to

cosmopolitan urban centers. The area's writers currently occupy the center of the world literary stage, as the examples of Carlos Fuentes, Pablo Neruda, Manuel García Márquez, Jorge Amado, Isabel Allende and Clarice Lispector amply demonstrate. Many of them draw their inspiration and materials from the social, cultural, and political experiences of their people and cannot be properly interpreted without some awareness of those experiences. Latin American composers, among them Astor Piazzola, Alberto Ginastera, and Heitor Villa-Lobos, figure prominently in current musical trends. From the pre-Columbian civilizations to the modern era, the material for study in this one world area nourishes numerous disciplines.

Yet despite their participation in a common heritage, their physical proximity, their undeniable international importance, and their vibrant culture, the nations of Latin America and the Caribbean basin remain *terra incognita* to most North Americans. Colleges and universities have an active role to play in combatting this ignorance by including in undergraduate curricula – and in more than token form – the opportunity for a coherent and intensive study of Latin America and the Caribbean, so that today's students can become tomorrow's informed adults.

Latin American Studies at Other Schools

Many universities and colleges across the country have embraced this role and are now committed to providing an education that includes significant study of Latin America and the Caribbean. A *Directory of Latin American Studies in the United States*, prepared in 1986 for the Consortium of Latin American Studies Programs by the Tulane University Center for Latin American Studies, lists 82 institutions that, at the minimum, offer a B.A. degree or certificate in Latin American Studies. Of these, 22 are major National Resource Centers.

A comparison of four Ivy League schools – Brown, Columbia, Harvard, and Yale – showed that each has some form of Latin American concentration. The study also pointed up the great variety in format, with programs ranging from an unofficial certificate at Harvard to a major with a required senior thesis at Yale. Each institution has its own strengths: Columbia sponsors an Institute of Latin American and Iberian Studies and lists an enormous number of related courses drawn from all segments of the university; Brown concentrates on Luso-Brazilian Studies and Portuguese literature; Harvard's Committee on Latin American and Iberian Studies runs a very active and prestigious extracurricular Latin American Seminar; Yale, with its formal major, requires 33% of total courses to be in the major. All the institutions require a specified level of language competency in Spanish or Portuguese.

The proposed Latin American and Caribbean Studies Program at Dartmouth (described below), which takes advantage of our institution's flexibility to

create a formal interdisciplinary structure that is not a traditional department, will certainly compare favorably with the activities at the other schools. Ours will be the only program to offer its own introductory and intermediate level courses; only one other (Yale) offers a comparable interdisciplinary senior seminar. Our list of related courses is longer than Brown's. Yale's list may be no more complete than ours if courses not regularly offered are discounted; ours is more diverse in Spanish literature. The Dartmouth program may well be the strongest of all in the performing arts, particularly Latin American theater.

Latin American and Caribbean Studies at Dartmouth

Dartmouth traditionally has been strongly committed to an internationalization of its curriculum. We need not enumerate here the array of off-campus programs, the high percentage of student participation in them, and the infusion of the international perspective into the curriculum; suffice it to recall President Freedman's recent reiteration of the College's commitment to international studies. Yet for all this, and over many years, the comprehensive study of Latin America and the Caribbean from a variety of well-integrated disciplinary perspectives has been relatively ignored. Latin American and Caribbean studies have never been stressed, nor has the area ever been the focus of a formal program or department. In fact, Latin American studies at Dartmouth is conspicuous by its absence, even compared to other schools less deeply involved with international studies. The only other Ivy League institution not to offer a concentration in Latin American studies is the University of Pennsylvania. By establishing a Latin American and Caribbean Studies Program, Dartmouth will be remedying an historic omission.

Despite the absence of a concentration in Latin American and Caribbean studies, Dartmouth has been fortunate to be able to play host to a number of activities connected with the region. The College is the home of exceptional murals by one of the foremost Mexican muralists, José Clemente Orozco. Scholarly conferences on campus have focused, variously, on Orozco's work, Latin American literature, and contemporary Latin American drama. Theatre productions have included plays by leading Latin American playwrights. Off-campus programs in the departments of Spanish and Portuguese, Earth Sciences, and Biology enable undergraduates to study in Mexico and the Caribbean. Many Dartmouth alumni have become prominent experts on Latin America. The College faculty also boasts a significant number of scholars respected for their research on this important world area. As research translates into teaching, Dartmouth students have been offered courses in many aspects of Latin American culture. Heretofore, however, these courses, distributed throughout many departments, have lacked a coherent structure to unite them.

Recognizing the importance of the Latin American literary tradition, the Department of Spanish and Portuguese created a Latin American concentration for its majors. Despite its success, however, the program is of interest mostly to students whose primary concern falls within the area of language and literature. Sponsorship by a single department is bound to limit the audience for such a program. No single College department can adequately offer the range of approaches required to concentrate on a world area in a comprehensive way. Rather, a thorough understanding of a region comes through study in depth of the multiple aspects of society and culture – language, history, the arts, the economy, political institutions and practices, etc. – in their interaction with the natural environment. Such a multifaceted comprehension combines disciplinary rigor with a regional geographic focus and teaches students that, for instance, the history of a region does not and cannot exist separately from its geography and languages.

Dartmouth, in its creation of a Program in Asian Studies, affirmed its support for this type of regionally focused study. The success of Asian Studies, as documented by student interest, student achievement, and the recent expansion of the West Asian component, attests to the wisdom of that decision. The College is now in an excellent position to advance further in its commitment to international studies. In response to the growing importance of the field, the lively faculty interest in the area, and student response to the courses now available, we propose that a formal interdisciplinary Program in Latin American and Caribbean studies (LACS) be incorporated into the Dartmouth College curriculum.

LACS Faculty and Library Support

As with the other formal Programs, LACS will include faculty from many departments. The present group, listed on the cover page of this proposal, represents eight departments in the three divisions. Although a future expansion conceivably could entail the allocation to LACS of additional FTE and faculty hired specifically to teach in the Program, as herein described LACS utilizes faculty already at Dartmouth and capitalizes on their strengths.

The current Dartmouth College Library collection is more than adequate to support the undergraduate program in Latin American and Caribbean Studies. A special bibliographer, Luis Villar, is employed by the Library to handle material from this world area. External funds will be sought to further augment the collection over the next 5 years.

LACS Structure

In order to provide coherence to the many courses now offered on Latin America and the Caribbean, and to ensure that such coherence is not provided at the cost of disciplinary rigor, the Program will offer a major that includes:

- Prerequisite interdisciplinary components, to provide a basis for further study of Latin America and the Caribbean
- Regional studies courses focusing on Latin America and the Caribbean
- A disciplinary concentration to encourage in-depth study from a perspective selected individually by each student
- Language study

See pages 5-8 for a more detailed description of the major.

The prerequisite interdisciplinary components will focus on the social sciences and on literature; they, together with the distribution of regional studies courses, will create a comprehensive regional perspective for the student major's required courses in a single discipline. In selecting their regional studies course, students will be required to choose from offerings in the humanities and social sciences, thereby ensuring a multifaceted learning experience. Proficiency in either Spanish or Portuguese will be required, since a familiarity with at least one language of the region is crucial to a proper comprehension of its culture.

LACS Courses

Dartmouth currently offers many courses that we have drawn upon to form the basis of the Program (see Appendix 1). These include literature courses in the departments of Spanish/Portuguese and French/Italian (taught in the foreign languages), and in Comparative Literature (taught in English). Also well represented are the social sciences: anthropology, geography, government, history and sociology. The College does not presently list courses in either art history or music specifically concentrating on Latin America although Art History 54, *The Will to Abstract*, examines examples from pre-Columbian Meso-American art and architecture.

Mainly lacking are courses to provide the requisite broad view of the area. We propose to create three courses, all taught in English, to fulfill this need.

- An interdisciplinary introduction to Latin America and the Caribbean, including a background in geography, history, political science, and anthropology
- An introductory survey of Latin American and Caribbean literature
- A senior seminar

The first two are the prerequisite interdisciplinary components referred to above and will be required of all LACS majors. The third, also required of all majors, counts toward the total major credit; its content will vary from year to year, with the focus determined by the teaching faculty. Since they form the cornerstone of the program, we expect to create the first two courses as soon as LACS obtains College approval.

In addition, two faculty members (Half Zantop, Earth Sciences, and David Becker, Government) are planning to develop a course on the relationship of natural resources to development in Latin America. We anticipate that as the Program matures, other faculty - both individually and collaboratively - will develop new courses specifically focused on Latin America and the Caribbean.

Additional Staff

The faculty expertise currently available appears sufficient to staff most of the new courses. The Program should be assigned, however, a minimum of 1.5 FTE to cover the redistribution of faculty teaching time for the four new courses and compensation for the Program chair. LACS faculty sponsors plan to seek a grant to help initiate the program. The grant proposal will include funds for 1.0 FTE during the first 2-3 years.

An office and at least a part-time administrative assistant will also be necessary. Again, at least partial support for both will be included in the grant request.

THE MAJOR IN LATIN AMERICAN AND CARIBBEAN STUDIES

The standard major in Latin American and Caribbean Studies consists of eight (8) courses, not counting prerequisites. The following distribution of courses is designed to ensure both a broad exposure to Latin American and Caribbean studies and the theoretical and empirical rigor of study in a single discipline.

I. Prerequisite requirements not counting toward major

A. Language Competency.

Demonstrated competency in Spanish or Portuguese equivalent to Spanish 3 or Portuguese 3. This requirement must normally be satisfied before the end of the sixth term. Students are strongly encouraged to study a second language, preferably Portuguese, Spanish, or French.*

B. Introduction to Latin American and Caribbean Studies (LACS 1).

LACS 1, taught in English will include elements of geography, political science, history and anthropology.

* Students planning to take a Foreign Studies Program (FSP) must fulfill departmental requirements.

- C. Survey of Latin American and Caribbean Literature (LACS 4).
Taught in English, this course will introduce students to major figures and trends in Latin American and Caribbean literature.

II. Courses counting toward major

A. (3 courses)

To provide a broad base of regional studies, each student will select three courses from the LACS list (see pages 9 and 10) so as to include:

- 1 course in history
- 1 course in the other social sciences (anthropology, geography, government, sociology or LACS 30)
- 1 course in the humanities

B. (4 courses)

To provide concentration in a discipline, each student will select four electives from a single department that participates in the Program.

C. (1 course)

- Senior Seminar (LAS 80). Required of all majors.

Students may fulfill their humanities LACS requirement (under A) by taking the Spanish FSP in Mexico, which counts as two credits toward the College degree requirement. Only for those students choosing their electives (B) from the Spanish department, one credit of this FSP may be counted toward the four courses required under B.

Modifying another Major with LACS

Students wishing to modify another major with LACS must take the two LACS prerequisites (LACS 1 and LACS 4) and two of the three regional studies courses listed above in Section A. The College language requirement should be satisfied with either Spanish or Portuguese.

HONORS PROGRAM

Latin American and Caribbean Studies majors will be invited to participate in the Honors Program if, after seven Dartmouth terms, they have achieved both an overall College GPA of 3.0 and a major GPA of 3.0. Others interested in the Honors Program should petition for admission as early as possible in their fourth term prior to graduation.