PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE MAJOR

IN LATIN AMERICAN STUDIES

University of Oregon
College of Arts and Sciences
Anthropology, History, Romance Languages, Political Science, International Studies, Geography, Environmental Studies, Ethnic Studies, Sociology, Educational Leadership Technology and Administration
[CIP Designation]

Description of Proposed Program

1. Program Overview

a. Proposed CIP number

b. Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.

This program will offer University of Oregon students the possibility of pursuing an interdisciplinary major degree in Latin American Studies. The study of Latin America has been thriving for many years at our institution, and its importance has increased due to a number of socio-political and demographic trends, including, but not limited to, the historical and increasing ties between the United States and the region, and the growing population of Latino descent in the United States in general and in Oregon in particular. Interest in the study of Latin America among our students has been also growing steadily, and the community of employers around the state is increasingly looking for graduates with expertise in the culture, history, socio-economic reality, languages, and politics of the region. The time is ripe for our University to address the reality of an increasingly interconnected hemisphere and the academic challenges posed by the above-mentioned trends.

We currently offer a minor degree in Latin American Studies. Related specialties and emphases include major and minor degrees in Spanish, International Studies, and Ethnic Studies, and concentrations in various other departments such as History, Anthropology, and Sociology.

c. When will the program be operational, if approved?

The program could be operational as early as the fall 2008 term.
2. Purpose and Relationship of Proposed Program to the Institution’s Mission and Strategic Plan

a. What are the objectives of the program?

The main objective of the major in LAS is to provide students with a general and concentrated knowledge of Latin America from a multidisciplinary perspective. A major in LAS will enhance the ability of our students to grapple with—and contribute to—contemporary issues, debates and policies regarding international relations, transnational migration and exchanges, economic and cultural processes of globalization, and intra-hemispheric relations. It also seeks to create an institutional reference that would facilitate the exchange of knowledge on Latin American issues with other Universities in the country and abroad. Finally, it will also add some visibility to the University of Oregon in a field that traditionally has not been distinctively supported by any academic institution in Oregon.

b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

The LAS major supports two of the basic statements of the University of Oregon mission. One, its commitment to “international awareness and understanding and to the development of a faculty and student body that are capable of participating effectively in a global society”; and two, the “acceptance of the challenge of an evolving social, political, and technological environment by inviting and guiding change rather than reacting to it.” In addition to that, the LAS major will greatly contribute to realize the goal of bringing more diversity to the University of Oregon and to have that reflected in its program and course offerings. Finally, the university’s commitment to inter-disciplinary teaching and research will be enhanced by the approval of a LAS major, which will join the growing number of such programs on campus (Ethnic Studies, International Studies, Women’s Studies, Environmental Studies, Religious Studies, Asian Studies, and many others).

c. How does the proposed program meet the needs of Oregon and enhance the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities?

The LAS major will greatly enhance the capacity of the state to respond to the challenges presented by the presence of a growing population of Latino origin in Oregon, and the increasing interconnection between Latin American countries and the United States’ society and economy. The population of Latino origin constitutes now the first ethnic minority among the US population. The flow of people, commodities, and information between Latin America and the US has dramatically increased in the last decade. There is a clear need in Oregon for more graduates with a thorough knowledge of Latin American and Latino cultures, peoples, languages, and societies, so that they could work with (and for) the increasing number of Latinos in the state and the growing number of businesses that have connections with Latin America. Graduates with an expertise in Latin American Studies are essential for the integration of Latinos in the state, and therefore to support the social well-being of the community. Moreover, within a
more globalized modern world, knowledge of Latin America is a necessary competence in order to successfully develop relationships with countries south of the US border.

3. **Course of Study**

a. Briefly describe proposed curriculum
   i. Slash courses (i.e. 400/500-level) should be listed as such
   ii. Include course numbers, titles, credit hours

The major in LAS requires a minimum of 48 credits, passed with grades of C-/P or better, distributed as follows:

**REQUIRED COURSES**

1. LAS 200 (Introduction to L.A. Studies)  4 cr.
2. 1 course chosen from LAS 211-212  4 cr.
3. 2 courses chosen from HIST 380-381-382  8 cr.
4. SPAN 318 and SPAN 319  8 cr.
5. LAS 407  4 cr.

**ELECTIVE COURSES**

6. 20 credits in elective courses related to LA  20 cr.

**Total:** 48 credits

Of the total 48 credits required for the LAS major,

- No more than 16 credits can be taken in a single department
- No more than 12 credits in lower division courses will count towards the major
- At least 28 credits must be taken on the Eugene campus.
- A maximum of 8 credits in independent studies or internships will count for the major.
- At least 8 credits must be taken in pre-18th century courses.
- Up to 16 credits in courses related to the study Latino/a, Chicano/a, and/or Hispanics in the US may also count toward the major.
- No more than 8 credits can be taken as P/N.
- At least 8 credits would have to be taken in Social Sciences departments other than History (Political Science, Anthropology, Geography, Sociology, and Economics, Ethnic Studies, International Studies).
- The program strongly encourages students to study or do an internship at least for one term in a Latin American country. Students are urged to speak to an advisor as early in their program as possible to discuss how best to integrate their study abroad plans with the requirements of the LAS major.
Language requirement. In addition to the minimum of 48 credits in required and elective courses, all LAS majors are required to demonstrate third-year level of proficiency in Spanish or Portuguese. This will entail completing (with a C-/P grade or better) the basic 2 years of college-level language courses and taking at least four 300-level courses taught in the respective foreign language (such as SPAN 301, 303, 305, 318 or 319).

Notes
1. First- and second-year Portuguese instruction is currently being offered by the Yamada Language Center. Students already proficient in Portuguese—either learned somewhere else or spoken as a native language—could use that language to fulfill the requirements for the LAS major.
2. Because of our requirement that LAS majors take SPAN 318 and 319, which are taught in Spanish, it is to be expected that all our majors will be proficient in Spanish at a level beyond the basic two years of language instruction.
3. However, LAS majors who fulfill the language requirement with Portuguese may substitute 318 and 319 with equivalent upper division literature courses taught in Portuguese.
4. We plan to submit course proposals for all the new LAS courses once the major is approved.
5. The LAS minor program of courses will necessarily suffer adjustments once the LAS major is approved. It is conceivable that the new LAS courses listed above will also become requirements for the LAS Minor.

List of current courses that will satisfy LAS major requirements

a) Courses currently listed in the University of Oregon catalog and that are offered regularly:

ANTH 325 The Americas: Indigenous Perspectives (4 cr.)
ANTH 326 Caribbean Societies (4 cr.)
ANTH 329 Immigration and Farmworkers Political Culture (4 cr.)
ANTH 352 The Ancient Maya (4 cr.)
ANTH 433 Native Central Americans (4 cr.)
ANTH 434 Native South Americans (4 cr.)
EC 480/580 International Finance (4 cr.)
EC 481/581 International Trade (4 cr.)
ENG 363 Chicano and Latino Writers (4 cr.)
ENG 364 Comparative Ethnic American Literature (4 cr.)
ES 254 Introduction to Chicano and Latino Studies (4 cr.)
GEOG 214 Geography of Latin America (4 cr.)
HIST 380 Pre-Hispanic and Colonial Latin America (4 cr.)
HIST 381 Latin America, 1750-1910 (4 cr.)
HIST 382 Latin America, 1910 to the present (4 cr.)
HIST 480/580 Mexico (4 cr.)
HIST 482/582 Latin America’s Indian Peoples (4 cr.)
HIST 483/583 Topics in Latin American History (4 cr.)
MUS 359 Music of the Americas (4 cr.)
PS 255 Mexican Politics (4 cr.)
PS 463/563 Government and Politics of Latin America (4 cr.)
SPAN 301 Identidades Hispanas (4 cr.)
SPAN 303 Expresiones artísticas (4 cr.)
SPAN 305 Cambios Sociales (4 cr.)
SPAN 318 Survey of Spanish-American Literature (4 cr.)
SPAN 319 Survey of Spanish-American Literature (4 cr.)
SPAN 328 Hispanic Literature in the United States (4 cr.)
SPAN 436/536 Contemporary Mexican Literature (4 cr.)
SPAN 437537 Contemporary Latin American Verse (4 cr.)
SPAN 450/550 Colonial Latin American Literature (4 cr.)
SPAN 451/551 Sor Juana and Her Context (4 cr.)
SPAN 480/580 19th-Century Spanish-American Literature (4 cr.)
SPAN 490/580 20th-Century Latin American Literature (4 cr.)

b) Sample of courses taught under generic names and that are likely to be taught again and count for the LAS major

ANTH 310 Indigenous Peoples’ Rights in South America (4 cr.)
ANTH 410/510 Gender, Sexualities, and the State in Latino/a America (4 cr.)
ANTH 410/510 Latin American Society and Development (4 cr.)
GEOG 475/575 Geography of Development in Latin America (4 cr.)
HIST 199 Soccer and Society in Latin America (4 cr.)
HIST 407/507 Latin American Indigenous Peoples (5 cr.)
HIST 407/507 Spiritual Conquest of the Americas (5 cr.)
HIST 407/507 Race and Ethnicity in Modern Latin America (5 cr.)
HIST 407/507 City and Society in Modern Latin America (5 cr.)
HIST 483/583 Intellectuals and Ideas in Modern Latin America (5 cr.)
HIST 483/583 The Cold War in Latin America (4 cr.)
HIST 399 War and Nationalism in Latin America (4 cr.)
INTL 407/507 Development and Society in Latin America (4 cr.)
JDST 399 Jews in Latin America (4 cr.)
PS 399 The Mexican Revolution (4 cr.)
PS 410 Contemporary Governments in Latin America (4 cr.)
SPAN 407/507 Imagining the Cuban Body Politic (4 cr.)
SPAN 407/507 Nation against People: Contemporary Chilean Literature (4 cr.)
SPAN 407/507 Carlos Fuentes (4 cr.)
SPAN 407/507 José Martí (4 cr.)
SPAN 407/507 Post-modernism in Latin America (4 cr.)
SPAN 490/590 Raza, género y mestizaje en América Latina (4 cr.)
SPAN 490/590 Cuba in the Special Period (4 cr.)

Honors in Latin American Studies
Students may opt to graduate with Honors in Latin American Studies by successfully completing an Honors Thesis. This option will be restricted to students keeping a 3.75 or higher GPA in all the courses taken to fulfill the requirements of the major, and an overall 3.5 GPA or higher. Interested students must seek a prospective advisor no later than the spring term of their junior year. Students are encouraged to use the Research Paper written for LAS 407 as a foundation for their Honors Thesis.

b. Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions

LAS 200. “Introduction to Latin American Studies,” 4 credits. This course will offer an overview of the field of Latin American Studies, will introduce students to interdisciplinary and critical ways of thinking, will expose them to various theoretical and methodological approaches, and will survey some of the key areas of research and teaching in the field. Students will then be prepared to take courses in specific departments while keeping an interdisciplinary perspective. This course will be offered once every year.

LAS 211, “Topics in Latin American Studies - Humanities.” 4 cr. This will be a comparative course that will focus on different aspects of Latin American societies through the lenses of the humanities. We plan to offer it once a year, with rotating faculty. Examples of topics include, but are certainly not limited to, Literature and Nationalism in Latin America; Poetic Traditions in Latin America; Latino/Chicano literature; Baroque Art and Literature.

LAS 212, “Topics in Latin American Studies – Social Sciences” 4 cr. This will be a comparative course that will focus on different aspects of Latin American societies through the lenses of the social sciences. We plan to offer it once a year, with rotating faculty. Examples of topics include, but are certainly not limited to, Immigration in Latin America and the US; Social Movements in Latin America; Environmental issues in Latin America; Political Cultures in Latin America; Gender and Race in Latin America; and History of Indigenous Peoples.

LAS 407, Seminar. Title and topic will vary every year. This is intended to work as a capstone seminar for LAS majors. Intense reading, discussion, and the writing of a research paper will be central components of this course. When appropriate, we will encourage our graduating majors to connect the writing of a research paper with an Honors Thesis.

c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) The role of technology, and (2) the use of career development activities such as practica or internships.

Depending on the specific topic to be taught, some of the following nontraditional learning modes could be used:

- Different types of interactive experiences with members of migrant communities (oral interviews, data gathering exercises, ethnographic research).
- Internships and practica with local organizations (E-LAW, Amigos de los Sobrevivientes,
Centro Latino, and others).
- Exposure to the growing number of academic activities related to Latin American issues, such as symposia, speakers series, film series, workshops, work-in-progress presentations.
- Participation in summer workshops aimed at high-school students and their parents, that are currently being planned by the proposed Center for Latino/a and Latin American Studies.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Among the learning outcomes we expect students to achieve are the following:

- Superior mastering of the Spanish (and, in the future, Portuguese) language.
- Expert knowledge of the history and diversity of the region’s population.
- Solid understanding of the past and present inter-connectedness between Latin America and the United States.
- Sensitivity to learning about, and working within, multicultural communities.
- Strong research skills, based on solid theoretical foundations and hands-on research experience.
- Development of a critical attitude towards information and knowledge about the region and the larger globalized world.
- Advanced inter-disciplinary skills.

4. Recruitment and Admission Requirements

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

We see our proposed program as fulfilling both objectives. On the one hand, a significant number of students already enrolled at the UO (see below for some statistical evidence) are interested in declaring a LAS major if available. The steady number of LAS minors we have served over the last few years is another indication of this interest. Double-majoring in LAS and other, relevant discipline (Spanish, International Studies, or History, to mention a few choices) is a strong aspiration among many UO students. On the other hand, the University is missing the opportunity to recruit prospective students because of the lack of a Latin American Studies major. Most, if not all, comparable schools around the country—and certainly in neighboring states such as California and Washington—offer that option, and thus have a comparative advantage over us. Of critical importance is the ability to recruit Latino/a students who will find themselves attracted to the idea of majoring in Latin American Studies and may decide to attend the University of Oregon. The approval of a LAS major—along with other initiatives, such as the creation of the proposed Center for Latino/a and Latin American Studies Center—will definitely serve as a great recruiting tool for prospective students from Oregon and elsewhere.

b. Are any requirements for admission to the program being proposed that are in addition to admission to the institution? If so, what are they?
No, there are not any such requirements.

c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?

No, we will not impose any enrollment limitation.

5. Accreditation of the program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

To the best of our knowledge, there is no accrediting body for this type of program and no established standards exist in the area of Latin American Studies.

b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

Not applicable.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?

Not applicable.

Need

6. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)

The strongest evidence we have of the need for the program comes from both students’ interest and faculty requests. We have polled students on various occasions and the results strongly suggest the need for this program. More recently, during the week of Oct. 15-19, 2007, we polled 1,011 students in 30 undergraduate courses, and 982 of them (97.1%) considered that the UO should offer a LAS major. A significant number of them (229) indicated that they would be interested in declaring it if available.

On the other hand, the growing number of faculty members on campus with an expertise in Latin
American Studies are strongly in favor of a LAS major, as evidenced in the unanimous support this proposal has received since its first inception many years ago. LAS faculty is widely recognized as a energetic, collegial, integrated, and interdisciplinary-minded group of scholars, most if not all of them with a national and international reputation. A Latin American Studies major will fulfill a long-held aspiration among our faculty.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

Employers at the local, regional, and national levels are growing more appreciative not only of the knowledge of Spanish, but also of a demonstrated expertise in the history, culture, political developments, and economic realities of the countries of Latin America. Oregon is feeling mounting pressures to compete more effectively with other Western states in this international arena and to educate its university students to rise to this challenge.

On the other hand, standard job requirements in our service area increasingly include the ability to work effectively within a multi-cultural workplace, and the state of Oregon has a steadily diversifying population. Latinos constitute more than 11 percent of the total population of the state, and there are no indications that the pace of growth of the Latino population will decline. UO graduates with a Latin American Studies major will be better equipped to meet the needs of both employers of Latinos and Latino consumers and clients inside and outside the state.

Public service offices, in particular, are in daring need of employees with the kind of qualifications our program will furnish. Legal, educational, and health-related services, for instance, are growing more and more concerned with the socio-demographic reality of our state, and will be very attracted to employing UO graduates with an expertise in Latin American Studies.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

The LAS major would primarily serve students with a strong interest in Latin American issues and that currently have no way of fulfilling their goal of graduating with a degree that reflects that interest. Many of them will probably double-major (Spanish, History, Ethnic Studies, and International Studies majors are likely candidates to choose this option). The LAS major would also attract and serve the growing numbers of Latino/a students at the UO. We anticipate that the number of LAS majors would easily reach 50 or more during the first year and would likely increase over time. A conservative estimate would put the number of LAS majors during the first five years of the program at about 200.

This estimate is based on the polls mentioned above, and on the fact that the LAS minor has been quite successful over the years. In fact, it is the most popular minor among the programs that do not offer a major. By the end of the 2006-07 academic year, we had 57 LAS minors. 18 students...
graduated in the spring and 1 in the summer with a LAS minor degree.

d. Are there any other compelling reasons for offering the program?

Besides all the reasons mentioned above, approving a LAS major would allow our University to be much more competitive in attracting first-rate faculty and students, both undergraduate and graduate. A survey of comparable research universities clearly shows that we are one of the very few that does not yet offer a LAS major. Whenever we have been trying to recruit a new faculty member with a specialty in Latin America, the existence of a LAS minor granting-program and the possibility of having a LAS major have been valuable selling points.

This is particularly critical since no public university in the state offers a LAS major, and the only one that exists in the state of Oregon, is offered by Willamette University, which has a faculty three times smaller than ours. The UO could jump ahead of what will most likely be a predictable trend by approving the first LAS major in a public university in Oregon.

e. Identify any special interest in the program on the part of local or state groups (e.g. business, industry, agriculture, professional groups).

Among the many special interest groups that would be quite interested in graduates with a LAS major are the following:

- Health organizations.
- K-12 educational institutions.
- Community Colleges.
- Legal institutions – courts, attorneys, law schools.
- Non-profit organizations.
- Companies conducting business in Latin America or seeking to attract immigrant workers.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or placebound students.

While we do not discard the possibility of making this program available to these types of students, we do not have the resources to do so at the present time.

**Outcomes**

**7. Program Evaluation**

a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used).

Several criteria could be used to determine the degree to which our program will meet its objectives.
i) Number of LAS majors. This is an easily quantifiable criterion, and it will allow us to determine the degree to which we are doing a good job at recruiting, retaining, and graduating a substantial number of UO students.

ii) Placement of graduating LAS majors. We will keep track of our LAS majors and evaluate how successful we are in helping them find appropriate and fulfilling job opportunities.

iii) Periodical external reviews. As is the case with most Departments and Programs, we will work with the appropriate institutional units to conduct periodical (i.e. decennial) external reviews by a committee of experts in the field.

iv) Periodical internal reviews. In conjunction with the external review, we will also seek and facilitate a process of internal review by a committee of UO faculty with an expertise in international and interdisciplinary research and teaching.

v) Student and faculty evaluations. We will periodically conduct evaluations by both students and faculty in order to assess the degree to which the program is fulfilling their expectations and figure out ways to address possible shortcomings or gaps.

b. How will the collected information be used to improve teaching and programs to enhance student learning?

We foresee various ways in which the information gathered about the program will help us enhance student learning:

i) Creation or modification of existing courses to satisfy both students’ and faculty expectations.

ii) Identification of ways of improving the relationship between the program and the larger community.

iii) Setting up faculty hiring priorities, in conjunction with contributing departments.

iv) Taking into account feedback from internal and external review committees.

v) Working more closely with existing programs and units with which we have programmatic affinities (Department of Romance Languages, International Studies, Ethnic Studies, and others) and/or developing ways of integrating more closely with other units with which we do not have strong ties as of yet (some professional schools, natural science departments, and others).

8. Assessment of Student Learning

a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?
The key criteria for assessing student learning will be their GPA. We aim at maintaining a high GPA among our majors, and will regularly monitor their performance to be able to make adjustments. Breaking up their GPA into satisfying and non-satisfying courses would also help us identify where the root of the problem (if any) lies.

One way in which student learning assessment will be embedded in the curriculum is by requiring a minimum 3.5 GPA to opt for graduating with Honors.

b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

Besides the above-mentioned criteria based on students’ GPA, graduate outcomes could be assessed using the following criteria:

i) Number of students that opted for Honors.
ii) Number of students that had enrolled in Study Abroad programs, an experience that we consider critical in their formation.
iii) Number of students that double-major or graduate with one or more minors. This will tell us a great deal about the way in which our program is suitable for students with a range of academic interests.
iv) Number of students that have job offers or graduate admission offers by the time they graduate.

c. Is a licensure examination associated with this field of study?

No.

Integration of Efforts

a. List all other closely related OUS programs

- Latin American Studies Minor at Western Oregon University
- Latin American Studies Minor at Eastern Oregon University
- Latin American Affairs Certificate at Oregon State University
- Latin American Studies Certificate at Portland State University

b. In what way, if any, will resources at other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

We do not foresee any type of formalized resource-sharing mechanism embedded in our program, but we definitely see our program as being part of a growing network of similar already existing or future programs, as well as a step in the direction of further integration with Latin American Studies faculty and students throughout the state of Oregon. We plan to take advantage of any possibility to bring faculty from those schools to our campus and expose our
students to their expertise. We also plan—in conjunction with the proposed Center for Latino/a and Latin American Studies—to strengthen the dialogue and interaction between our faculty and colleagues around the state, which will undoubtedly have very positive effects on our ability to fulfill our objectives. Finally, we expect our program to continue being a point of reference for schools around the state and beyond: the growing prestige and visibility of our faculty and Program will become a resource that other schools would like to take advantage of. No other school in the state has the number of faculty with expertise in Latin American Studies, and no other school in the state hosts more LAS-related events (symposia, lectures, film series, outreach activities) than the UO.

d. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There may be an impact, not on the actual enrollment numbers or faculty workload at other institutions, but on the quality and specific academic interest of the students that attend one or another such institution. As noted above, we would become the only public university in the state to offer a Latin American Studies major, and we expect that a number of students will choose to come to the UO to pursue that degree.

Resources

10. Faculty

a. Identify program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

A Latin American Studies Committee has been functioning for more than 10 years as the coordinating body for faculty whose specialty contributes to the study of Latin America on our campus. It offers an academic setting to discuss issues pertaining to our teaching and to the pursuing of interdisciplinary work among LAS faculty. The Latin American Studies Program is the academic unit in charge of administrating the LAS minor and will also do so for the LAS major once it is approved. In structural terms, the Latin American Studies Program is one of the units that constitute the Oregon Consortium of International and Area Studies (OCIAS). All participant faculty in our committee and program, listed below, have appointments in other departments or programs. Once the major is approved, academic advising will be mainly the duty of the Program Director. In the case of students wishing to write honors theses, we will refer them to appropriate faculty members who could serve as Thesis Advisors. The existing Latin American Studies Committee will become the Program’s governance body and will be making decisions about curricular and other academic issues. An Advisory Committee will be formed and its duties will be similar to those of other programs and departments.

List of participant faculty (all the faculty members listed below are currently part of the Latin American Studies Committee).
Michael Aguilera, Assistant Professor, Department of Sociology. Areas of specialization: social networks and economic behavior, labor markets, immigration, ethnic relations.

Carlos Aguirre, Associate Professor, Department of History. Areas of specialization: slavery and race relations, social movements, intellectual history, criminal justice history, human rights.

Monique Balbuena, Assistant Professor, Clark Honors College. Areas of specialization: Jewish diaspora, Brazilian literature and culture.

Cecilia Enjuto Rangel, Assistant Professor, Department of Romance Languages. Areas of specialization: 19th and 20th century Spanish and Latin American Poetry; Transatlantic Studies; Comparative literature; Literature, Cinema and History.

Juan A. Epple, Professor, Department of Romance Languages. Areas of specialization: 19th- and 20th-century Latin American literature, short-story theory, Hispanic literature in the United States

Linda O. Fuller, Professor, Department of Sociology. Areas of specialization: development and alternatives to development, comparative socialism, social change, intersections of inequalities (North/South, class, race, gender, environment, work).

Pedro García-Caro, Visiting Assistant Professor, Department of Romance Languages. Areas of specialization: 19th, 20th, and 21st Century Latin American, American, and Spanish literatures; nationalism and national identity in the literatures of the Americas and Spain; intellectual and literary discussions of mexicanidad, hispanidad and Americanness.

Leonardo García-Pabón, Professor, Department of Romance Languages. Areas of specialization: Literature of Bolivia; Latin American Colonial Literature; Andean Cultures and Literatures; Contemporary Latin American Poetry; Literary Theory.

Amalia Gladhart, Associate Professor, Department of Romance Languages. Areas of specialization: 20th-century Latin American literature, theater, feminist studies

Anna Gruben, Assistant Professor, Department of Political Science. Areas of specialization: Comparative Politics, Brazil, civil society, development, resource management.

Michael Hames-Garcia, Associate Professor, English and Ethnic Studies. Areas of specialization: Chicana/o & U.S. Latina/o literatures and cultures; Gay & Lesbian Studies; Critical Prison Studies; Theories of Identity and the Self.


James Harper, Assistant Professor, Department of Art History. Areas of specialization: Art of
the renaissance and baroque periods; Spanish and Latin American art.

**Derrick Hindery**, Assistant Professor, International Studies Program. Areas of specialization: Environmental studies, Indigenous peoples, social movements, Bolivia and the Andean region.

**Linda Kintz**, Professor, Department of English. Areas of specialization: the intersections between logics of representation and cultural politics; performance; live theatre and everyday life.

**Kathryn A. Lynch**, Adjunct instructor, Environmental Studies Program. Areas of specialization: community-based natural resource management; environmental studies; medicinal plants.

**Gabriela Martínez**, Assistant Professor, School of Journalism and Communication. Areas of specialization: International Communication; Women, Minorities and the Media; Mass Media and Society; Documentary Production; Electronic Field Production.


**Dayo Mitchell**, Assistant Professor, Clark Honors College. Areas of specialization: Atlantic history, race, British empire, Caribbean history.

**Lise K. Nelson**, Assistant Professor, Department of Geography. Areas of specialization: international rural development, gender, Latin America, and immigration from Latin America to the United States.

**Priscilla Ovalle**, Assistant Professor, Department of English. Areas of specialization: film and media studies; representation of race, dance and sexuality in film, archival research and media production.

**Amanda Powell**, Senior Instructor, Department of Romance Languages. Areas of specialization: 16th and 17th century Spanish and Colonial Latin American women writers; convent writings and lyrical texts; Sor Juana Ines de la Cruz. Literary translation.

**Irmary Reyes-Santos**, Visiting Assistant Professor, Ethnic Studies Program. Areas of specialization: Caribbean and Latin American Studies, African Diaspora Studies, Globalization Studies, Gender and Sexuality, Colonialism.

**Philip Scher**, Assistant Professor, Department of Anthropology. Areas of specialization: the politics of cultural identity; popular and public culture; transnationalism; the Caribbean diaspora to North America and Europe, West Africa, Folklore and contemporary critical theory.

**Lynn Stephen**, Professor, Department of Anthropology. Areas of specialization: culture and politics; political identities and their articulation with ethnicity, gender, class, and nationalism in relation to local, regional, and national histories, cultural politics, and systems of governance in
Latin America.

**Analisa Taylor**, Assistant Professor, Department of Romance Languages. Areas of specialization: Mexican literary and social history; Indigenismo.

**Tania Triana**, Assistant Professor, Department of Romance Languages. Areas of specialization: Caribbean Studies, Cuban literature and culture, Gender and African Diaspora Studies, Latino Studies, race theory, cultural studies.

**David J. Vázquez**, Assistant Professor, Department of English. Areas of specialization: the relationship(s) between autobiographical forms of narration and social movements; Latino/a cultural nationalist movements.

**Stephanie Wood**, Senior Research Associate, Wired Humanities Project and CSWS. Areas of specialization: Colonial Latin America; Mexican ethnohistory; gender; Indigenous peoples; digital media and research.

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program’s operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?

The way we have designed the program does not require the hiring of new faculty to initiate it or to guarantee its functioning during the first four years. In the long run, though, it would be desirable to add two new faculty members who may be hired as full-time faculty in our program, or who will hold shared appointments with other units. This is desirable to strengthen the stability and continuity of the program and to make sure that it grows in visibility and institutional development.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

Latin American Studies currently shares office space and staff with other International and Area Studies within OCIAS (Oregon Consortium of International and Area Studies). There is no immediate need to add more personnel to the staff already existing. A slight increase in the workload of OCIAS’s undergraduate secretary would likely result from the adding of a LAS major. We estimate that no more than 4 additional hours per week could be sufficient for this officer to fulfill all the obligations related to the major. The budget attached to this proposal includes this additional staffing time.

11. **Reference Sources**

a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the
proposed program (e.g. if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

Latin America-related resources at our library system are more than adequate for the proposed program. As of 2005, the library’s holdings for materials cataloged with subject headings that include Latin America, Central America, South America and any countries within these regions numbered 40,250, but the actual figure of Latin America-related materials was much higher. These holdings are concentrated in history (31 percent), literature (30 percent), and economics and commerce (15 percent). Language concentrations are English and Spanish. Of these 40,250 volumes, approximately 1,016 are periodicals—journals, annuals, magazines, etc. Roughly 5 percent of the video collection at Knight Library are Spanish language films.

The library also provides access to most of the major electronic resources that would support Latin American studies: Chicano Database, Fuente Academica, Handbook of Latin American Studies, HAPI (Hispanic American Periodicals Index) and Latin American Data Base or LADB. Other databases support Latin American studies in particular disciplines such as literature or history.

Besides the collections hosted at UO libraries, SUMMIT provides quick access to materials for our faculty and students, including thousands of Spanish- and Portuguese-language sources.

Although we can always improve the quality and quantity of library resources available to our students and faculty, we consider the existing ones thoroughly appropriate and sufficient to support our proposed program.

b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

To strengthen even more the quality of reference materials, one long-term aspiration of our Latin American Studies program has been to have a full-time Latin American librarian. We plan to submit, in two years, a Title VI proposal that will include funds to help create such position.

12. **Facilities, Equipment, and Technology**

a. What unique resources (in terms of buildings, laboratories, computer hardware/software, internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

As stated above, the program will continue to be housed in OCIAS and will continue to share office space, staff, and computer equipment with the other International and Area Studies programs.

b. What resources for facilities, equipment, and technology, beyond those now on hand, are
necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

As it is configured now, the Latin American Studies major does not need any additional facilities or equipment to operate.

13. **If this is a graduate program, please suggest three to six potential external reviewers.**

Not applicable.

14. **Budgetary impact**

a. On the “Budget Outline” sheet (available on the Forms and Guidelines Web Site) please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The “Budget Outline Instructions” form is available on the Forms and Guidelines Web site, as well.

b. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

Not applicable.

d. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program as being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

As with the case of the existing LAS minor, most of the courses that will be offered to satisfy the LAS major requirements are existing courses regularly offered by LAS faculty in their own departments. In addition, three new courses will be created under the new prefix LAS. We need funds to buy out faculty time so that they could teach these courses on a rotary basis, so to avoid a huge impact on any specific department or faculty member, and to secure diversity in our offerings to LAS students. In addition, given the increasing demand of time on the part of the program’s director, we will need to buyout one course from the director’s regular teaching load. A total of four course buyouts per year ($6,000 plus OPE) is what we are asking for.

We do not anticipate any adverse impact on other institutional programs. Given its number of Latin American faculty, the Department of Romance Languages is the unit most likely to be affected. Like other departments with Latin American Studies faculty, however, RL has a strong record of support to inter-disciplinary programs and we are confident that we will work out ways
of minimizing the impact this program will have on this or other units.

In addition to resources for course buyouts, we consider that a minimum allocation of $3,000 is desirable in order to support various activities related to Latin American Studies in general, and the LAS major in particular. These funds will be used mostly to bring guest speakers to our campus, organize film series, and support various activities organized by LAS faculty.