

APPENDIX E – CENTER FOR THE AMERICAS

THE VANDERBILT CENTER

for

THE AMERICAS

A Recommendation to the

STRATEGIC ACADEMIC PLANNING GROUP

from

THE SENIOR STEERING COUNCIL

of

The College of Arts and Science
Strategic Academic Planning Committee

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CENTER FOR THE AMERICAS EXECUTIVE SUMMARY

What is being undertaken and what is the goal? The Center will bring together faculty and students in a variety of interdisciplinary programs and departments to create an umbrella organization designed to promote the study of all the Americas through interdisciplinary and comparative research. The creation of the Center will move Vanderbilt University to the forefront of one of the most exciting and dynamic fields of study at the beginning of the twenty-first century. The Center will also help faculty produce innovative and cutting edge research on a variety of themes; strengthen graduate and undergraduate programs by reinforcing existing departments and interdisciplinary programs while creating new interdisciplinary research, courses, and programs; and, finally, it will strengthen other regional and ethnic studies programs such as European Studies and East Asian Studies through the promotion of international studies and the study of the diverse peoples and cultures of the Americas.

Why is the work important and what is the opportunity for Vanderbilt? Many universities have centers for international studies or centers for regional studies (Latin America, Europe, Asia, or the Caribbean, for example), but no university has a Center for the Americas that brings together such a large number of faculty in a wide variety of disciplines at both the graduate and undergraduate levels studying all the regions of the hemisphere. Although primarily based in the College of Arts and Science, the Center would bring together faculty and programs across many schools of the university, notably in Blair, Owen, Divinity, Peabody, Engineering, and Medicine. Vanderbilt University is uniquely situated to become the leader of the emerging field of comparative studies of the Americas. With already strong programs in American and Southern Studies, Latin American Studies, Comparative Literature, and African American Studies, we are in a position to develop a truly integrated and cohesive center for the study of all of the Americas.

What will be done and who will do it? The Center will develop around six themes that will provide faculty and students with focus, support, and clear lines of program development: **(1)** Peoples of the Americas (Native Peoples, Europeans and Africans in the Americas); **(2)** Literatures of the Americas; **(3)** Arts and Expressive Culture in the Americas; **(4)** Religions of the Americas; **(5)** Economic and Social Integration in the Americas; and, **(6)** Education and Community in the Americas. The Center would serve as a means to attract funds, provide support, and facilitate the connections among faculty and students in the several departments and interdisciplinary programs that would form the core for each of these thematic lines. Approximately 100 faculty across most of the schools of the university already pursue research and teaching on these issues and they will be drawn together through the activities of the Center to participate in annual seminars, conferences, research, and teaching. Graduate fellowships, post-doctoral fellowships, and visiting scholars will help create new courses, and new lines of interdisciplinary and comparative research, and will strengthen both graduate and undergraduate training in traditional departments as well as interdisciplinary programs.

How will the proposed effort strengthen Vanderbilt as a whole? The Center will serve as a sort of “meta-interdisciplinary” program bringing together departments and programs in a series of interrelated activities, courses, and research in ways that will place Vanderbilt at the forefront of studies of the Americas. By doing this, the Center will strengthen our programs in African American Studies, American and Southern Studies, Latin American and Iberian Studies, Comparative Literature, European Studies, and all international programs. In the process, the Center will also help strengthen a number of departments, especially Anthropology, English, Fine Arts, History, Spanish and Portuguese, as well as developing new programs across schools (most notably A&S, Blair, Divinity, and Owen). In successfully carrying out this exciting initiative, Vanderbilt will become nationally visible as an institution promoting exciting interdisciplinary work in the humanities and social sciences involving all of the Americas. This Center could become one of the crown jewels of the university.

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"With leadership and commitment, this can be the century of the Americas."

George W. Bush

Miami, Florida (25 August 2000)

"Together, we can make this the century of the Americas."

Fernando Henrique Cardoso

President of Brazil

Brasília (15 December 2000)

Rationale:

Many universities have centers for international studies or centers for regional studies (Latin America, Europe, Asia, or the Caribbean, for example), but no university has a center for the study of the Americas that brings together a large number of faculty in a wide variety of disciplines at both the graduate and undergraduate levels studying all the regions of the hemisphere.

Vanderbilt University should seize the initiative and create such a center. Although primarily based in the College of Arts and Science, the Center would bring together faculty and programs across many schools of the university, notably in Peabody, Owen, Blair, and Divinity.

Vanderbilt University is uniquely situated to emerge at the forefront of comparative studies of the Americas. With already strong programs in American and Southern Studies, Latin American Studies, and African American Studies, we are in a position to develop a truly comparative center for the study of all of the Americas.

The Americas (North, Central, South) all share some common historical, economic, social, and cultural roots. Over the past two decades, studies in all academic disciplines have increasingly recognized these common patterns and begun to break down the traditional boundaries of studies of the different regions of the Americas. Clearly, future research on all regions of the Americas will increasingly emphasize comparative thematic and cross-regional studies. This is, and will continue to be, one of the most innovative and dynamic areas in academic research.

We propose developing this center around six thematic lines that would provide the center with focus, dynamism, and clear lines of program development:

- (1) Peoples of the Americas (Native Peoples, Europeans and Africans in the Americas);
- (2) Literatures of the Americas;
- (3) Arts and Expressive Culture in the Americas;
- (4) Religions of the Americas;
- (5) Economic and Social Integration of the Americas; and,
- (6) Education and Community in the Americas.

The Center would serve as a means to attract funds, provide support, and facilitate the connections among faculty and students (graduate and undergraduate) in the many departments and interdisciplinary programs that would form the core for each of these thematic lines.

The creation of a Center for the Americas would:

- place Vanderbilt University at the forefront of one of the most exciting and dynamic fields of study at the beginning of the twenty-first century;
- help faculty produce innovative and cutting edge research on a variety of themes;
- strengthen graduate and undergraduate programs by reinforcing existing departments and interdisciplinary programs while creating new interdisciplinary research, courses, and programs;
- strengthen other regional and ethnic studies programs such as European Studies and East Asian Studies through the promotion of international studies and the study of the diverse peoples and cultures of the Americas.

Fundraising and the Capital Campaign

In addition to its powerful intellectual rationale, and the national and international recognition that the Center would bring to Vanderbilt, this proposal offers an attractive opportunity for seeking a major donation to endow the Center for the Americas. Nearly all major area studies centers around the country have attracted a major donor (whose name then goes on the center) who provides a substantial endowment fund (from \$5 to 10 million) that then provides a substantial annual operating revenue for programs and activities. We should seize this opportunity to create this center, and to attract a major donor to provide the center with a name and a fund to support it.

Components:

(1) Peoples of the Americas

The Americas were created out of the collision of three peoples that began with the arrival of Christopher Columbus to the Caribbean in 1492. Before the so-called "Columbian Moment," tens of millions of native peoples of Asiatic origins populated nearly every region of the Americas. The European conquest and colonization of North, Central, and South America began the process of constructing the nation states that define the polities of the region today. From the beginnings of the process of colonization until the mid-nineteenth century, the Europeans brought some 15 million Africans across the Atlantic to work as slaves in the New World. It is the collision, mixing, and struggles of the three peoples that created and shaped the societies and cultures of the

Americas. In the twentieth century, the arrival of significant waves of East Asians, South Asians, and peoples from the Middle East have further diversified the ethnic composition of the Americas. The Center for the Americas will study each of these peoples as separate groups, and as part of the enormously diverse mixes that they produce throughout the hemisphere.

a. Native Peoples of the Americas

Rationale. The Americas were populated between 50,000 to 11,000 years ago through successive waves of migration from Asia over a land bridge that existed at the time, and possibly by boat across the Bering Straits. By approximately 9,000 years ago the New World was settled from Alaska to Tierra del Fuego, with the exception of the Amazon Basin. The Siberian and Asian origins of Native Americans, as well as diffusion of culture within the Americas, has created indigenous cultures that are both remarkably differentiated and also strikingly similar. The differences include socio-economic levels of culture which ranged all the way from complex, and in some cases highly literate civilizations in Mesoamerica (Mexico and Central America) and the Andes, to the hunters and foragers of North and South America. The resemblances (with the exception of the Inuit, who represent the last wave of migration) include physical characteristics and affinities of culture as well. These include shamanistic beliefs, strikingly parallel developments in both North and South America (such as the horse and warrior complex in the American Plains and the Pampas of Argentina), and, to an extent, roughly similar experiences in the tragic history of European conquest, disease, population collapse and subsequent renaissance of new local and pan-Indian ethnic identity.

Intellectual Significance. The similar origins and histories of native peoples as ethnic groups justify their appreciation and study, especially since after the original inhabiting of the New World, the Americas were cut off from Europe and Asia. The development of native American cultures is therefore an extraordinary opportunity for comparatively testing theories about adaptation to the environment and the evolution of human society. Further, there are remarkable achievements of native Americans in sciences that ranged from domestication to astronomy, and in architecture, art, literature, poetry and in all other kinds of expressive culture. So rich is the tradition that it forms a critical element in the understanding of human civilization. Moreover, the fullness of native American life ways necessarily engages scholars from the natural sciences, the social sciences and the humanities. It is fitting that the proposed Center incorporate the study of Native Americans within its purview.

The symbolic and social importance of Native America. In virtually all of the countries in which they live, native Americans have a special role and identity as part of the nation's origins, patrimony and traditions. Published research and popular studies are highly visible and regularly attract public attention, which should help make the Center activities we propose relatively successful and easy to fund.

Beyond this symbolic significance, contemporary native Americans actually make up the majority of the population in Andean countries and throughout highland Mesoamerica. They form significant minorities in the Western United States and cover substantial areas (the Navajo

reservation, for example, is the size of the state of West Virginia). In Canada, vast territories are held by increasingly autonomous "First Nations." From these sheer numbers and geography derive all kinds of issues potentially of interest to the Center, including those engendered by ethnicity, economy, politics, health status, and environmental adaptation.

The relationship of native Americans with their larger societies is a subject of great importance in itself. "Indian" identity is formed in the context of interaction with the larger societies and has very significant social, psychological and cultural implications. Economic engagement, also of critical importance to the larger societies, varies from virtual wage servitude to participating in extractive ventures (oil, coal, gas, uranium) and even running casinos [an extractive enterprise in its own right!]). Political involvement and confrontation with the larger cultures is highly visible and, in the highland areas of South America and Mesoamerica, crucial to the structure of entire governments.

Resources for the Study and Teaching of Native American Culture at Vanderbilt. Vanderbilt already has extraordinary strengths in the indigenous cultures of the Americas. In anthropology all of the faculty members study native American culture in one of three regional areas, including Mesoamerica (archaeology, cultural anthropology, ethnohistory, iconography) the civilizations of the Andes (archaeology and biological anthropology) and indigenous cultures of Amazonia (cultural anthropology). Department members currently conduct excavations of formerly unknown Maya cities (the Petexbatún and Cancuén projects), the lost city of Holmul (an early Maya urban center in northern jungles of Guatemala), the excavation of Ciudad Vieja, El Salvador (one of the earliest and best preserved colonial cities in the New World), the excavation of a major Tiwanaku city (a hitherto largely unknown culture of the Andean highlands), and ethnographic work on the modern Maya, as well as native Amazonian peoples in Rondônia and the Mato Grosso, Brazil. Faculty also edit the journal *Ancient Mesoamerica* (Cambridge University Press). The department also sub-specializes in native peoples of North America, with research work in southeastern archaeology and the Abenaki Indians of the northeast. Department graduate students take course offerings in North American Indian culture and archaeology. The department also curates the University's major collections of North American artifacts, including the spectacular Thurston Collection, which is, in part, now at the Tennessee State Museum.

The Vanderbilt Institute of Mesoamerican Archaeology, a research center at Vanderbilt, is another significant resource for this component of the Center. VIMA uses private donations and grants to support two distinctive enterprises among Native American peoples. These include exploratory archaeological expeditions, subsequent scientific research, and publications in monographs by Vanderbilt University Press. In addition, VIMA fosters community development programs to improve the health and well being of native populations and training and infrastructure for sustainable locally managed eco-tourism projects. VIMA has already brought credit to Vanderbilt through both international publicity in the national press and scholarly publications. Its program of "socially conscious archaeology" has already been recognized and given distinguished awards by the Guatemala Academy of History and Geography and two of Guatemala's National Museums.

The departments of Spanish and Portuguese also devote substantial resources to the study and research of topics related to native peoples. Earl Fitz (Spanish & Portuguese) is particularly

interested in Native American literature, both pre-Columbian and post-conquest. In the department of Art and Art History, Annabeth Headrick and Vivien Fryd publish and teach in the area of Native America. Headrick teaches courses on both North and Mesoamerican art and does research on iconography in Teotihuacan. Fryd teaches and has published on the image of Native Americans as seen in 19th-century art of the United States. In the History Department, Jane Landers has published on the Yamasee, the Seminoles and Black Seminoles of the Southeast, as well as currently consulting on two archaeological and historical projects in Florida. In the Graduate Department of Religion (and Divinity School), Howard Harrod has for many years published and taught about the cultures and especially the religions of native America.

The Nashville community also has resources, including the Tennessee State Division of Archaeology in Nashville and scholars affiliated with the Hermitage. The Association of Southeastern Tribes, which actually includes many tribal affiliations outside of this region, is also located in Nashville and can potentially contribute to and benefit from the Center.

Activities. In the course of writing this proposal, we came to see that there is substantial interest in the College faculty in the Native Peoples of the Americas. There are at least sixteen faculty whose work is directly engaged with this topic in at least five different departments and two schools. To a surprising extent, however, the faculty with these interests are not aware of each other's efforts. We see the Center as creating a community for these faculty and their students.

Our long-term goals would be to foster study, teaching and popular understanding of the importance of Native Americans, through such activities as presentations, conferences, visiting lectures and other scholarly activities. In this process, the Center would fund research on topics related to native peoples, and bring Native Americans to the Center to educate our membership and the larger community.

b. Europeans in the Americas

Rationale. The second major group to people the Americas were the Europeans who embarked on the process of conquest and colonization in the late fifteenth century. While the flow of Europeans to Latin America came primarily from Spain and Portugal until the nineteenth century, and in North America and the Caribbean primarily from England and France, peoples from all across the European continent flooded into the Americas in the nineteenth and twentieth centuries. In addition to the powerful and pervasive influence of Native Americans and Africans in the Americas, the Europeans have left a deep imprint across the region through the creation of new nations born out of European political ideologies, speaking European languages, and worshiping in religions of European (largely Christian) origin. Clearly, no Center for the Americas can ignore the powerful and pervasive influence of the peoples of Europe on the Americas from Canada to Argentina. In the broadest sense, it is the European conquest and process of colonization that provides the most common patterns and heritage across the Americas.

The study of the European heritage of the region is a truly transatlantic enterprise. In both cases, scholars must go back to the Old World origins of these peoples and connect those origins with

the impact and transformation of these peoples and their descendants in the New World. One cannot understand American literature (as it was traditionally studied) disconnected from English literature. Spanish American and Brazilian literatures are not complete unless one connects them to their roots in Spanish and Portugal.

Resources. The resources at Vanderbilt for studying the European heritage in the Americas are enormous. The European Studies program is one of the largest interdisciplinary programs in the College with some forty affiliated faculty crossing many departments and disciplines. The European Studies program, although not directly under the umbrella of the Center, would be a vital partner in its work. James Epstein in the History Department currently edits the Journal of British Studies. The Holocaust Lecture Series is also a major annual event that attracts international attention to Vanderbilt and provides important links to the surrounding community. Beginning next year, the German DAAD will fund a visiting professor for five years who will specialize in teaching European history.

In particular, the strong literature programs in Spanish (Peninsular literature), English (British literature), French, Italian, Germanic and Slavic Languages, would all play a key role in the study of the literatures of the Americas. The History Department has ten historians of Europe including several whose work is transatlantic in scope. The excellent faculty already in place in fine arts, political science, and economics, in particular, would also be essential to any programs or courses on the European heritage of the Americas.

c. Africans in the Americas

Rationale. From the beginnings of the European conquest of the Americas in the late fifteenth century until the mid-nineteenth century, the transatlantic slave trade brought some 15 million Africans in chains to the shores of the New World in the largest and longest forced migration in human history. A significant number of free Africans also crossed the Atlantic and played key roles in the process of conquest and colonization. Africans and their descendants have played a central role in the construction and creation of the societies and cultures in the Americas, especially in Brazil, the Caribbean, and the U.S. South. The influence of Africans can be seen across the Americas, and the diaspora of African peoples across the region forms one of the most important influences in the history of the New World.

The study of Africans and their descendants in the Americas will form one of the central thematic clusters within the Center for the Americas. African American studies must, like the heritage of Euro-Americans begin with the study of the origins of these peoples in the Old World, more specifically, with Africa. Center activities and programs will study Africans in the Americas through: a) histories of the continent and its peoples; b) geography; c) anthropology and the cultural: arts, religion, philosophy, music, dance; d) society, politics, and economics. Another key focus must be the slave trade across the Atlantic and the creation of new societies in the Americas formed out of the mixture of Africans, Native Americans, and Europeans in the Caribbean, South America, Central America, and North America.

Presents and future. As with each of the these major groups, the comparative approach to studying them in an interdisciplinary and collective process will force us to rethink the very nature of the current interdisciplinary programs. We will ask ourselves how are teaching and research on Africans in the Americas to be pursued? By whom? To what ends? We will pursue questions of the social production, organization, institutionalization, legitimization, and distribution of knowledge and art forms produced by African and African-descended peoples in the Americas. Certainly, such matters have been central to the development, institutionalization, and ongoing maintenance of African, African American, and Africana Studies. They will be of no less pertinence within a new Center devoted to studies of the Americas. These issues will form some of the major focal points for our discussions and planning for and actual development of, the Center.

Resources. The African American Studies Program includes nearly two dozen faculty in a variety of departments across the College and in several schools. The annual Martin Luther King, Jr. Lecture Series brings international attention to the programs in African American Studies. The strong programs in African American religion in Religious Studies and Divinity (scholars such as Renita Weems, Dennis Dickerson, and Lewis Baldwin) have already developed clusters of faculty. The Kelly Miller Smith Institute has attracted major funding. The current Vanderbilt consortium with Fisk and Meharry provides us with important ways to diversify the curriculum and build connections with the Nashville community. The support staff in African American Studies includes a part-time director and a secretary. The already existing major and minor programs would be strengthened, amplified, and rethought by cooperation with the development of cross-disciplinary courses, seminars, and programming in the Center. As with American and Southern Studies, and Latin American and Iberian Studies, the major and minor would undoubtedly be redefined and rethought through the collaborative ventures created by the Center.

(2) Literatures of the Americas

Rationale. The study of the literatures of the Americas is, without doubt, pivotal to this enterprise. The written record of cultures is one very widely shared. For most of its history, the production and study of literature in the United States, for example, has been arranged on an east-west, transatlantic axis. This axis, dominant in anthologies and departmental requirements, has always assumed a culturally English America. The study of American Literature is no longer so secure with such exclusivity in its origins and meanings. The emerging scholarly orientation is now largely hemispheric, north-south, rather than transatlantic--careful not to dismiss the older paradigm, but conscious, too, of its limits. Significant Hispanic, Asian, and African American populations have triggered a revision of the nation's literary history and character as ordained Anglo. Anthologies of American Literature, for example, used to begin with the writings of English colonists and ignored the rest of the continent--until the influence of New England could be detected. Now, Native American creation myths, Spanish cuentos and corridos, Portuguese crônicas, the journals of Cabeza de Vaca and Samuel de Champlain, are part of the mix of voices at the origins of the Literatures of the Americas. And De Soto's route of pillage and slaughter is as significant as the Puritan "errand into the wilderness."

Those who seriously intend to reinvent graduate studies in the research university, as Vanderbilt does, must cross the border from traditional departments and disciplines. The traditional model imported from European universities by Johns Hopkins in the nineteenth century has served well. But, like the Oldsmobile, even seemingly permanent fixtures need serious change--if not final retirement. No university can claim participation in the reinvention of graduate education without moving the "home" of its M.A. and Ph.D. beyond traditional academic departments. Cultural studies, generally conceived, and the cultural studies of the Americas more particularly, form the crucible in which new ways of teaching, learning, and research in the humanities and social sciences are begin refined. Vanderbilt, by virtue of its unexploited faculty resources in the borderlands of traditional disciplines, can help to push American higher education into the future. We need the acknowledgment of those resources and, of equal importance, we need a stand-alone, fully-fledged program to sustain collegial interaction, research, and graduate degrees (M.A. and Ph.D.) in fields shaped by the interdisciplinary codes of cultural studies.

What we propose under the banner of the Center for the Americas is a richly interwoven set of course offerings encompassing more traditional (i.e. field- and discipline-specific) courses and new courses in the subject matter and methodology of cultural studies. Sometimes this will mean wholly or dramatically innovative modes of thinking about traditional subject matters ("theories" that de-center familiar systems of inquiry and statement). Sometimes our goal will require "odd" or unfamiliar blends of courses and disciplines, more or less erasing the jurisdictions of established departments. Those of us charged with drafting this new proposal for the Center for the Americas believe that in general this new route to the graduate degree is vital to the future of graduate education at Vanderbilt, and in the American academy beyond our property lines, and in particular we believe that research, teaching, and learning in the interwoven aspects of the cultures of the Americas is fertile ground in which to begin.

In Comparative Literature, too, the concept of "American" literature is rapidly changing. With steadily increasing interaction between the literature of French and English Canada, the United States, Spanish America, and Brazil, the field of inter-American literary study has emerged as an exciting new area of criticism and scholarship. The director of Vanderbilt's Program in Comparative Literature, Earl Fitz (who has just completed a new book on the development of the novel in Brazil and the United States), is in the vanguard of this change; he created Penn State's doctoral program in inter-American literature and has taught and published in the area for more than twenty years. The Department of Spanish and Portuguese at Vanderbilt already has both graduate and undergraduate programs that require knowledge of both literatures and languages, and its recognized strength in both Spanish American and Brazilian literature will enable it to become a leader in the field of inter-American literary study.

Vanderbilt is poised between the phasing out of the older paradigm and recognition of the new. With the participation and cooperation of the departments of English, Spanish and Portuguese, French and Italian, and Comparative Literature as a core bundle rather than unit--and led by interdisciplinary programs in American and Southern Studies, Latin American and Iberian Studies, African American Studies, and Women's Studies, which--though under-supported--have kept the future alive, Vanderbilt is in a position to advance almost immediately among the universities remaking the literary and cultural history of the hemisphere.

Resources. Faculty in English, Spanish, Portuguese, French, Comparative Literature, and other language and literature departments already comprise a large contingent of more than three dozen scholars with an interest in the literature of the Americas. These departments, and the Comparative Literature program, will form a core for beginning a program in the literatures of the Americas. Our hope is to attract outstanding graduate students who will spend their first year or two at Vanderbilt taking courses that are interdisciplinary and comparative. This will provide them with a solid grounding in the literatures of the Americas before they begin to specialize in their specific, departmentally-based doctoral programs. The graduate fellowships controlled by the Center (see page 22) will attract these graduate students, and their departments to work collaboratively with the Center, its faculty, and programs. It will lead to the production of graduates who will move into the job market in their disciplines, but with a powerful interdisciplinary and comparative training that will make them more attractive to universities hiring recent Ph.D.s.

Latino Studies is also creating an interdisciplinary approach, as it allows for a conversation among departments that traditionally did not see each other as having common research interests. It is bringing together diverse departments such as English and Spanish and Portuguese. William Luis, for example, is a leading scholar in the literature of Latinos and holds a double appointment in the Departments of English and Spanish and Portuguese.

Courses already on our books virtually cover the emerging field. Many are regularly taught, and therefore need no special scheduling push. Others, taught as individual faculty have elective time in their schedules, would be freed if there were a programmatic impetus. Still others are in the planning stage. Appendix B contains a listing of courses currently offered in the interdisciplinary studies programs that we will bring together in the Center. The list of courses, at times, indicates faculty research interests and, indirectly, a direction for refashioning the B.A. from core through major courses. Almost certainly, one of the major contributions of the Center and its work will be to redefine the nature of the current curriculum in a variety of departments and programs to produce new courses that embody a larger comparative and interdisciplinary approach. We may create an M.A. and certificate programs that will provide students and faculty with a comparative and interdisciplinary training that strengthens the more traditional departmental and disciplinary Ph.D. programs.

(3) Arts and Expressive Culture in the Americas

Rationale. The cultures of the Americas do not exist solely in the written and published word. Painting, sculpture, objects made for use or worship, architecture, music, and dance make visibly and objectively palpable the wider cultural assumptions and aspirations of a society by tapping into and distilling its distinguishing ideologies -- e.g. its "knowledge" and "reality." By nature, any work of art is a synthesis of its time and place. This synthesis of time and place is given form and dimension, color and movement, and often the artifact that is produced engages more than one of the traditional five senses in reception and consumption. The visual and expressive arts are inter- and multi-disciplinary by definition.

Painting, sculpture, photography, architecture, city planning, furniture, objects made for everyday use, music, and dance also embody, crystallize, and reinforce cultures. The Americas, as the zone of collision where several established sets of cultural practice continue to encounter one another, constitute a rich field of study. The cakewalk, tales of Uncle Remus, jazz and spirituals, rice and beans are only a few of the cultural "texts" where competing systems of meaning negotiate for expression.

When we experience dance, a jazz riff, a Hudson River landscape or an abstract expressionist canvas, we experience a form moving through space and time, but we also process this abstraction and/or narrative through our politics, repressed psychic drives, and body language that our particular cultural moment makes available. A work of art in its cultural setting, then, not only happens in history, but IS history; it is not only a work of expressive "freedom" but also of interpretive limits. It possesses powers of agency and purpose that we depend on to instruct and challenge, comfort and delight us about who we are and where we have been as a civilization.

The arts and expressive cultures of the Americas have no particular claim to these qualities. All cultures everywhere are entitled to similar claims on meaning. Reflection on the power of the Mesoamerican pyramid to express statehood, the patterned weavings of Andean peoples to evoke kinship structures, the drip paintings of Jackson Pollock to record his/our existential terror, the way carvings by Arctic peoples pay homage to animal prey -- every civilization is a network of myriad systems of communication and reassurance. These systems create and record meanings largely on the sub-semantic level; that is, on the level of the unexamined, perhaps the trivial, the "goes-without-saying." Students looking for the infrastructure of nation and national history have traditionally gone to official documents and public events -- declarations, constitutions, battles, elections -- for the binding agreements and understandings that make national identity. The emergent inter-disciplinary approach of culture studies reveals a prior template or design into which these previously privileged texts fit as parts rather than wholes.

In our increasingly visually-oriented culture, awareness of sub-semantic systems of knowledge are vital to the evolving meaning of literacy. It is crucial that Vanderbilt refine its offerings in the allied fields that comprise arts and expressive cultures of the Americas. We must do so for several reasons: awareness of the eclectic ground of American culture and history as a shared enterprise is essential to a true diversity of outlook; an understanding of our culture and its interconnections is and will continue to be the bedrock of research and teaching in the humanities and social sciences; our students are already keenly aware of what it feels like to be conscious in an age when systems of reference and meaning can change with a single keystroke.

Resources. The most important resources here are more than two dozen faculty in Art and Art History, Anthropology, English, and the Blair School all with interests in art, film, and music in the Americas. In the Blair School, for example, Gregory Barz studies and teaches on African and African American music; Dale Cockrell and Melanie Lowe are specialists in North American music; and Helena Simonett is an ethnomusicologist specializing in Latin American and Caribbean music. In the Art and Art History Department, Leonard Folgarait, Amy Kirschke, Vivien Fryd, and Annabeth Headrick (to cite a few examples) all work on North American and Latin American art and art history. Many of these faculty have ties to the art galleries and museums in the

community. Kirschke, for example, has worked extensively with the Van Vechten Galley at Fisk University. We hope to bring these faculty together through Center Activities to promote graduate and undergraduate study across schools and departments.

(4) Religions of the Americas

Rationale. Religion is one of the major forces in the lives of most peoples in the Americas since precolumbian times. The many different Native American religions, the various forms of Christianity introduced with the conquest, the profound influence of African religions, along with Judaism and Islam, have clashed and contended for the hearts and souls of peoples across the Americas. The conquest of the Americas by European powers was ultimately successful in creating a European political order. The European spiritual conquest of the Americas succeeded only imperfectly as African and Native American religious practices and values clashed and blended with various forms of Christianity (the Jesuits and the Puritans, for example). Despite the Catholic religious orthodoxy in Latin America for nearly four centuries, today the region thrives with a diverse array of religions from traditional Catholicism to the Afro-Brazilian candomblé and Haitian vodun. Despite the overwhelming presence of Christianity in North America, elements of Native American spirituality and Asian religions have been persistent and durable. The Americas are an enormous laboratory of religious diversity. We expect this to become an area of special strength for Vanderbilt.

Resources. Vanderbilt University and the College of Arts and Science already have significant strengths in the study of religions, not only in the America, but across the globe. Religion would form one of the major thematic foci of the Center for the Americas, and the center would draw on the already strong faculty in the College and the Divinity School to make the interdisciplinary, comparative study of religions in the Americas a major strength of the university. At least two proposals have been generated by the strategic planning process focusing on African American religions and religious studies in general. We must draw on the strong faculty clusters in Religious Studies and Divinity, in addition to other faculty in other departments of the College and other schools. Victor Anderson, Renita Weems, and Forrest Harris (Divinity), Lewis Baldwin, Dennis Dickerson, Francis Dodo, and Daniel Patte (A&S), to name a few key faculty, already form an important cluster for the study of African American religions. Most of the faculty in the Divinity School and the Department of Religious Studies pursue research and teach on American or European religions. The Divinity School and the Graduate Program in Religion rank among the top ten programs of their kind in the nation. The current proposal to create a "Center for the Study of Religion and Culture" would provide a strong program that could reinforce the programs and activities of the Center for the Americas in this thematic cluster.

(5) Economic and Social Integration of the Americas

Rationale. The dynamic forces of economic and social change have become powerful stimuli driving the interest in comparative studies of the Americas not only by academics, but also by politicians, the business community, and policy makers. Rapidly increasing trade within the

American nations, the migration of millions of people from Latin America and the Caribbean, and the integration of technology and information networks have convinced nearly everyone that the Americas will eventually become a highly integrated network of societies and economies over the next few decades. The peoples of the Americas have now surpassed 500 million and this forms one of the largest potential markets on the planet. Trade within the Americas has multiplied rapidly over the last decade with the creation of the North American Free Trade Agreement, the common market of South American nations (Mercosur), and the move toward the creation of a single hemispheric trading block by 2010. The illegal market in drugs has linked the hemisphere in intricate and tragic ways.

Resources. Vanderbilt University has in place a variety of faculty and programs that have already begun to pursue research on the economic and social integration of the Americas. The internationalization of the Owen School of Management, the longstanding success of the Graduate Program in Economic Development, key faculty in the Economics Department, and select faculty in the social sciences and the Law School can be brought into greater contact with each other to combine our strengths in the study of the economies and societies of the Americas. In particular, we have the opportunity to build on existing strengths in studies of economic and social forces in the U.S. with strong programs in Latin America.

The student population of the Owen School is now nearly one-quarter international students with a large contingent from Latin America. The Owen School already has important relationships with two of the finest universities in the two largest economies in Latin America--Brazil and Mexico. Two of the school's Founder's Medalists in the last decade have been Brazilians. A half-dozen Owen graduates teach in the business school of the most prestigious university in Brazil, the Universidade de São Paulo (USP). Executive MBA classes from USP regularly spend a week each semester at Vanderbilt. Owen also has a strong exchange relationship with the most prestigious science and engineering school in Mexico, the Instituto Tecnológico de Estudios Superiores de Monterrey, widely considered to be the M.I.T. of Latin America. Owen has a joint M.A./M.B.A. program with the Center for Latin American and Iberian Studies that has had a regular stream of students over the past five years. The Center and the Owen School are perfectly positioned to apply for multi-year funding as a Center for International Business Education and Research from the U.S. Department of Education. These grants provide funding of more than \$250,000 a year over three-year funding cycles.

The Graduate Program in Economic Development (GPED) has operated at Vanderbilt for more than forty years and has hundreds of alumni around the globe in powerful positions in government and the private sector. The majority of the students until the 1970s came from Latin America, especially Brazil. James Foster, the current director of the program, is a development economist (who studied under a Nobel Prize winner) with strong ties to government officials and economics programs in Mexico. Along with the CLAIS and faculty in several schools, Foster is actively seeking funding from the United States Agency for International Development, for projects in Latin America and other regions of the globe. (Foster just received a major grant to work with projects in former Soviet republics in Central Asia.) Other development economists, and faculty who study the economy of the U.S., would form the core of a group to develop comparative studies of the economies of the Americas. Given the growing movement--promoted by Republican

and Democratic administrations in Washington, D.C.--to create a single hemispheric trading system over the next decade (an American Free Trade Association), focus on the comparative study of the economies of the Americas would place Vanderbilt at the forefront of this movement.

A comparative program that combines the strengths of the Owen School, the GPED, and the Department of Economics would help attract excellent graduate and professional students from the United States and the rest of the Americas, helping to internationalize the campus and making us a world-class university. The Center for Latin American and Iberian Studies is about to submit a grant to the U.S. Department of Education that would combine the efforts of Vanderbilt, Emory, and two major universities in Brazil to develop exchange programs of students and faculty. This grant could bring in \$200,000 over a four-year period.

The Departments of Political Science and Sociology have traditionally had their strongest faculty clusters in the study of U.S. society. The Center for the Americas could build on this traditional strength by bringing faculty who study the U.S. in a more sustained and systematic dialogue with faculty in Latin American Studies. Dan Cornfield (chair of Sociology) edits a major journal, *Work and Occupations*, that has begun to draw more directly on connections in Latin America. Cornfield speaks Spanish and regularly works with scholars in Latin America. Wayne Santoro, a recent hire in Sociology, works on Latino groups in the U.S. The Center would promote a stronger emphasis on programs and seminars that would produce more comparative research and publications.

(6) Education and Community in the Americas

Rationale. The pace of globalization has also begun to transform education practices across the Americas. International trade in education services, for example, is quickly becoming a focus of attention in commercial circles. With the migration of labor, bilingual 'educational passports' are now used in a dozen border states in Mexico and the U. S. The equivalence of degrees and the certification of professional programs is rapidly becoming an important issue for the increasing number of enterprises engaged in cross border commerce. As students are increasingly trained in both the College of Arts and Science and in Peabody College, the ties among the two faculties will grow and intensify. As the Owen School becomes more internationalized, its programs will increasingly transform the concept of "study abroad." This thematic focus on education and community will bring together faculty and students across departments and schools and help internationalize the campus. The need for more and more innovative English as a Second Language (ESL) teaching has never been more apparent. Initiatives shared by Peabody College and the College of Arts and Science in ESL and diversity education could be refined to collaborate with the proposed Center for the Americas.

Resources. Peabody College of Education and Human Development is well positioned to work with and learn from scholars of education policy in Latin America and the Caribbean and Latinos in U.S. schools. In the Department of Leadership and Organizations (DLO), James Guthrie, Director of the Center for Education Policy, concentrates on educational policy issues and resource allocation consequences. Stephen P. Heyneman, a professor of comparative education with over

twenty years of experience in education policy reform at the World Bank, is leading international research efforts in education policy. Dr. Heyneman's research agenda includes issues of education as a mechanism for social cohesion, education, commerce, and issues of labor mobility as these pertain to equivalency in education. DLO trains future superintendents of public instruction, future university rectors, future leaders of educational foundation, as local and national authorities in both public and private school systems. The department plays a significant role in U.S. debates over education and has strong international connections.

Within the area of Higher Education Administration, John Braxton and Michael McLendon are at the forefront of educational leadership and higher education governance issues. The Department of Teaching and Learning specializes in curriculum and instructional leadership and could ably contribute to work regarding educational quality. In addition, Peabody provides sound training of future researchers in the research methods critical to analyzing education systems.

Peabody already attracts students at all levels of higher education with interests in education policy, research and teaching who are interested in Latin American and Caribbean education and that of Latinos in the U.S. In sum, Peabody strengths would be further enhanced by the support that the Center for the Americas would allow. Indeed, it is well positioned to contribute to the research and practical work on education development in the region and the knowledge of how the influx of Latinos is changing the dynamic and considerations within U.S. education systems.

A comparative program that combines the strengths of the Owen School, the GPED, the College of Arts and Science, and Peabody College of Education and Human Development would help attract excellent graduate and professional students, from the United States and the rest of the Americas, thus helping to internationalize the campus and making us a world-class university. As noted above, the Center for Latin American and Iberian Studies is about to submit a grant to the U.S. Department of Education that would combine the efforts of Vanderbilt, Emory, and two major universities in Brazil to develop exchange programs of students and faculty. This grant could bring in \$200,000 over a four-year period. Moreover, the Peabody School is about to submit two applications to FIPSE for exchanges with other university programs in the field of higher education policy. The first program will be for universities in Brazil; the second will be for universities in Mexico.

The Community Research and Action (CRA) doctoral program faculty (Vera Chatman, Joe Cunningham, Paul Dokecki, Craiganne Heflinger, Bob Newbrough, Doug Perkins) in the Department of Human and Organizational Development at Peabody could form the core of an important faculty cluster joining with key faculty in the Medical School and the College of Arts and Science. Together these faculty would focus on "Community in the Americas." They would augment the CRA group with other HOD faculty (e.g., Sharon Shields) and with others from within Peabody (e.g., Steve Heynemann in Department of Leadership and Organizations) and the university (e.g., Leonard Hummel in Divinity) who would also be interested and doing work in the relevant areas. This group would be interested in social integration and social deviance inquiries in a range of village and urban settings involving Anglo, Hispanic, African and Native American cultures. The initial approach would be to take their current research questions and expand them into cross cultural settings, exploring their relevance to general American settings.

Planning and Implementation:

Planning Seminar (2001-2002)

The first step in the creation of the new Center will be the organization of a year-long seminar that will bring together eight to ten key faculty who will meet once a week through the 2001-2002 academic year. Using the model of the annual faculty seminar at the Robert Penn Warren Center for the Humanities, this group of faculty will read and discuss materials on interamerican studies. They will have two specific philosophical and programmatic objectives: to outline the mission statement of the new Center and its future development, and to develop a concrete working four-year plan for the implementation of programs and activities. This plan would be ready by June 1, 2002.

These faculty members would be carefully selected to represent the diverse interests that will play important roles in the proposed Center. They will receive a course reduction and a research stipend (\$4,000) as compensation for the time and energy they will invest in the project. The seminar will also have a fund (\$10,000) to be used to bring in visitors from other universities or to bring in consultants to work with the group.

Staffing and Relocation Timeline

Part of the task of the faculty seminar group will be the development of a timetable for hiring a director and staffing the Center. In particular, the group will develop a job description for the Center's director. The university should then pursue a national search beginning in the summer of 2002 for an outstanding individual who will come to Vanderbilt with a faculty appointment. The new director will then begin the process of assembling the key faculty, programs, and activities. The director will also begin to pursue grant opportunities and work with the development office to identify and pursue fundraising opportunities for the Center.

We believe that the new director would need a full-time administrative assistant to handle the coordination and implementation of the activities of the Center.

Organizational Structure:

Physical Space

The key to the success of an interdisciplinary center for the study of the Americas is a shared physical space for all its major components. The first step toward intellectual and programmatic exchange is to locate the offices, seminar rooms, and meeting space of the Center's participants in a single building. The ideal location would be the soon to be vacated and renovated Buttrick Hall. The offices of the Center director, program directors, and their staff must be housed together. We cannot continue the old Vanderbilt pattern of isolating interdisciplinary programs in marginal locations around the campus. Buttrick is at the center of the campus and would

provide the Center for the Americas with a location worthy of its importance; it would also bring the key components of the Center into a location that would provide for a true meeting ground of students, faculty, and staff.

We also believe that all international and interdisciplinary programs should be housed in the same location to provide the collective and communal support necessary for the development of all of these programs. The Center could serve as a powerful stimulus that would also help strengthen other interdisciplinary programs in the College and international studies across all regions. It would be wise to bring together the operations of international programs such as study abroad, European Studies, and East Asian Studies in the same location to facilitate the growth of international studies at Vanderbilt and coordination among all the area studies programs.

Administrative Structure and Staffing

The Center would serve primarily as an umbrella structure to bring together key participants and programs, to channel resources to them, and to promote interdisciplinary and comparative work. A director with an administrative assistant would lead the Center, serve as the key coordinator, and engage in grant writing and fundraising activities. The Center director would be assisted and advised by an executive committee composed of the directors of African American Studies, American and Southern Studies, and Latin American and Iberian Studies, as well as the associate provost in charge of international studies. The composition of this committee would, no doubt, shift in the years ahead as we redefine the nature of those programs and as new programs emerge out of the work of the faculty. Housing the three existing interdisciplinary programs in the same location would allow for greater sharing of resources and program coordination.

Infrastructure Issues:

Library

New resources for print and electronic information will be essential for the development of comparative, interdisciplinary programs on the Americas. We envision a library budget assigned to the Center. Departments and programs will apply to the Center for access to these funds to buy materials that are clearly within the interdisciplinary, comparative orientation of Center programs. This library fund would serve as a powerful mechanism to draw departments and programs into close work with the Center.

Technology

As with the creation of any new program or center, this one will require the normal information technology (hardware and software) for its offices. We will need assistance with the development of a website and software to link together the faculty, programs, and departments across the university.

Program Initiatives:

The program initiatives we describe below form the principal mechanisms that will bring about the collective, collaborative, interdisciplinary work that will be at the core of the Center's mission. These initiatives are instruments for fostering the work of an energized and creative faculty, redesigning graduate and undergraduate programs, and producing outstanding Ph.D.s. Although these programs will require a substantial investment of resources, they will also help the Center attract outstanding scholars, graduate students, grant monies, and a larger endowment.

We also recognize that these programs will be the beginning of an extended process of rethinking the organization and structure of existing interdisciplinary programs. One measure of the success of the Center will be the extent to which programs such as African American Studies, American and Southern Studies, Latin American and Iberian Studies, and Comparative Literature will be reconceptualized in another decade. This will have an important impact on the nature of graduate programs in departments (making them more interdisciplinary and comparative) and on the undergraduate curriculum (through new courses and redesigned interdisciplinary majors).

Endowed Chairs

The creation of three new endowed chairs will also be essential to the successful growth and development of the Center. If, at Vanderbilt, we could attract the top two or three inter-American scholars to our university, we would immediately propel ourselves to the front rank of this fast developing new field. Given our already existing strength in the requisite, or core fields, there is every reason to think that we would be quite successful in this endeavor. Because of the diverse nature of its intellectual and scholarly activities (our work covers a wide range of departments and disciplines), the Center must, in terms of its organizational structure, be able to select (and therefore balance) the recipients of these endowed chairs. Thus, a Center Executive Committee would, conceivably, select in any given competition, scholars working in the Humanities, the Sciences, the Social Sciences, or in another unit, such as Blair, Owen, or the Law School. The scholars selected as endowed chairs would be expected to teach seminars on a regular basis, to interact with students (and, serving on doctoral committees, serve as mentors to them), and to give at least two public lectures per year. The Center would have control over these chairs and with each successive vacancy in them, would decide where to best locate them to maximize the synergies among the programs. Examples of key intellectual areas that we envision as central to the work of the Center are studies of slavery, borderlands and frontiers, inter-American literature, and indigenous literatures. Key chair appointments in any of these areas would bring in faculty who would have an impact that would provide powerful cross-departmental and cross-school connections.

Using an estimate of \$2.5 million to endow a chair, this would require \$7.5 million in endowed funds for the creation of three chairs.

Special Conference Series

The Center would have a budget for academic conferences that would be international in scope and would be annual or bi-annual in scheduling. Funds would be set aside to invite outside participants representing new and established trends in inter-American scholarship. Since many of these individuals would presumably teach at universities abroad, an endowment could be sought to defray all or part of the expenses. Planning and administering the conferences could be shared by staff and graduate students associate with the Center. The format of the conferences would be the familiar Thursday-Saturday schedule. We could consider a date that coincided with an alumni function or with the week between the end of exams and commencement in order to open the traditional borders of the meeting.

These annual conferences would serve as one of the most important vehicles for bringing national and international attention to Vanderbilt and the College of Arts and Science.

Special arrangements would be made to include a local component. Metro and private school teachers and administrators would be urged to attend Center faculty and graduate student workshop sessions that would explore ways to add Center approaches to K-12 classrooms. Stipends could be offered to enhance the invitation. We estimate that the cost of this annual seminar will be around \$25,000 to bring in speakers from the United States and abroad.

Regular Seminars

The ongoing success and viability of a center devoted to the study of the Americas cannot be assured by its current curricula and its resident faculty, no matter how well developed the former, nor how well accomplished and dedicated the latter. And in both cases, we will never be able to have in permanent residence all persons who, by their work and accomplishments, are our colleagues; nor, in our own work, be the generating sources for all research and scholarship, creative production, presentation, and performance pertinent to the Center's agendas. Rather, we will have to engage other questions and work, to a significant degree regularly bringing into our midst for extended stays persons who are producing, or have produced, work that sustains and advances the enterprises of the Center. The model here is the Robert Penn Warren Center for the Humanities.

Among the various means to these ends to be considered, two, in particular, must be well-secured, robust ventures serving the constituents of the Center: an annual series of seminars and a program hosting visiting post-doctoral fellows. We believe that this type of program cannot be found at any other institution of higher education in the United States of America. This ground-breaking venture thus will demand more of all programmatic units coming together to form it than each faces on its own, especially with regard to working out issues of methodology; subjects and objects of inquiry; justifications, validations, and legitimations of research, scholarship, creative production; and teaching. These will be among the most compelling challenges to be faced in building the Center.

Vital, too, will be efforts to establish formal arrangements to consider presentations and to engage in vigorous discussion and debate. These ends we will pursue by means of an annual seminar series focused on and organized around semester- or year-long themes and issues, with input from each of the Center's programmatic constituents. For example, a possible inaugural thematic, to be taken up during our first years of planning and development, might be "The Americas: 'Discovery' or 'Invention'?" or "The Peopling of the Americas." The format of the seminar series would be varied: single-person presentations; panels; symposia, with key personnel drawn from Center faculty and fellows; Vanderbilt faculty; faculty from other local institutions; presenters invited from throughout the Americas. Series events are to be held throughout the academic year, with planning and development for each year's series to be undertaken during the preceding spring semester and summer and carried out by a standing group composed of representative persons from the Center's constituent programs and departments. Funding must be sufficient, each year, to underwrite feature participants (honoraria for non-Vanderbilt participants, travel, accommodations), hosting each event (facilities, receptions), public relations (printed media, mailings, and other such outreach; web-site design, development, and hosting); post-series production of publications (electronic and printed) of presentations; support staff. We estimate that the annual cost of these conferences and seminars would be \$25,000 with invited speakers from across the Americas and the Atlantic.

Post-Doctoral Fellowships

With our success in realizing the Center as fully envisioned, it will become a powerful magnet for junior, mid-level, and senior scholars, researchers, and teachers concerned with studying some aspect(s) of peoples, culture, environments, economies, political systems, histories, within and among the Americas. Moreover, those of us who will comprise the resident faculty of the Center will need the stimulation and nurturing that can only come from especially promising and accomplished visiting colleagues of other institutions and organizations, in other countries in the Americas (and elsewhere) especially, who have completed their formal training leading to degrees and can contribute to the enrichment of the work of the Center by drawing on and sharing from their ongoing and completed work. Such persons would be invited for an entire calendar or academic year, or some appropriate portion thereof. Funding must be sufficient to underwrite the costs for each fellow, including: round-trip travel to and from Nashville for the period of the fellowship (one such trip); salary; health benefits; research funds and secretarial assistance; private office with normal and expected equipment (computer, phone, etc.); and other support required by the fellow's project (specified in applying, considered by the Center's selection committee and appropriate university officials, and agreed to with the awarding of the fellowship). Total support for each fellow to be negotiated by appropriate parties with the amount of Center's award to be determined by other support a fellow will have, including sabbatic support, other fellowships and awards, etc., with the total amount coming to a fellow, the Center's/Vanderbilt's award included, not to exceed what would be appropriate compensation were the fellow a regular member of the Vanderbilt faculty. We estimate that each post-doctoral fellow would require a budget of approximately \$35,000 in salary (plus fringe benefits and moving expenses).

Graduate Fellowships

Graduate degrees in the humanities and the social sciences at Vanderbilt are granted by fourteen departments (Anthropology, Art and Art History, Classics, Economics, English, French, German, History, Philosophy, Political Science, Religion, Sociology, Spanish and Portuguese, and Psychology) and two interdisciplinary programs (Comparative Literature, Latin American Studies). We propose the creation of ten new graduate fellowships (five-year support) controlled by the Center and distributed among these graduate departments and programs through an internal competition organized by the Center's advisory committee. These fellowships would go to graduate students (in these sixteen departments and programs) if their work promises to be truly interdisciplinary and comparative dealing with the Americas. Graduate students would be recruited through the normal departmental processes and admissions committees with special attention given to those who express an interest in interdisciplinary study. Teaching duties, when applicable, would occur in courses especially designed by the Center. The dissertation committees would include but not be limited to faculty from the Center.

We see these fellowships as one of the most powerful vehicles for mobilizing the support of departments and faculty to participate in the activities of the Center, and to encourage their graduate students to do interdisciplinary and comparative work on the Americas.

With an annual stipend of \$17,000, and the usual insurance and fees, and an average of 18-24 credit hours per year (approximately \$25,000), the annual cost of each fellowship would be about \$42,000 (or \$420,00 per year for all ten combined).

Internal Grants Program

One of the most powerful instruments for drawing faculty and students into a community of scholars discussing and researching common issues is an internal grants program. The Center will need to have an annual program to award small grants to faculty and students that will allow them to pursue research on issues that will advance the intellectual agenda of the Center. In addition to promoting and facilitating research that will eventually lead to publications, this fund will serve as a stimulus for faculty to initiate and continue research on the Americas in an interdisciplinary fashion and setting. It will also help them guide their graduate and undergraduate students into research and publishing on topics that advance comparative and interdisciplinary research on all of the Americas.

This grants program should have available at least \$15,000 a year for research proposals from faculty, graduate students, and (in exceptional cases) undergraduates to pursue research on topics that deal with the Americas in an interdisciplinary and comparative approach. Research that requires travel to foreign archives, conferences, and universities should be most highly valued. This grant program could be supplemented by funding from external agencies such as the Tinker Foundation in New York City, a program that provides up to \$15,000 a year matching funds for the type of research set out above.

Summer Research Funds

The ability to do research over the summer is essential to the success of our Center. For many faculty, research in this area will necessitate extensive expenditures of time and energy and will almost certainly involve travel, both foreign and domestic. Participating faculty must therefore be supported at this time of year to travel to conferences (some of which will be abroad), to travel to libraries to examine documents, to conduct interviews and surveys, to provide summer stipends for graduate students involved in particular research projects, and to the preparation of manuscripts for publication. Because our enterprise involves faculty not just from Arts and Science but from a number of other University units, the expenses incurred in the planning and completion of summer research will vary greatly; some projects will be more costly than others, but all will be essential to the growth and development of the Center. We believe that annual fund of \$15,000 would serve as a major instrument for attracting faculty to work with the Center as an active participant in programs and courses.

Retraining Grants for Faculty

The faculty is the Center's primary resource. Investment in the faculty will produce the dividends of research and teaching that are the Center's mission. We envisage retraining grants as an opportunity for faculty to acquire new skills and methods that will enable them to enlarge their view of the Americas. For example, faculty interested in topics that take them across national borders may participate in intensive summer study in a new language, including Portuguese, Haitian or Canadian French, Spanish or Native American languages and writing systems. Similarly, scholars may wish to take part in workshops that will train them in quantitative methods, computerized approaches to data, survey design and implementation, historiography, or field work methods. Our intention would be to foster grant applications that will allow faculty to work more freely across disciplinary boundaries, across the component units of the Center, and across national and geographic barriers.

Cost: Five retraining grants per year, @ c. \$4000 per grant, \$20,000 annually.

Visiting Scholars Program

Although Vanderbilt has substantial resources in all the component units of the Center, there are also missing specializations that can be filled in on a temporary basis by visiting scholars. We anticipate the need for two positions, one to be filled annually, to be chosen by the organizers of the annual seminar. The successful applicant would be a fellow of the Center, an individual whose current research contributed to the goal of the seminar, in which he or she would participate. The intended model is that of the Robert Penn Warren Center for the Humanities.

A second position, that of the Visitor to the Center, would be filled on an irregular basis. It would be reserved for individuals whose background and scholarship are of special interest to the Center. These could include individuals who may be, but are not necessarily, academics. For

example, they might be politicians, Native American leaders, creative artists and writers and others whose works represent or shape the culture of the Americas. These individuals, in applying to the Center, would propose a project that could reasonably be completed in the course of a year. Their responsibilities would include participation in the lectures and presentations of the Center, public performances or other appropriate contributions to the work of the Center.

Costs: Fellow of the Center Program, Annual Cost: One semester's salary up to \$35,000, c. \$30,000 annually (the assumption is that the successful applicant would have a semester's leave from the home institution).

Visitor Program. Annual stipend \$40,000, plus \$5000 in costs for research, travel, materials or other appropriate uses. If filled on a biannual basis, \$22,500 per year.

Appendix A.
Proposed Budget for the Center

	One-time Expense	Annual Operating Costs	Endowed Funds
Planning seminar (2001-2002)	50,000		
Salary for Center Director (2002-) [+ fringe benefits]		75,000 [18,750]	
Salary for Administrative Assistant (2002-) [+ fringe benefits]		25,000 [6,250]	
Endowed Chairs (3, fully endowed)			7,500,000
Annual Conferences Series		25,000	
Conferences and Seminars		25,000	
Post-Doctoral Fellowships (3 @ 35,000) [+ fringe benefits]		105,000 [26,250]	
Graduate Fellowships (10 @ \$42,000)		420,000	
Visiting Scholars Program [+ fringe benefits]		35,000 [8,750]	
Internal Grants Program		15,000	
Summer Research Funds		15,000	
Retraining Grants for Faculty		20,000	
Visiting Scholars Program		80,000	
Totals [fringe benefits total]	50,000	775,000 [60,500] 805,500	7,500,000

Budget Notes: (1) A permanent endowment for the center of \$10,000,000 would generate approximately \$500,000 per year for annual operating costs. (2) The majority of the annual operating costs budgeted above are for graduate fellowships. Many of these could come out of new endowed funds in the capital campaign. (3) The university should raise funds to fully endow three chairs that will bring prestige and cohesion to the work of the Center. Fringe benefits are estimated (generously) at 25%.

Appendix B. Current Faculty Working on Topics Linked to the Proposed Center

This listing offers a preliminary survey of faculty whose research and teaching would contribute to the activities of the Center. The list includes more than 100 faculty, primarily in the College of Arts and Science, but also in Blair, Divinity, and Peabody. We believe a number of faculty in Owen and the Medical School will also make important connections with the Center.

	AAST	AMST	LAS	EUS	ANTH FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHL	PHYS	PSCI	RLST	SOC	SPNPR	WS	BLABR	DW	GPC
Anderson, Victor	*																			*		
Astek, Jeremy										*												
Baldwin, Lauri	*																*					
Benz, Greg	*																			*		
Bell, Vernon		*								*												
Berquist, Francille			*															*				
Berry, Michael			*										*									
Blau, Deborah	*			*																		
Brown, Barbara			*									*										
Brenton, John																						
Burns, J. Peter																*				*		
Burr, Victoria		*																*				
Chapman, Tara																					*	
Chen, Tim	*								*			*							*			
Christensen, Jerry										*												
Cochrell, Dale																					*	
Collie, Simon		*																				
Collie, William																						
Condin, Beth	*						*													*		
Cunnington, Paula			*																			
Crippin, John		*																				
Cunningham, Joe																						*
Cyrus, Cynthia																						
Davis, Theodore	*																					
Dawson, Arthur			*				*															
Dunn, Anne		*																				
Dickerson, Dennis	*																					
Dudson, Francis	*																					
Dukach, Paul																						*
Eakin, Marshall			*																			
Elledge, Paul					*																	
Epstein, Jim					*																	
Ernest, David																						
Extebarria, F.			*				*															
Falcon, Peter		*																				
Firchur, Edward		*					*															
Fitz, Earl		*																				
	AAST	AMST	LAS	EUS	ANTH FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHL	PHYS	PSCI	RLST	SOC	SPNPR	WS	BLABR	DW	GPC

Con't

	AAST	AMST	LAS	EUS	ANTH FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	RLST	SOC	SPMPO	WS	BLAIR	DIV	GPC
Folgarait, Leonard			♦				♦															
Foster, James			♦							♦												
Fowler, William			♦		♦																	
Franklin, Jimmie	♦	♦															♦					
Friedman, Edward			♦															♦				
Fryd, Vivica			♦				♦												♦			
Gag, Volney																	♦					
Girges, Sam			♦								♦											
Goddu, Teresa	♦	♦								♦										♦		
Goodie, Sean			♦							♦												
Gregor, Tom				♦		♦																
Griffin, Larry			♦															♦				
Guthrie, James																					♦	
Hamilton, Russell	♦			♦															♦			
Hancock, M. Donald				♦														♦				
Harris, Alice				♦																		
Harrington, Joel				♦													♦					
Harrod, Howard																					♦	
Headrick, Annabeth	♦			♦		♦	♦															♦
Heflinger, Craig Anne																						♦
Heyenman, Stephen																						♦
Hodges, Michael																	♦					♦
Hummel, Leonard																						♦
Hunter, Wendy			♦															♦				
Janecek, John			♦			♦																
Jarma, Amy																						
Jones, John																						
Jones, Yvette	♦																♦					
Jrak, Cathy				♦																		
Jrak, Ramos				♦														♦				
Kirschke, Amy	♦	♦					♦															
Kovalcheck, Kassia							♦															
Lacko, John																						
Landers, Jane	♦			♦													♦					
Lang, Jim				♦																		
Longwell, Bill	♦																♦					
Lowe, Melanie																						
Luis, William	♦		♦																♦			
Maeschi, Andrea			♦					♦														

Con't

	AAST	AMST	LAS	EUS	ANTH FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	PLST	SOC	SPVPO	WS	BLAIR	DIV	GPC
Margo, Robert										1												
McCarthy, John																						
McKoy, Sheila	1	1																				
McLeod, Michael																						1
Mode, Robert								1														
Molla, Charles				1																		
Nabers, Drayton									1													
Needham, Marcea																			1			
Newbrough, John																						1
Nezhatiada, A.											1											
Odear, Leslie	1																					
Perkins, Doug																					1	
Phanezy, Matthew					1																	
Rasico, Philip	1																		1			
Ray, James Lee																		1				
Santoro, Wayne																						
Schwartz, Thomas				1																		
Scott, Virginia			1																			
Segovia, Elena	1																					
Shields, Sharon																					1	
Simonet, Helena																				1		
Sloop, John	1							1														
Smith, Helmut					1																	
Steinberg, Bonnie	1																			1		
Ticki, Cecilia	1									1										1		
Weislo, Francis				1																		
Werner, Melke				1																		
Weyhand, Kurt	1																	1				
Zamora, Andres	1																		1			
Total Participants	16	16	30	14	9	6	3	1	6	10	3	3	15	3	1	4	3	6	11	6	8	3
																						12

Appendix C.
**Current Interdisciplinary Programs that Would Contribute to the Center and Current
Course Offerings**

African American Studies

(www.vanderbilt.edu/catalogs/undergrad/africanamer.html)

American and Southern Studies

(www.vanderbilt.edu/catalogs/undergrad/american.html)

Comparative Literature

(www.vanderbilt.edu/catalogs/undergrad/complit.html)

European Studies

(www.vanderbilt.edu/catalogs/undergrad/european.html)

Latin American and Iberian Studies

(www.vanderbilt.edu/catalogs/undergrad/latinamer.html)

The following text from these websites has been reformatted for convenience. There may be minor formatting differences between what we include and the actual websites.

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African American Studies

DIRECTOR Lucius Turner Outlaw, Jr.

THE African American Studies program offers courses that treat the experiences of African-descended people both on the African continent and throughout the diaspora. Since a number of the courses required by the program are offered every other year, students must consult the program director soon after they decide to participate in the program to design a feasible course of study. Students may take courses on an elective basis or as part of an interdisciplinary major or minor. Courses taken at Fisk University may be counted as electives in the program of study.

Program of Concentration in African American Studies

The interdisciplinary major consists of 30 hours of core courses and 6 hours of electives. Requirements for the completion of the major include:

1. African American Studies 101, Introduction to African American Studies.

2. (*African American History*) History 279-280.
3. (*African History*) History 253-254.
4. (*African American Humanities*) Three hours in the humanities, to be selected from: African American Studies 114 (Introduction to African American Philosophies of Religion), African American Studies 145 (Interfaith Dialogue and African American Culture), African American Studies 263 (African American Literature), African American Studies 294-01 (Contemporary Black Experience); Dance 114 (Black Dance in America); English 115W-41 (African American Autobiography), English 115W-49 (Afro-Caribbean Women's Literature), English 115W-50 (African American Literature), English 115W-55 (Toni Morrison), English 115W-56 (Harlem Renaissance), English 271 (Caribbean Literature), English 272d (Movements in Literature: The Contemporary Black Experience), English 273c (Problems in Literature: Reading Race in Nineteenth-Century America), English 273d (Problems in Literature: Marginality in African American and South African Literature), English 274-01 (Major Figures in Literature: Toni Morrison), English 350-01 (Special Problems in English and American Literature: Restoring Race in Nineteenth Century American Literature), English 355-01 (Special Topics in English and American Literature: Afro-American Literature-Diaspora and Dissension), English 355-02 (African American Novel); Fine Arts 293 (Senior Seminar: Twentieth Century African American Art), Fine Arts 294-01 (Special Topic: African American Art-Harlem Renaissance), Fine Arts 325 (Special Topics: African American Art); Music (MUSL) 148 (Survey of Jazz); Philosophy 294a-01 (Selected Topic: Philosophy of Race); Religious Studies 107 (African American Religious Tradition), Religious Studies 115-05 (Gandhi, Luthuli, and King), Religious Studies 204 (The Evangelical Movement in America), Religious Studies 205 (Black Church in America), Religious Studies 219 (Martin Luther King Jr. and the Social Roles of Religion), Religious Studies 250 (Black Islam in America); Spanish 294 (Afro-Hispanic Literature).
5. (*African Humanities*) Three hours in the humanities, to be selected from: English 115W-63 (African Literature and Theory), French 239 (The African Novel); Humanities 115-05 (African Literature); Music (MUSL) 160 (Musical Cultures of the Non-Western World), Music (MUSL) 171 (African Music); African American Studies 276 (Anglophone African Literature); Religious Studies 294 (Special Topic: Religions in Africa), Religious Studies 294 (Special Topic: Traditional African Religions, Christianity and Islam).
6. (*African American Social Sciences*) Three hours in social sciences, to be selected from: History 172 (Comparative Slavery in the Americas); Anthropology 219 (Origins of African American Culture), Anthropology 224 (Political Anthropology: Crosscultural Studies in Conflict and Power), Anthropology 237 (Ethnicity, Race, and Culture); African American Studies 255 (Racial and Ethnic Minorities in the U.S.), African American Studies 258 (Rise of the Iberian Atlantic Empires, 1492-1700), African American Studies 264 (Brazilian Civilization), African American Studies 279 (History of Black Americans), African American Studies 280 (African American History to Reconstruction), African American Studies 294-02 (African American Women since Reconstruction); History 295-01 (Black Protest), History

295-02 (Civil Rights Revolution), History 295-07 (African Resistance and Adaptation in the Americas), History 381 (African American History in the Twentieth Century); Political Science 115W-02 (Race and Gender Politics); Psychology 266 (Interpersonal and Intergroup Relations); Sociology 115-03 (Otherness in the U.S.: Images of Race, Gender, and Sexual Preference), Sociology 115-09 (Poverty and Inequality in the U.S.), Sociology 115-12 (Race and Race Relations in the Contemporary South), Sociology 258 (The South in American Culture), Sociology 262 (Interpersonal and Intergroup Relations), Sociology 294 (Special Topic: Race, Gender, and Sport).

7. *(African Social Sciences)* Three hours in social sciences, to be selected from: African American Studies 235 (Human Geography of Sub-Saharan Africa), African American Studies 253 (African History: Sub-Saharan Africa), African American Studies 254 (African History: Africa since 1800), African American Studies 294 (Special Topic: Genocides and Terrorisms in Africa); Anthropology 231 (Archaeology of Africa); History 115W-46 (Crises in the Horn of Africa), History 264, History 295-02 (Resistance and Adaptation to Slavery in Americas); Political Science 219 (African Politics); Sociology 275 (Sociology of Contemporary African Societies).
8. Six hours of elective credit selected from the approved lists of elective course offerings at Vanderbilt and Fisk universities. Consult the African American Studies program office for the approved lists of courses.
9. African American Studies 299, Senior Project in African American Studies. Students are required to complete an independent study in an area of interest to them during their senior year. This project will be selected in consultation with the program director and supervised by an affiliate faculty of the program. The focus will be on the use of interdisciplinary methods and materials that the students have accrued in their earlier courses. The project will involve independent readings and research, and result in a research paper on a salient aspect of the black experience, either across time or space (a spatial analysis could involve a comparative examination of the lives of African-origin people across the globe).

Minor in African American Studies

Students who select a minor in African American Studies must choose an emphasis either in African or African American studies. Each minor comprises 18 credit hours, and requires completion of the two-course (six hours) history sequence in the student's chosen geographic area (African or African American); and three hours each of humanities and social sciences course work in the respective geographic area. Six hours of electives must be chosen from the lists of approved courses offered by Vanderbilt or Fisk Universities, which may be obtained in the program office in 201 Garland Hall. Elective courses are not restricted to courses in the student's selected geographic area. Courses must be selected in consultation with the program director.

African American Studies 101. Introduction to African American Studies. Survey of the foundations of African American culture beginning with ancient African history and continuing

through contemporary issues in the African American experience. The characteristics, developments, and dynamics of African American culture in the United States. SPRING. [3] Staff.

African American Studies 114. Introduction to African American Philosophies of Religion. (Also listed as Religious Studies 114) Contemporary African American scholars. The idea of God, the problem of evil and suffering. The problem of divine revelation and religious knowledge, and the contributions of religion to problems of human identity, and difference. FALL. [3] Anderson. (Divinity School)

African American Studies 115W. Freshman Seminar [3].

African American Studies 145. Interfaith Dialogue and African American Culture. (Also listed as Religious Studies 145) An examination of the lives, thought, and activities of Malcolm X and Martin Luther King, Jr., with special attention to their significance as sources of dialogue for Christians and Muslims. Of particular importance are the constructive insights that these leaders provide for those who wish to understand the two great faith communities and culture in the African American context. SPRING. [3] Baldwin.

African American Studies 235. Human Geography of Sub-Saharan Africa. (Also listed as Social Science 235) Spatial manifestations of a resilient cultural heritage and focus on sustainability of informal communities. Topics include indigenous political institutions, traditional medicine, population distribution and movements, geography and gender, and environmental impacts. SPRING. [3] Garbharran.

African American Studies 253. Sub-Saharan Africa: 1400-1800. (Also listed as History 253) Pre-colonial history of West and Central Africa: the rise of early empires, cultural history of major groups, the spread of Islam, the Atlantic exchange, development of the Atlantic plantation complex, and the slave trade. FALL. [3] Landers.

African American Studies 254. Africa since 1800: The Revolutionary Years. (Also listed as History 254) Political, economic, and social patterns in Sub-Saharan Africa from 1800 to the present. The transition from traditional states and societies, through the colonial interlude and the quest for independence, to the modern national setting with its problems of development. Emphasis on the peoples of Nigeria and South Africa. [3] Longwell.

African American Studies 255. Racial and Ethnic Minorities in the United States. (Also listed as Sociology 255) Status of blacks, Asians, Hispanics, and other minorities. Migration, identity and association, and strategies to improve group status and reduce intergroup tensions. Comparisons to other countries. FALL. [3] Santoro.

African American Studies 258. Rise of the Iberian Atlantic Empires 1492-1700. (Also listed as History 258) Pre-Columbian societies; the formation of the early Spanish state and imperial expansion in the Americas; the formation of multiethnic transatlantic societies. FALL. [3] Landers.

African American Studies 259. Decline of the Iberian Atlantic Empires, 1700-1820. (Also listed as History 259) Reorganization of the Spanish and Portuguese empires, maturation of transatlantic societies; revolutions for independence. [3] Landers. (Not currently offered)

African American Studies 263. African American Literature. (Also listed as American and Southern Studies 263 and English 263) Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. FALL. [3] Smith McKoy.

African American Studies 264. Brazilian Civilization. (Also listed as History 264) From pre-Columbian times to the present. Class and fusion of Portuguese, Amerindian, and African cultures; sugar and slavery; independence and empire; the coffee economy; race relations; the search for national identity; industrialization; dictatorship and democracy in the twentieth century. FALL. [3] Eakin.

African American Studies 276. Anglophone African Literature. (Also listed as English 276) From the Sundiata Epic to the present, with emphasis on the novel. Issues of identity, post coloniality, nationalism, race and ethnicity in both SubSaharan and Mahgrib literatures. Such authors as Achebe, Ngugi, Gordimer, Awoonor, and El Saadaw. SPRING. [3] Smith McKoy.

African American Studies 279. African American History to Reconstruction. (Also listed as History 279) The political, socioeconomic, and intellectual history of African American people from their African backgrounds to the end of Reconstruction. Special emphasis upon the institutional history of the African American community. FALL. [3] Franklin.

African American Studies 280. African American History since Reconstruction. (Also listed as History 280) The political, socioeconomic, and intellectual history of African American people from the end of Reconstruction to the present. Special emphasis upon African American cultural and institutional history and the twentieth-century protest movements. SPRING. [3] Franklin.

African American Studies 280a-280b. Internship. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private institutions on issues relative to the black experience. A minimum of 3 hours of background reading and research will be completed in African American Studies 280a concurrently with and regardless of the numbers of hours taken in internship training in 280b. Normally a 2.90 grade point average, 6 hours of prior work in African American Studies, and prior approval by the Director of African American Studies of the student's plan are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed.

280a. Internship Readings and Research. Readings conducted under the supervision of a member of Vanderbilt's African American Studies Program and a substantial research paper are required. FALL, SPRING, SUMMER. [Variable credit: 1-6] **African American Studies**

280b. Internship Training. Graded on a Pass/Fail basis only and must be taken concurrently with 280a. These hours may not be included in the minimum number of hours required for the African American Studies major. FALL, SPRING, SUMMER [Variable credit: 1-9]

African American Studies 289. Independent Study. FALL, SPRING. [Variable credit: 1-3 each semester]

African American Studies 294a-294b. Special Topics. [3]

African American Studies 299. Senior Project in African American Studies. Supervised readings and independent research to produce an interdisciplinary research paper, topic to be selected in conjunction with the director of African American Studies. Open only to seniors. [3]

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American and Southern Studies

THE American and Southern Studies program offers an interdisciplinary major for students interested in deepening and broadening their understanding of the American experience in all its aspects and dimensions. Students majoring in this field often define their intellectual interests in such areas of concentration as American politics and culture, American political and social thought, art and literature in America, race and ethnicity in America, modern America, and the cultural experience of the American South. Students are encouraged to integrate traditional subjects and disciplines in a manner that reflects their own interests, ambitions, and needs. The major is designed for those students with interests in interdisciplinary studies of the humanities and social sciences, prelaw training, or careers in communications, journalism, public service, and education. Students are also encouraged to place their studies of American culture in the context of historic changes occurring in cultures outside the United States, ranging from Eastern Europe to Central and South America, Africa, and Asia.

The program is directed by Larry Griffin, Professor of Sociology and chair of the College Committee on American and Southern Studies

Program of Concentration in American and Southern Studies

The interdisciplinary major consists of 36 hours of course work, to be distributed among various disciplines as indicated below. Emphasis is on political, cultural, economic, and related trends or events that contribute to the making of American culture and character in all its diversity. After completing the core requirements, students must concentrate on a theme, such as those named above, chosen in consultation with the director of the program. Students should expect to study the problems, developments, and crises of social history, technology, visual studies, gender, race, ethnicity, media, and political and literary culture. Each student will work with an adviser to design a program that meets his or her intellectual needs and interests.

Students should note that no more than 6 hours at the 100 level can count toward the interdisciplinary major and that often prerequisites exist for the courses that may be used in the

major. Independent study, research courses, and selected topics courses should have topics appropriate to the student's course of study. Students seeking a second major may count a maximum of 6 hours of course work to meet requirements in both majors.

Requirements for the interdisciplinary major in American Studies include completion of the following:

1. American Studies 100.
2. American Studies 295 or American Studies 250.
3. Core requirements (15 hours) to provide a background and foundation for the interdisciplinary study of American culture and character, to be selected from the fields and courses listed below.

AMERICAN STUDIES (3 hours):210, Perspectives on the American Experience: Art and Literature; 240, Topics in American Studies; 247, American Political Culture; 258, The South in American Culture.

ENGLISH (3 hours):211, Representative American Writers; 212, Southern Literature; 272, Movements in Literature (when an American topic is listed); 273, Problems in Literature (when an American topic is listed).

HISTORY (3 hours):268, The English Atlantic World, 1500-1688; 269, Cultural History of the First British Empire, 1707-83; 270, The Emergence of American Democracy; 272, The U.S. in the Era of the Civil War; 273, The Emergence of Modern America; 274, The U.S., 1916-1945; 275, Recent America: The United States since 1945.

SOCIAL SCIENCE (3 hours):Political Science 204, American Political Thought; Political Science 245, The American Presidency; Sociology 249, American Social Movements; Sociology 250, Gender in American Society (also listed as Women's Studies 250); Sociology 255, Racial and Ethnic Minorities in the United States.

An additional 3 hours of either American Studies or Social Science selected from the above core courses.

4. Concentrated program (15 hours) on a theme or topic to be developed and studied through an approved selection of courses from at least three departments, to be taken primarily from the following suggested courses.

AMERICAN STUDIES:104, Men and Women in American Society; 204, Self, Society, and Social Change; 205, Development of the American Theatre; 210, Perspectives on the American Experience; 212, Southern Literature; 220-221, Rhetoric of the American Experience; 222, Classical Tradition in America; 223, Women and the Law; 240, Topics in American Studies; 241, Rhetoric of the Mass Media; 247, American Political Culture; 258,

The South in American Culture; 263, African American Literature; 267, Desire in America; 268a-268b, America on Film; 270, The Frontier in Early America; 277, Asian American Literature; 278, History of Appalachia; 281, The United States and the Vietnam War; 289a-289b, Independent Readings and Research.

ANTHROPOLOGY:214, North American Indians; 219, Origins of African American Culture; 229, North American Archaeology; 245, Art of Pre-Columbian America; 255, Native American Art.

CLASSICALSTUDIES:222, Classical Tradition in America.

COMMUNICATIONSTUDIES:220-221, Rhetoric of the American Experience; 224, Rhetoric of Social Movements, 241, Rhetoric of the Mass Media.

ECONOMICS:212, Labor Economics; 226, Economic History of the United States; 246, Unions, Management, and Public Policy; 266, Economics of Poverty and Discrimination; 267, Problems in U.S. Economic History.

ENGLISH:211, Representative American Writers; 212, Southern Literature; 232, Modern American Novel; 234, Contemporary American Fiction; 259, Nineteenth-Century American Poetry; 260, Nineteenth-Century American Writers; 263, African American Literature; 265, Film and Modernism; 266, The Nineteenth-Century American Novel; 267, Desire in America; 268a-268b, America on Film; 269, Special Topics on Film; 271, Caribbean Literature; 272, Movements in Literature (when an American topic is listed); 273, Problems in Literature (when an American topic is listed); 277, Asian American Literature; 286, Twentieth-Century Drama.

FINE ARTS:240, American Art and Architecture; 241, Twentieth-Century American Art; 245, Art of Pre-Columbian America; 255, Native American Art.

HISTORY:205, Historical Perspectives on Women, Health, and Sexuality; 267, The Frontier in Early America; 268, The English Atlantic World, 1500-1688; 269, Cultural History of the First British Empire, 1707-1783; 270, The Emergence of American Democracy; 271, The Era of Reform; 272, The U.S. in the Era of the Civil War; 273, The Emergence of Modern America; 274, The U.S., 1969-1945; 275, Recent America: The United States since 1945; 276, The Old South; 277, The New South; 278, History of Appalachia; 279-280, African American History; 281, The United States and the Vietnam War; 282, The United States and the World; 283, The United States as a World Power; 284-285, American Social History; 286-287, Women's Experience in America: Colonial Times to the Present; 288-289, History of American Thought; 292, Historical Geography of the United States.

MUSIC:147, American Music; 149, American Popular Music; 294, Blackface Minstrelsy.

PHILOSOPHY:222, American Philosophy; 234, Philosophy of Education.

POLITICAL SCIENCE:204, American Political Thought; 222, American Foreign Policy; 223, The Making of U.S. Foreign Policy; 240, Political Parties; 241, American Public Opinion and Voting Behavior; 242, Political Communication; 243, Political Campaigns and the Electoral Process; 244, The Legislative Process; 245, The American Presidency; 247, American Political Culture; 261, Constitutional Interpretation; 262, The Judicial Process; 287-288, Selected Topics (when an American topic is listed).

RELIGIOUS STUDIES:107, Introduction to African American Religious Traditions; 145, Malcolm X and Martin Luther King Jr.; 204, The Evangelical Movement in America; 205, The Black Church in America; 217, The History of Religion in the United States; 219, Martin Luther King Jr. and the Social Roles of Religion; 252, Islam in America; 254, Native American Religious Traditions.

SOCIOLOGY:204, Self, Society, and Social Change; 224, Women and the Law; 230, The Family; 231, Criminology; 235, Contemporary American Society; 236, Class, Status, and Power; 237, Society and Medicine; 238, Social Problems of American Medicine; 240, Law and Society; 241, Art in Society; 246, Sociology of Religion; 248, Popular Culture Dynamics; 249, American Social Movements; 250, Gender in American Society; 251, Women and Public Policy in America; 253, Gender, Work, and Culture; 254, Schools and Society; 255, Racial and Ethnic Minorities in the United States; 256, Race, Gender, and Sports; 258, The South in American Culture; 261, Work and Family in American Life; 294, Seminar in Selected Topics (when an American topic is listed).

THEATRE:204, Development of the American Theatre.

WOMEN'S STUDIES:205, Historical Perspectives on Women, Health, and Sexuality; 224, Women and the Law; 250, Gender in American Society; 251, Women and Public Policy in America; 253, Gender, Work, and Culture; 256, Race, Gender, and Sports; 260, Nineteenth-Century American Women Writers; 261, Work and Family in American Life; 286-287, Women's Experience in America: Colonial Times to the Present.

Honors Program in American and Southern Studies

The honors program in American and Southern Studies is designed to afford superior students the opportunity to pursue more intensive work in their area of thematic concentration. The program requires (a) a 3.0 cumulative grade point average in all general University courses, and a 3.3 grade point average in American and Southern Studies courses, (b) 6 hours of independent research, 298-299 (Honors Research and Thesis) normally taken during the senior year, (c) an honors thesis to be completed in the spring of the senior year, and (d) successful completion of an honors oral examination on the topic of the thesis.

American Studies 100. Introduction to American Studies. An interdisciplinary approach to American culture, character, and life. FALL, SPRING. [3] Boyd (American and Southern Studies), Kreyling (English).

American Studies 104. Men and Women in American Society. (Also listed as Sociology 104 and Women's Studies 104) This course focuses on ideas about masculinity and femininity and how these ideas carry with them inequalities in the distribution of power and resources available to men and women. We examine how gender permeates seemingly neutral aspects of everyday life-how we date, sexuality, family life, work relationships, political life, media images. FALL, SPRING. [3] Boyd (American and Southern Studies).

American Studies 115, 115W. Freshman Seminar [3]

American Studies 204. Self, Society, and Social Change. (Also listed as Sociology 204) Problems and prospects for individual participation in social change; volunteering, community service, and philanthropy; role of individuals and voluntary associations in social change. FALL. [3] Cornfield (Sociology).

American Studies 205. Development of the American Theatre. (Also listed as Theatre 204) A study of theatrical activity in the United States from the Colonial period to the present. The course will include the reading of selected plays. Prerequisite: sophomore standing and Theatre 100 or 115W. [3] J. Hallquist (Theatre). (Not currently offered)

American Studies 210. Perspectives on the American Experience: Art and Literature. An interdisciplinary study of American cultural expression from the early national period to 1900, focusing on the interplay between art and literature. [3] (Not currently offered)

American Studies 212. Southern Literature. (Also listed as English 212) The works of southern writers from Captain Smith to the present. Topics such as the Plantation Myth, slavery and civil war, Agrarianism, and "post-southernism." Authors may include Poe, Twain, Cable, Faulkner, Welty, Percy, Wright. FALL. [3] Kreyling (English).

American Studies 220. Rhetoric of the American Experience: 1640-1865. (Also listed as Communication Studies 220) A critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from colonial times through the Civil War. FALL. [3] Morris (Communication Studies).

American Studies 221. Rhetoric of the American Experience: 1865 to the present. (Also listed as Communication Studies 221) A critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from 1865 to the present. SPRING. [3] Morris (Communication Studies).

American Studies 222. Classical Tradition in America. (Also listed as Classical Studies 222) Influences of classical Greece and Rome on the literature, politics, architecture, and values of the United States from the colonial period to the present. SPRING. [3] Wiltshire (Classical Studies).

American Studies 223. Women and Law. (Also listed as Sociology 224 and Women's Studies 224) History of laws subordinating women and efforts by feminists to achieve substantive and procedural equity. American historical examples augmented by comparative research. Examines employment law, laws making rape and domestic violence illegal, and tax law. FALL. [3] Steinberg (Women's Studies and Sociology).

American Studies 225. American Philosophy. (Also listed as Philosophy 222) A study of works of selected American philosophers from the colonial period to the present. SPRING. [3] Outlaw (Philosophy and African American Studies).

American Studies 240. Topics in American Studies. Topics of special interest on American culture or society, as announced in the *Schedule of Courses*. May be taken three times for credit when topics vary. FALL, SPRING. [3]

American Studies 241. Rhetoric of Mass Media. (Also listed as Communication Studies 241) A study of the nature, effects, and reasons for the effects, ethics, regulation, and criticism of contemporary mass media communication. Political causes, news reporting, commercial advertising, and similar sources of rhetorics are included. FALL. [3] Sloop (Communication Studies).

American Studies 247. American Political Culture. (Also listed as Political Science 247) Content, historical development, and political consequences of the American public's deeply rooted values concerning how the political system ought to work and the ends it ought to serve. Attention to regional variation. SPRING. [3] Pride (Political Science).

American Studies 248. Intentional Communities. (Also listed as Political Science 248) The utopian impulse in fact and fiction; formation of polities such as communes, cults, and ecovillages; alternative subcultures within the United States with special emphasis on the 1960s and 1990s. MAY. [3] Pride (Political Science).

American Studies 250. Senior Tutorial. Supervised readings, joint discussions, and independent research on a topic related to the American experience, to be selected in consultation with the director of American Studies. Open only to juniors and seniors. FALL, SPRING. [3] Staff.

American Studies 258. The South in American Culture. (Also listed as Sociology 258) The changing relationship between the South and the rest of the country and its effects on understandings and definitions of the South; changes in southern social structures and patterns, race relations, and economic and political institutions. SPRING. [3] Griffin (Sociology).

American Studies 260. Nineteenth-Century American Women Writers. (Also listed as English 260 and Women's Studies 260) Themes and forms of American women's prose and poetry, with the emphasis on alternative visions of the frontier, progress, class, race, and self-definition. Authors include Child, Kirkland, Fern, Jacobs, Harper, Dickinson, and Chopin. [3] (Not currently offered)

American Studies 263. African American Literature. (Also listed as African American Studies 263 and English 263) Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. [3] (Not currently offered)

American Studies 267. Desire in America: Literature, Cinema, and History. (Also listed as English 267 and Film Studies 267) The influence of desire and repression in shaping American culture and character from the mid-nineteenth century to the present. [3] (Not currently offered)

American Studies 268a. America on Film: Art and Ideology. (Also listed as English 268a and Film Studies 268a) American culture and character through film, film theory, and literature. FALL. [3] Girgus (English).

American Studies 268b. America on Film: Performance and Culture. (Also listed as English 268b and Film Studies 268b) Film performance in the construction of identity and gender, social meaning and narrative, public image and influence in America. SPRING. [3] Girgus (English).

American Studies 270. The Frontier in Early America: War and Cultural Interaction. (Also listed as History 267) Frontiers in North America, 1500-1763. War, trade, and cultural exchange among the native, British, French, and Spanish residents of North America. The meaning of cultural frontiers and of cycles of peace and war in borderlands. FALL. [3] Staff.

American Studies 277. Asian American Literature. (Also listed as English 277) Examines the diversity of Asian American literary production with specific attention to post-1965. Focus on topics such as gender and sexuality, memory and desire, and diaspora and panethnicity in the context of aesthetics and politics of Asian American experience. SPRING. [3] Chen (English)

American Studies 278. History of Appalachia. (Also listed as History 278) The region from first European intrusions to the present. Frontier era white-indigenous contact, antebellum society and economy, relations with the slave South, the Civil War and postwar politics, increasing social strainings, industrialization and labor conflict, poverty, and outmigration. Examination of mountain culture, tourism, and the construction of the "hillbilly" image. [3] (Not currently offered)

American Studies 280a-280b. Internship, Research, Reading, and Training. Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is complete. Background reading and research will be completed in 280a concurrently with the completion of internship training, 280b; a minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. 280a: Internship, research, and reading. FALL, SPRING, SUMMER. [Variable credit: 1-6]. 280b: offered on a pass/fail basis only and must be taken concurrently with 280a. FALL, SPRING, SUMMER. [Variable credit: 1-9] Griffin.

American Studies 281. The United States and the Vietnam War. (Also listed as History 281) Origins of American involvement, the reasons for escalation, and the Vietnamese response to

intervention. The impact on America's domestic politics, the growth of the anti-war movement, and the economic, social, and cultural effects of the conflict. [3] (Not currently offered)

American Studies 289a-289b. Independent Readings and Research. Independent readings and/or research on approved topics relating to American society and culture. [Variable credit: 1-3 each semester, not to exceed a total of 6 in 289a-289b combined] Staff.

American Studies 295. Undergraduate Seminar in American Studies. Advanced reading, research, and writing in a particular area of American Studies. May be taken no more than two times, and not twice from the same professor. Limited to juniors and seniors with preference given to American Studies majors. FALL, SPRING. [3]

American Studies 298. Senior Honors Research. Acquisition, reading, and analysis of primary source research material. Open only to senior honors students. FALL. [3] Griffin.

American Studies 299. Senior Honors Thesis. Writing an honors thesis under the supervision of the thesis adviser. SPRING. [3] Griffin.

American Studies 310. Topics in American Culture and Character. Topics as announced in the *Schedule of Courses*. May be repeated twice for credit when topics vary. [3] (Not currently offered)

Comparative Literature

THIS program familiarizes students with the global context of the Western tradition, as well as with the Western tradition in literature and culture. Students study European, American, and World literature, with an emphasis on theory and interpretation. The program is directed by Earl Fitz, Professor of Spanish, Portuguese, and Comparative Literature. Students should fulfill 36 credit hours, according to the following requirements.

*Program of Concentration in Comparative Literature *

I. Humanities, Tradition and the World

Three courses (9 credit hours) in literature in translation including Humanities 140 and 141 and one other course. The additional course of literature in translation can be a course in Humanities beyond 141, or can come from any Department or Program within the College as approved by the Program Director. (Examples include German 245-246, German Masterpieces in English Translation; Philosophy 210/Classics 210, Ancient Philosophy; Religious Studies 108, Themes in the Hebrew Bible; Russian 221-222, Survey of Russian Literature; Spanish/Portuguese 293, Contemporary Latin American Prose Fiction in English

Translation.) Selected Freshman Seminars (115s) may qualify if approved by the Director of the Program.

II. Primary Literature Field

Three courses (9 credit hours). A student who is also pursuing a major in the language chosen to satisfy the Primary Literature Field may count 6 appropriate hours of the language major towards the Primary Literature Field, and need not take the remaining 3 hours in the Primary Literature Field, but may take instead an additional 3 hours in the Secondary Literature Field.

Literature in the candidate's language of choice, other than the student's native language. Standard literary languages include (but are not limited to) French, Italian, German, Russian, Spanish, Portuguese, Latin and Greek. Courses may be selected from the attached list or in consultation with the Director of the Program, or with the Program's Director of Undergraduate Studies.

Courses based on texts studied in translation do not satisfy this requirement.

Courses satisfying this requirement include the following:

English: 208a-b, Representative British Writers; 210, Shakespeare; 211, Representative American Writers; 212, Southern Literature; 220, Chaucer; 221, Medieval Literature; 230, The Eighteenth-Century English Novel; 231, The Nineteenth-Century English Novel; 232a-232b, Twentieth-Century American Novel; 248, Sixteenth Century; 249, Seventeenth-Century Literature; 250, English Renaissance: The Drama; 252a-252b, Restoration and the Eighteenth Century; 253, The Age of Pope and Johnson; 254a-254b, The Romantic Period; 255, The Victorian Period; 256, Modern British and American Poetry, Yeats to Auden; 257, Seventeenth-Century Prose; 258, Contemporary British and American Poetry; 259, Nineteenth Century American Poetry; 260, Nineteenth-Century American Women Writers; 262, Literature and Law; 263, African American Literature; 264, Modern Irish Literature; 266, Nineteenth-Century American Literature; 271, Caribbean Literature; 279, Modern Drama; 280, Twentieth-Century British Drama; 281, The English Lyric; 283, Satire; 285, Restoration and Eighteenth-Century Drama; 286a-286b, Twentieth-Century Drama; 287, Love and the Novel.

French: 220, Introduction to French Literature; 222, Introduction to Francophone Literature.

Literature: 232, French Poetry from Villon to Malherbe; 235, Farce and Comedy; 236, Tragedy and *drame*; 237, The Early Modern Novel; 238, The Twentieth-Century Novel; 239, The African Novel; 240, Rabelais, Montaigne, and Their Times; 253, Literature of the Fantastic; 255, French Feminist Thought; 257, The Nineteenth-Century Novel and Society; 260, Enlightenment and Revolution; 261, Age of Louis XIV; 265, From Romanticism to

Symbolism; 267, Twentieth-Century French Literature; 270, The French Literary Tradition.

German: 221-222, Background and Main Currents of German Literature; 235, German Romanticism; 248, The German Lyric; 262, German Literature of the Middle Ages; 263, The Age of Goethe; 264, Nineteenth-Century Drama; 265, Twentieth-Century Drama; 266, Twentieth-Century Prose; 267, The German Novel of the Twentieth Century; 268, Modern German Short Story; 269, East German Literature; 280, *Sturm und Drang*.

Spanish: 203, Spanish and South American Literature; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 236, Contemporary Literature of Spanish America; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 244, Afro-Hispanic Literature; 246, *Don Quixote*; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 281, Theory and Praxis of Drama.

Classical Languages and Literatures: Greek 204, Intermediate Greek: Homer's *Iliad*; Greek 215, The Greek Tragedians; Greek 216, Readings in Plato and Aristotle; Latin 201, Catullus and Horace; Latin 202, Ovid; Latin 206, Cicero and the Humanistic Tradition; 212, Roman Comedy; 215, The Roman Historians.

III. Secondary Literature Field

Two courses (6 credit hours). Literature in another language from that chosen for Primary Field, courses customarily chosen from attached list or in consultation with the Director, or the Program's Director of Undergraduate Studies. The language of study may be the student's native language, including English. If the language is English, course material should consist primarily of works originally written in English and not translated. American, British, or post-colonial literature in English are all eligible.

Courses based on texts studied in translation do not satisfy this requirement.

IV. World Literature

One course (3 credit hours) in literature in translation in Classics or Middle Eastern, Far Eastern, African or other non-modern or non European Literatures, including Arabic, Chinese, Japanese, and Hebrew. Eligible courses may be taken in Comparative Literature or in other departments and programs.

V. Analysis and Theory

One course (3 credit hours) at sophomore level or higher, in methods and paradigms in interpretive disciplines including among subject areas Anthropology, Art History, Cognitive

Psychology (Peabody College), History, Political Science, Philosophy, Religious Studies, Women's Studies.

Courses fulfilling this requirement would, for example, include the following:

Anthropology: 203, Anthropological Linguistics; 206, Theories of Culture and Human Nature; 209, Human Diversity; *Classical Studies*: 227, Ancient Greek Art and Architecture; *Fine Arts*: 215, Formation and Power of Christian Images; 227, Ancient Greek Art and Architecture; *Philosophy*: 212, Modern Philosophy; 226, Phenomenology; 231, Philosophy of History; 241, Contemporary Issues in Aesthetics; *Political Science*: 206, Foundations of Marxism; 207, Liberalism and Its Critics; *Psychology and Human Development*: 1700, Social and Emotional Context of Cognition (Peabody); *Religious Studies*: 120, Religion, Sexuality, Power; 223, Ethics and Feminism 234, Post-Freudian Theories; 235, Freudian Theories and Religion; *Sociology*: 239, Men, Women and Society (this is the same as Anthropology 242 and Women's Studies 242); *Women's Studies*: 223, Ethics and Feminism; 246, Feminist Theory.

VI. Elective

One elective course (3 credit hours) from one of the categories in sections I-V. Particular "Selected Topics" courses may be approved upon occasion. Final selection of all courses satisfying requirements in sections I-VI must be approved by the Program's Director of Undergraduate Studies.

VII. Senior Seminar

One course (3 credits): Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation.

Honors

Students wanting to qualify for consideration for the Honors Program in Comparative Literature must have a grade point average of 3.000. To graduate with honors in Comparative Literature, a student must (a) complete all the requirements of the standard Comparative Literature major course work including 6 hours in Honors sections (299a-299b); b) maintain a 3.000 average overall and 3.300 in the major; c) be admitted into the Honors seminar (299a) of the fall of the senior year ; d) complete a thesis in the senior year (299b); e) pass an oral examination, based principally on the thesis, in the spring of the senior year.

Honors students are encouraged to take one graduate course in their primary literature field, or in Comparative Literature. Students taking the Honors seminar (299a) are not required to take the Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation, though they may choose to take this course as one of their electives.

Minor in Comparative Literature

The minor in Comparative Literature consists of a minimum of 18 credit hours. Students are required to take 3 courses (9 credit hours) in literature in translation, including Humanities 140 and Humanities 141 and one other course, as described in section I of requirements for the major. Students must also take two courses (6 credit hours) in primary literary field, as in Section II of requirements for the major, and the Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation (3 credit hours).

105W. World Drama. (Also listed as Humanities 105W) Representative plays of world literature with an examination of different styles and forms, including diverse formal concepts, and the relation of drama to cultural contexts. FALL, SPRING. [3] Staff.

106W. Literature of Argument and Persuasion. (Also listed as Humanities 106W) Modes of persuasion, focusing on the nature of persuasion and argument in nonfictional discourse. Aristotle's *Rhetoric*, Machiavelli's *The Prince*, Milton's *Areopagitica*, and Woolf's *A Room of One's Own*. FALL, SPRING. [3] Staff.

107W. Literature and the Interpretation of Culture. (Also listed as Humanities 107W) Modes of analyzing contemporary cultural phenomena, including advertisements, films, and novels. One novel (both canonical and popular) and one film are included. FALL, SPRING. [3] Staff.

108W. World Fiction: Short Stories. (Also listed as Humanities 108W) Short fiction from ancient to modern times, and from African, Asian, and European literary traditions. Concepts of transhistorical value encounter particular historical and social contexts. Aesop, "Anansi" stories, the *Bible*, *Thousand and One Nights*, Cervantes, Diderot, Mansfield. FALL, SPRING. [3] Staff.

115, 115W. Freshman Seminar. [3]

140-141. Great Books of the Western Tradition. (Also listed as Humanities 140-141) Discussion of a selected number of great books from the points of view of literary expression and changing ideologies. 140: classical Greece through the Renaissance. 141: the seventeenth century to the contemporary period. FALL, SPRING. [3-3] Staff.

150-151. Humanities. (Also listed as Humanities 150-151) Analysis and discussion of a selected number of the great works of literature, philosophy, and the arts, representative of the main periods and intellectual movements in Western civilization. The works are studied primarily in relation to the permanent humanistic values of our culture. 150: the Greek, medieval, and Renaissance periods. 151: the modern period from the seventeenth century to the present. 150 FALL [3] Staff; 151 SPRING [3] McCarthy (Germanic and Slavic Languages).

156. Images of Women. (Also listed as Humanities 156 and Women's Studies 150) An introduction to the study of images and roles of women in Western society as reflected primarily in literature and art. Readings and discussions will concentrate on modern works that draw for background on Greek and Roman mythology, the *Bible*, medieval and Renaissance materials. FALL, SPRING. [3] Staff.

160-161. Selected Topics. (Also listed as Humanities 160-161) [3-3] (Not currently offered)

175. The Classical Tradition and English Poetry. (Also listed as Classics 175 and Humanities 175) Survey of selected poetic genres, forms, and topics from Homer through Auden. [3] Staff. (Not currently offered)

202. Themes in World Literature. (Also listed as Humanities 202 and Religious Studies 248) Analysis and discussion of major themes in a selected number of the great works of literature, philosophy, and the arts which have been important to civilizations both Western and Eastern from antiquity to 1600. FALL. [3] Staff.

203. Themes in World Literature. (Also listed as Humanities 203) Analysis and discussion of major themes in a selected number of the great works of literature, philosophy, and the arts which have been important to civilizations both Western and Eastern from 1600 to the present. SPRING. [3] Staff.

215. Travel, Adventure, and Discovery in Western Literature. (Also listed as English 215 and Humanities 215) The significance and uses of imaginary travel in the western literary tradition, from the *Odyssey* to the present, with emphasis on the Enlightenment. Topics include scientific discovery, colonialism, and gender. [3] Bowen (French and Italian). (Not currently offered)

224. Dante's Divine Comedy. (Also listed as English 224, Humanities 224, and Italian 224) Reading and analysis of the complete *Inferno* and a study of selected cantos from the *Purgatorio* and *Paradiso*, all in English translation. [3] Franke (French and Italian). (Offered 2001/02)

225. European Realism. (Also listed as European Studies 225 and Humanities 225) Analysis of representative nineteenth-century novels which gave rise to current theories of realism. Balzac, Dickens, Clarín, Galdós, and Dostoevsky. [3] McCarthy (Germanic and Slavic Studies). (Not currently offered)

230. Contemporary Literature of Central Europe. (Also listed as Humanities 230) Fiction in translation from Czechoslovakia, Poland, Hungary, Yugoslavia, and East Germany. Kafka's vision of modernity from the tragic to the absurd, as interpreted by Kafka and his heirs, including Kundera, Schulz, and Schneider. [3] (Not currently offered)

237. Medieval Women in their Own Words. (Also listed as Humanities 237 and Women's Studies 239) European writers from the late classical period through the Middle Ages. Autobiographies, hymns, fictions in poetry and prose with attention paid to ethnic and linguistic difference, cultural background, religious and philosophical ideas. Focus on political influence, personal relations, health and other life concerns, condition in society, and self-perception as writers. SPRING. [3] Barrett.

239. Religious Autobiography. (Also listed as Humanities 239 and Religious Studies 239) The construction of identity in religious autobiography: motivations (personal salvation, witness, proselytism); relationships among self, God, and religious tradition; role of memory; cultural,

gender, and religious differences. Readings may include Augustine, Gandhi, Malcolm X, Angelou, Wiesel. SPRING. [3] Geller.

240. Literatures of Africa. (Also listed as Humanities 240) Literatures of Africa, including works originally composed in Arabic and in French, English, or other European languages as well as in various African languages. Cultural variations are emphasized, including differences in linguistic backgrounds and religious beliefs (Islamic, Christian, and indigenous). Texts taught in translation. Authors typically included: Mafouz, Achebe, Ngugi, Soyinka, Djebbar, Sembene. [3] Nzabatsinda (French). (Not currently offered)

265. Theories of Imitation. (Also listed as Humanities 265 and Spanish 265) Classical and Renaissance theories of translation and imitation, as exemplified by sixteenth- and seventeenth-century literature, particularly Spanish pastoral poetry. Readings in the theory of imitation from Aristotle to Borges. Lectures and readings in English. For credit toward the Spanish major, readings and written work must be done in Spanish. [3] (Not currently offered)

278. Colonial and Post-Colonial Literature. (Also listed as English 278 and Humanities 278) Literature from countries colonized by Europe from eighteenth to twentieth century. Examines implications of colonial encounter, and formation of idea "post-colonial" culture. Subjects include language, freedom and agency, gender roles, representation of space, relation between power and narrative. Such authors as: Foster, Coetzee, Okri, Tagore, Chatterjee, Kincaid, Rushdie, Soyinka. [3] (Not currently offered)

284. The Comic Novel. (Also listed as English 284 and Humanities 284) Novels in the European tradition of humorous writing, including works by Rabelais, Cervantes, Fielding, Dickens, Joyce, and Amis. [3] Gottfried (English). (Not currently offered)

294. Special Topics. (Also listed as Humanities 294) Topics of special interest, as announced in the *Schedule of Courses*. Individual courses are at a more advanced level than 160-161 and may have prerequisites. [3]

299a Honors Seminar. Background for writing the Honors thesis. Comparatist methodologies, critical approaches, problems of interdisciplinary study. Methods of research, choosing a topic. Advanced writing exercise in preparation for Honors thesis. Limited to seniors admitted to the honors program in Comparative Literature. [3]

299b. Honors Thesis. Prerequisite: 299a. [3]

European Studies

DIRECTOR Joel F. Harrington

PROFESSORS Donna L. Bahry, Vereen M. Bell, James Booth, Barbara C. Bowen, Robert A. Driskill, Paul Elledge, James A. Epstein, Leonard Folgarait, Marc Froment-Meurice, Roy Gottfried, Larry J. Griffin, M. Donald Hancock, Alice C. Harris, Andrea Maneschi, John A. McCarthy, Luigi Monga, Helmut F. Pfanner, Philip D. Rasico, James Lee Ray, Dieter H. O. Sevin, John A. Vasquez, Patricia A. Ward,

FULBRIGHT DISTINGUISHED PROFESSOR Hermann J. Rupieper

ASSOCIATE PROFESSORS Michael D. Bess, Dan M. Church, Robert R. Ehman, Joel F. Harrington, Kassian A. Kovalcheck Jr., David A. Lowe, Robert L. Mode, Ljubica D. Popovich, Matthew Ramsey, Thomas Alan Schwartz, Virginia M. Scott, Helmut Walser Smith, Francis W. Wcislo, Kurt Weyland

ASSISTANT PROFESSORS Katherine Barbieri, Hervé François Allet, Laurie Johnson, Meike G. J. Werner

SENIOR LECTURER Tracy Barrett

THE Center for European Studies offers an interdisciplinary major in modern European studies, designed for students who want to broaden their awareness of the European experience and to prepare for advanced study and international careers.

European studies majors are encouraged to participate in one of the Vanderbilt study programs in Europe and residence in the International House on campus. Special activities of the center include lectures by European scholars and informal faculty-student luncheon seminars.

Program of Concentration in Modern European Studies

The interdisciplinary major consists of 42 hours of course work, to be distributed among various disciplines as indicated below. Emphasis is on political, cultural, economic, and related trends or events since the French Revolution. Students may elect to concentrate on a thematic or comparative topic (such as culture and society during a particular epoch), a regional or subregional topic (such as European integration or the Iberian peninsula), or the culture and society of a particular nation (such as France, Germany, Italy, England, Spain, Portugal, or Russia). Students select a particular focus and specific courses that will fulfill requirements of the major in consultation with the director of the Center for European Studies.

Requirements for the interdisciplinary major in modern European studies include completion of:

1. European Studies 201, European Society and Culture.
2. European Studies 250, Senior Tutorial. Students pursuing honors in modern European studies are required to take European Studies 299a-299b in lieu of European Studies 250. This exception is explained in the paragraph describing the honors program below.

3. Nine hours in European history, to be selected from the following list.

EUROPEAN STUDIES:260, European Cities.

HISTORY:100, History of Western Civilization to 1700; 101, History of Western Civilization; 115, Freshman seminar (with appropriate topic); 115W, Freshman seminar (with appropriate topic); 184, Nazi Germany and the Holocaust; 188, History of World War II; 202, Science and Society after the Enlightenment; 204, History of Medicine, 1750 to the Present; 212, Medieval Europe, 300-1000; 213, Medieval Europe, 1000-1300; 214, Europe in the Age of the Renaissance; 215, Europe in the Age of the Reformation, 1500-1648; 216, Europe in the Age of Absolutism, 1648-1789; 218, Europe in the Age of Revolution, 1789-1815; 220, Europe in the Nineteenth Century; 225, Europe from World War I to World War II; 226, Europe Since 1945; 227, Intellectual History of Early Modern Europe; 228, Intellectual History of Modern Europe; 231, Germany in the Twentieth Century; 232, History of Modern Italy; 234, History of France from the Renaissance to the Enlightenment; 235, Modern France; 236, France Since 1870; 237, Russia: Tsardom to Empire; 238, Russia: Old Regime to Revolution; 239, Russia: The U.S.S.R. and Afterward; 240, Medieval and Early Modern England; 241, Culture and Conflict in Modern Britain; 242, England under the Tudors; 243, Britain's Century of Revolution; 245, Victorian Britain; 260, History of Portugal and the Portuguese Empire 1415-1975; 294, Selected Topics (with appropriate topic); 295, Undergraduate Seminar in History (with appropriate topic); 296, Independent Study.

4. Nine hours in other social science fields, to be selected from the following list.

EUROPEAN STUDIES:240, Topics in European Studies; 260, European Cities.

ECONOMICS:249a-249b, Selected Topics (with appropriate topic); 262, History of Economic Thought; 263, International Trade; 264, Open Economy Macroeconomics; 271, Economic History of Europe; 287, European Economic Integration; 291a-291b, Independent Study.

POLITICAL SCIENCE:101, Comparative Politics; 102, International Politics; 103, Introduction to Political Theory; 203, Modern Political Philosophy; 205, Modern Political Ideologies; 206, Foundations of Marxism; 207, Liberalism and Its Critics; 210, West European Politics; 211, The European Union; 212, Politics in Russia and Successor States; 213, Democratization and Political Development; 218, Social Reform and Revolution; 220, Crisis Diplomacy; 221, Causes of War; 225, International Political Economy; 226, International Law and Organization; 227, Political Science, Economics, and Foreign Policy; 231, Contemporary Issues in Europe; 232, Evolution in French Foreign Policy under the Fifth Republic; 284, Contested Harmonies: Music and Political Thought; 287-288, Seminars in Selected Topics (with appropriate topic); 289a-289b, Independent Research.

SOCIOLOGY:291, Structure of Modern Spanish Society; 294, Seminars in Selected Topics; 299, Independent Research and Writing.

5. Nine hours in the humanities, to be selected from the following list.

COMMUNICATIONSTUDIES:294, Rhetoric of Irish Nationalism.

EUROPEAN STUDIES:225, European Realism; 240, Topics in European Studies; 260, European Cities.

ENGLISH:115W, Freshman Seminar (with appropriate topic); 221, Medieval Literature; 230, Eighteenth-Century English Novel; 231, Nineteenth-Century English Novel; 233, Modern British Novel; 235, Contemporary British Fiction; 244, Literary Criticism; 248, Sixteenth Century; 249, Seventeenth Century; 251, Milton; 252, Age of Dryden and Swift; 253, Age of Pope and Johnson; 254, Romantic Period; 255, Victorian Period; 256, Modern British and American Poetry; 264, Modern Irish Literature; 272, Movements in Literature (with appropriate topic); 273, Problems in Literature; 274, Major Figures in Literature; 283, Satire; 289a-289b, Independent Study; 295, Undergraduate Seminar (with appropriate topic).

FINE ARTS:110-111, History of Western Art; 115, 115W, Freshman Seminar (with appropriate topic); 211, Medieval Art; 212, Northern Renaissance; 216, Tuscan Art; 218, Italian Renaissance Art to 1500; 219, Italian Renaissance Art after 1500; 220, Renaissance-Baroque Architecture; 221, Baroque-Rococo Art; 222, British Art; 230-231, Nineteenth- and Twentieth-Century European Art; 232, Modern Architecture; 272a-272b, Survey of Film History; 289, Independent Research; 294, Selected Topics.

FRENCH:201, French Composition; 204, French for Business; 207-208, French Civilization; 209, Contemporary France; 210, French Cinema; 214, Advanced Conversational French; 215, La Provence; 216, Summer Study Tour; 218, The Contemporary Press and Media; 220, Introduction to French Literature; 226, Advanced Grammar; 232, French Poetry from Villon to Malherbe; 234, Medieval French Literature; 235, Farce and Comedy; 236, Tragedy and *drame*; 237, The Early Modern Novel; 238, The Twentieth-Century Novel; 240, Rabelais, Montaigne and Their Times; 251, Provence and the French Novel; 253, Literature of the Fantastic; 255, French Feminist Thought: Literary and Critical; 256, Contemporary French Philosophical Thought; 257, Nineteenth-Century Novel and Society; 260, Age of Louis XIV; 261, Enlightenment and Revolution; 262, The Avant-Garde in Modern French Theatre; 265, From Romanticism to Symbolism; 267, Twentieth-Century French Literature; 270, The French Literary Canon; 289, Independent Study; 294, Special Topics in French Literature; 295, Special Topics in French Language and Civilization.

GERMAN:171-172, German Culture and Civilization; 213-214, Intermediate German Conversation and Composition; 216, Business German; 220, Advanced Grammar; 221-222, Background and Main Currents of German Literature; 235, German Romanticism; 237, Women in Transition; 248, The German Lyric; 262, German Literature of the Middle Ages; 263, The Age of Goethe; 264, Nineteenth-Century Drama; 265, Twentieth-Century Drama; 266, Nineteenth-Century Prose; 267, German Novel of the Twentieth Century; 268, Modern German Short Story; 269, East German Literature; 270, German Film; 280, *Sturm und Drang*; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

HUMANITIES:215, Travel, Adventure, and Discovery in Western Literature; 224, Dante's *Inferno*; 225, European Realism; 230, Contemporary Literature of Central Europe; 284, The Comic Novel.

ITALIAN: 201, Grammar and Composition; 202, Advanced Italian; 214, Spoken Italian; 215, La Toscana; 216, Summer Study Tour; 220, Introduction to Italian Literature; 230, Italian Civilization; 231, Readings from Dante's *Divina Commedia*; 232, The Literature of the Italian Renaissance; 289, Independent Study.

MUSIC LITERATURE:115, Freshman Seminar (with appropriate topic); 140, Introduction to Music Literature; 141, Survey of Music Literature; 144, Survey of Orchestral Music; 145, Survey of Choral Music; 183, Music, the Arts, and Ideas; 186, Women and Music; 242, Music of the Middle Ages and Renaissance; 243, Music of the Baroque and Classic Eras; 244, Music of the Romantic and Modern Eras; 247, Opera; 284, Contested Harmonies: Music and Political Thought.

PHILOSOPHY:211, Medieval Philosophy; 212, Modern Philosophy; 213, Contemporary Philosophy; 220, Immanuel Kant; 224, Existential Philosophy; 228, Nineteenth-Century Philosophy; 231, Philosophy of History; 247, Kierkegaard and Nietzsche; 252, Political and Social Philosophy; 253, Philosophy and Economic Policies; 254, Modern Philosophies of Law; 255, Philosophy and Literary Theory; 258, Contemporary Political Philosophy; 260, Twentieth-Century Continental Philosophy; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

PORtUGUESE:200, Intermediate Portuguese; 201, Intermediate Composition; 207, Spoken Portuguese; 221, Culture and Civilization of the Portuguese-Speaking World: Portugal; 289, Independent Study; 294, Special Topics in Portuguese Language, Literature, and Civilization.

RELIGIOUS STUDIES:115, Freshman Seminar; 115W, Freshman Writing Seminar (with appropriate topic); 202, Natural Science and the Religious Life; 214, Modern European Christianity; 215, Formation of the Catholic Tradition; 216, Christianity in the Reformation Era; 228, Judaism and Modernity; 229, The Holocaust: Its Meaning and Implications.

RUSSIAN:203-204, Second-Year Russian; 213-214, Intermediate Russian Conversation; 220, Advanced Grammar; 221-222, Survey of Russian Literature; 223-224, Composition and Conversation; 238, Women in Russian Society and Culture; 247, Readings in the Russian Press; 257-258, Advanced Composition and Conversation; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

SOCIOLOGY:291, Structure of Modern Spanish Society.

SPANISH:201, Intermediate Composition; 202, Spoken Spanish; 206, Spanish for Business and Economics; 207, Advanced Conversation; 208, Contemporary Spanish through Film; 212, Advanced Grammar and Stylistics; 220, Languages of Spain; 221, Spanish Civilization; 226, Film and Cultural Trends; 230, Development of Lyric Poetry; 231, The Origins of Spanish

Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 237, Contemporary Lyric Poetry, 239, Development of the Novel; 240, The Contemporary Novel; 246, *Don Quixote*; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 289, Independent Study; 294a-294b, Special Topics.

6. One of the following language options:

- a. 6 hours of course work beyond the intermediate level in one European language;
- b. course work through the intermediate level in two European language
- c. demonstration of proficiency equivalent to either of the preceding options; or
- d. participation in one of the Vanderbilt study programs in Europe (students participating in the Vanderbilt-in-England program must complete course work through the intermediate level in one European language, or demonstrate equivalent proficiency).

Independent study and research courses and selected topics courses should have topics appropriate to the student's course of study.

Students majoring in modern European studies are urged to satisfy the 9-hour major requirements in the social sciences and humanities by completing courses in the area of their special interest. The remainder of the 42 hours required for the major may be selected from the preceding course lists or from among approved courses taken abroad. Normally, no more than 9 hours of work in 100-level courses may be counted toward the major; however, students offering two languages under option (b) above may also count toward the major the intermediate-level courses in one of those languages.

Students seeking a second major may count a maximum of 6 hours of course work to meet requirements in both majors.

Programs of Concentration in French and European Studies, German Studies, Russian and European Studies, Spanish and European Studies, and Spanish, Portuguese, and European Studies

The Center for European Studies also offers joint majors in French and European Studies, German Studies, Russian and European Studies, Spanish and European Studies, and Spanish, Portuguese, and European Studies with the Department of French and Italian, the Department of Germanic and Slavic Languages, and the Department of Spanish and Portuguese, respectively. For requirements, see French and Italian, Germanic and Slavic Languages, and Spanish and Portuguese in this catalog.

Honors Program

The Center for European Studies offers qualified majors the option of completing a portion of their major requirements in an honors program. Students have the opportunity to engage in interdisciplinary reading, consultations with faculty, and research on the central topic or theme

of their program of concentration. To be admitted to the program, students must have obtained a minimum grade point average of 3.000 and must submit a short description of their proposed program of study to the European Studies Executive Committee.

Requirements of the honors program are as follows: completion of 12 hours of independent research, including European studies 289a-289b, normally taken in the junior year, and 299a-299b, to be taken in the senior year; completion of a senior thesis in the context of 299a-299b; and completion of an honors comprehensive written and oral examination in the second semester of the senior year.

Information concerning the honors program is available from the director of the Center for European Studies. College regulations governing honors programs may be found in this catalog under Honors Programs, Special Programs for Arts and Science.

Minor in European Studies

The Center for European Studies also offers a minor in Modern European Studies. Students must choose a thematic focus and take 18 hours of approved European-content courses distributed as follows:

1. European Studies 201;
2. a minimum of 3 hours of modern European history;
3. a minimum of 3 hours of relevant work in social science; and
4. a minimum of 3 hours of relevant work in humanities.

Course selection must be approved by the director of the Center for European Studies. Neither independent study nor directed study courses may be used to satisfy requirements of the minor.

European Studies 201. European Society and Culture. An interdisciplinary survey of European society, culture, and politics since 1900. FALL. [3] Staff.

European Studies 225. European Realism. (Also listed as Humanities 225 and Comparative Literature 225) Analysis of representative nineteenth-century novels which gave rise to current theories of realism. Balzac, Dickens, Clarín, Galdós, and Dostoevsky. [3] Staff.

European Studies 231. Contemporary Issues in Europe. (Also listed as Political Science 231) Detailed analysis of the political, economic, and social issues facing Europe's post-Cold War period including regional integration, transitions to democracy, economic transformation, ethnic-national relations, industrial organization, environmental politics. [3] (Not currently offered)

European Studies 240. Topics in European Studies. Topics of special interest on modern European culture or society, as announced in the *Schedule of Courses*. May be repeated for credit when topics vary. FALL, SPRING. [3] Staff.

European Studies 250. Senior Tutorial. Supervised readings, joint discussions, and independent research on a modern European topic to be selected in consultation with the director of the Center for European Studies. Open only to juniors and seniors. FALL, SPRING. [3] Staff.

European Studies 260. European Cities. The history, politics, society, or culture of important European cities. Content varies according to location and disciplinary focus. The course is taught during the May Session in Europe with the cities themselves complementing daily lectures and site visits. Course requirements include preliminary work on campus, a research paper, and one or more examinations. May be repeated for credit in different cities. [3] Staff.

European Studies 289a-289b. Independent Readings and/or Research. Independent readings and/or research on approved topics relating to modern European society and culture. FALL, SPRING. [Variable credit: 1-3 each semester, not to exceed a total of 6 in 289a and 289b combined] Staff.

European Studies 299a-299b. Senior Honors Research. Open only to seniors who have been admitted to the European honors program. FALL, SPRING. [3-3] Staff.

Latin American and Iberian Studies

DIRECTOR Jane Gilmer Landers

PROFESSORS EMERITI J. Richard Andrews, John Bingham, J. León Helguera, C. Enrique Pupo-Walker, Ronald Spores

PROFESSORS Simon Collier, John Crispin, Arthur A. Demarest, Earl E. Fitz, Leonard Folgarait, Edward Friedman, Thomas A. Gregor, Russell G. Hamilton, Cathy Login Jrade, William Luis, Andrea Maneschi, Philip D. Rasico, Francisco Ruiz-Ramón

ASSOCIATE PROFESSORS Victoria A. Burrus, Beth Ann Conklin, Marshall C. Eakin, William R. Fowler Jr., Wendy A. Hunter, Jane Gilmer Landers, James J. Lang, John D. Monaghan, Kurt Weyland

ASSISTANT PROFESSORS Francisco Estrada Belli, M. Fräncille Bergquist, Deborah E. Blom, Edward F. Fischer, Annabeth Headrick, John Janusek, Andrés Zamora

SENIORLECTURERS Ramón Jrade, Elena Olazagasti-Segovia, Casilda Rego

FOR more than thirty years Vanderbilt has shown a concern for and commitment to Latin American studies, becoming one of the first American universities to anticipate the national interest in Latin America. Vanderbilt's Center for Latin American and Iberian Studies seeks to advance fundamental and applied knowledge of Latin American countries through teaching, research, publication, and scholarly exchange. Participating in the specialized teaching and research activities of the Center are the departments of Anthropology, Economics and Business Administration, Fine Arts, History, Political Science, Sociology, and Spanish and Portuguese. The

Center faculty has built an invaluable asset in the form of personal and professional contacts in Latin America.

The Center has offered an interdisciplinary program of concentration for undergraduate students since 1973. An honors program is available, and students may participate in Vanderbilt study abroad programs in Argentina, Brazil, Chile, the Dominican Republic, or Spain.

Program of Concentration in Latin American and Iberian Studies

The interdisciplinary major in Latin American and Iberian Studies consists of 42 hours, including:

1. *Language Requirement.* A student must demonstrate ability in both Spanish and Portuguese by demonstrating advanced knowledge of one language and intermediate knowledge of the other. In Spanish, advanced knowledge may be demonstrated by taking Spanish 203 or any course with a higher number. In Portuguese, advanced knowledge may be demonstrated by taking one of the following courses: Portuguese 221, 222, 294. To acquire intermediate knowledge of Spanish requires completion of Spanish 104, Intermediate Spanish; in Portuguese, it requires completion of Portuguese 200, Intermediate Portuguese.

Upon petition, a student may offer a Native American language as a substitute for either Spanish or Portuguese. Nahuatl is offered in the Department of Anthropology. Normally, no more than 6 hours of work in 100-level courses may be counted toward the major. When students take intermediate-level courses in more than one language, however, one course in one of these languages may count toward the major.

2. *Core Area Requirement.* Students are required to complete 21 hours of core area courses, consisting of the following:
 - LAS 290, Interdisciplinary Research Methods; LAS 201, Introduction to Latin America; and History 160-161, History of Latin America.
 - Three of the following: Anthropology 210, Peoples and Cultures of Latin America or Anthropology 212, Ancient American Civilizations; Economics 222, Latin American Economic Development; Political Science 215, Change in Developing Countries, or Political Science 217, Latin American Politics, or Political Science 228, International Politics of Latin America; Portuguese 221, Culture and Civilization of Portugal, or Portuguese 222, Culture and Civilization of Brazil; Sociology 277, Contemporary Latin America; Spanish 203, Introduction to Spanish and Spanish American Literature, or Spanish 221, Spanish Civilization, or Spanish 223, Spanish American Civilization.
3. *Area of Concentration Requirement.* Students must complete 12 hours from one of the following areas of concentration. Courses that are employed to satisfy the language requirement or the core area requirement may not also count toward the 12-hour area specialization requirement.

History.

258, Rise of the Iberian Atlantic Empires, 1492-1700; 259, Decline of the Iberian Atlantic Empires, 1700-1820; 260, History of Portugal and the Portuguese Empire, 1415-1975; 261, Colonial Mexico; 262, Modern Mexico; 263, Southern South America since 1800; 264, Brazilian Civilization; 265, Central America from Conquest to Revolution; 266, Reform and Revolution in Latin America; 294, Selected Topics in History; 295, Undergraduate Seminar in History; 296, Independent Study in History.

Language, Literature, and Fine Arts.

SPANISH:203, Introduction to Spanish and Spanish American Literature; 213, Translation and Interpretation; 221, Spanish Civilization; 223, Spanish American Civilization; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 235, Spanish American Literature; 236, Contemporary Literature of Spanish America; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 244, Afro-Hispanic Literature; 246, Don Quixote; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 289, Independent Study; 293, Contemporary Latin American Prose Fiction in English Translation; 294a-294b, Special Topics.

PORTUGUESE:221-222 Culture and Civilization of the Portuguese-Speaking World; 289, Independent Study; 294, Special Topics in Portuguese Language, Literature, or Civilization.

NAHUATL:Anthropology 243, Introduction to Nahuatl Language, Culture, and Literature; Anthropology 244, Intermediate Nahuatl Language, Culture, and Literature.

FINE ARTS:234, Twentieth-Century Mexican Literature, Film, and Art; 245, Art of Pre-Columbian America; 256, The Art of the Maya; 257, Mesoamerican Art; 289, Independent Research; 294, Selected Topics.

Social Sciences.

ANTHROPOLOGY:210, Peoples and Cultures of Latin America; 212, Ancient Mesoamerican Civilizations; 213, The Archaeology of the Ancient Maya Civilization; 220, Peoples and Cultures of Mexico; 224, Political Anthropology: Crosscultural Studies in Conflict and Power; 226, Myth, Ritual, Belief: The Anthropology of Religion; 245, Art of Pre-Columbian America; 247, The Aztecs; 248, Ancient Empires and Civilizations of South America; 249, Indians of South America; 250, Shamanism and Spiritual Curing; 256, The Art of the Maya; 257, Mesoamerican Art.

ECONOMICS:222, Latin American Economic Development; 288, Theory and Problems of Development; 291a-291b, Independent Study.Students who successfully complete an Economics course on this list numbered 260 or higher may also receive Area of Concentration credit for successfully completing Economics 231 or 232.

POLITICAL SCIENCE:215, Change in Developing Countries; 217, Latin American Politics; 218, Social Reform and Revolution; 228, International Politics of Latin America; 287-288, Seminars in Selected Topics; 289a-289b, Independent Research.

SOCIOLOGY:277, Contemporary Latin America; 291, The Structure of Modern Spanish Society (offered in Madrid); 294, Seminars in Selected Topics; 299, Independent Research and Writing.

Honors Program

Although the Center does not have its own courses for the honors program, a major may enroll in the honors program in one of the departments whose courses are listed in the areas of concentration. Portions of the 42 hours may be taken in the honors program and, in conformity with the general regulations of the College, each student enrolled in this program will be given an examination by a board of the Center faculty, chosen in consultation with the student and the advisers.

Minor in Latin American Studies

The Center for Latin American and Iberian Studies also offers a minor in Latin American Studies. Students must choose a thematic focus and take 15 hours of approved courses with Latin American content distributed as follows:

1. Latin American Studies 201;
2. a minimum of 3 hours of Latin American history;
3. a minimum of 3 hours of relevant work in the social sciences; and
4. a minimum of 3 hours of relevant work in language, literature, and fine arts.

In addition, students must demonstrate language competency in one of the following three ways. Courses taken to satisfy the language requirement may not be counted toward the 15 hours of core courses.

- a. Advanced knowledge in either Spanish or Portuguese. In Spanish, this requires taking one of the following courses: Spanish 203 or any course with a higher number. In Portuguese, this requires taking one of the following courses: Portuguese 221 or 222.
- b. Intermediate knowledge in both Spanish and Portuguese. In Spanish, this requires completing Spanish 104; in Portuguese, it requires completing Portuguese 200. Upon petition, a student may offer a Native American language through the intermediate level as a substitute for either Spanish or Portuguese. Nahuatl is offered in the Department of Anthropology.
- c. Full-time study in the fall or spring semester at Vanderbilt-in-Spain or Vanderbilt-in-Latin America.

Course selection must be approved by the undergraduate adviser of the Center for Latin American and Iberian Studies.

Latin American Studies 115W. Freshman Seminar. [3]

Latin American Studies 201. Introduction to Latin America. A multidisciplinary survey of Latin America from pre-Columbian times to the present emphasizing culture, economic and political patterns, social issues, literature, and the arts in a historical perspective. SPRING. [3] Staff.

Latin American Studies 234. Twentieth-Century Mexican Literature, Film, and Art. (Also listed as Fine Arts 234) The historical, social, and political dynamic as expressed in various art forms. The relation between social reality and aesthetic form. SPRING. [3] Folgarait (Fine Arts).

Latin American Studies 280a-280b. Internship. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations in the United States and Latin America. Background reading and research will be completed in Latin American Studies 280a concurrently with the completion of internship training, Latin American Studies 280b. A minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Students may earn up to 6 hours of 280a credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, completion of 6 hours of Latin American Studies, and prior approval of the director of undergraduate students of the student's plans are required.

Latin American Studies 280a. Internship Research and Readings. FALL, SPRING, SUMMER. [Variable credit: 1-6]

Latin America Studies 280b. Internship Training. Offered on a Pass/Fall basis only and must be taken concurrently with 280a. Hours of 280b can not be included in the minimum number of hours counted toward the Latin American Studies major or minor. FALL, SPRING, SUMMER. [Variable credit: 1-9]

Latin American Studies 289a-289b. Independent Study. A program of independent readings or research to be selected in consultation with the Center's undergraduate adviser. Open only to juniors and seniors. FALL, SPRING. [Variable credit: 1-3 each semester, not to exceed 12 over a four-semester period]

Latin American Studies 290. Interdisciplinary Research Methods. Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. FALL. [3] Covington, Landers (History).

Latin American Studies 294a. Special Topics in Latin American Studies. Selected special topics suitable for interdisciplinary examination from the perspective of the social sciences and humanities, as announced in the *Schedule of Courses*. [3]

Appendix D. **Similar Centers or Institutes**

Center for the Americas
(SUNY, Buffalo)
(<http://cas.buffalo.edu/centers/cfta/>)

The Hemispheric Institute on the Americas
(University of California, Davis)
(trc.ucdavis.edu/hia)

The following text from these two websites has been reformatted for convenience. There may be minor formatting differences between what we include and the actual website.

UNIVERSITY AT BUFFALO

CENTER FOR THE AMERICAS

Center for the Americas

College of Arts and Sciences
University at Buffalo
1010 Clemens Hall
North Campus
Buffalo, NY 14260-4630
(716) 645-2546
Fax: (716) 645-5977



B.A. in American Studies

M.A. in American Studies

Ph.D. in American Studies

Co-Director and Director of Indigenous Studies John Mohawk

Co-Director and McNulty Chair Dennis Tedlock

Administrative Assistant Yvonne Dion-Buffalo

Assistant Professor David Johnson

Secretary/Receptionist Kathleen Kosinski

Professor Oren Lyons

Associate Professor Ruth Meyerowitz

Lecturer Barry White

Courses offered in the Center

Indigenous Studies

The Center for the Americas offers the opportunity to take an interdisciplinary and cross-cultural approach to the understanding of the Americas. Faculty and students pursue ideas and carry out research projects that cross the boundaries separating nations, languages, media, and academic departments. They consider multiple representations of the Americas, using official documents, literature, oral traditions and histories, and the visual and performing arts. They explore the past and future place of indigenous cultures and societies, the utopian imagination, the social significance of technologies, the relationship between nature and culture, and questions of law and justice.

The Center for the Americas offers degrees in American Studies in collaboration with the Department of African American Studies, the Asian Studies Program, the Cuban and Caribbean Program, the Indigenous Studies Program, the Latino/Latina Studies Program, and the Department of Women's Studies, all of which share our commitment to an interdisciplinary approach. We do not seek converts to a disciplinary culture of our own. Rather, we are seeking

students who may already have some notions about the projects they would like to pursue or the problems they would like to address, but have discovered that traditional disciplines tend to stick close to predetermined agendas. We also welcome foreign students who seek to deepen their understanding of the cultural, historical, and natural complexity of the United States or the Americas more generally.

The Center for the Americas offers Bachelor of Arts (B.A.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in American Studies.. Go to Page 2

Center for the Americas People

Professor Dennis Tedlock dtedlock@acsu.buffalo.edu

Associate Professor John Mohawk jmohawk@aol.com

Administrative Assistant Yvonne Dion-Buffalo ydb@acsu.buffalo.edu

Assistant Professor David Johnson dj@acsu.buffalo.edu

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Professor Oren Lyons orlyons@acsu.buffalo.edu

Associate Professor Ruth Meyerowitz

Lecturer Barry White bwhite@acsu.buffalo.edu



An eighth-century Maya scribe (at left) evaluates the work of one of his pupils (right). The text of what he is saying has not been completely deciphered, but the bottom glyph reads *tatab*, which means "bad writing."

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UNIVERSITY AT BUFFALO

CENTER FOR THE AMERICAS

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Courses in Latin American Studies applicable to B.A. in American Studies

Courses in African American Studies applicable to B.A. in American Studies

Courses in Caribbean Studies applicable to B.A. in American Studies

Courses in U.S. and Canadian Studies applicable to B.A. in American Studies

Courses in Indigenous Studies applicable to B.A. in American Studies

Courses in American Environments applicable to B.A. in American Studies

Undergraduate courses offered in the Center for the Americas

Master of Arts in American Studies

Doctor of Philosophy in American Studies

AMERICAN STUDIES B.A.

Acceptance Criteria:

Plus the following:

Thirty-three (33) credit hours including required courses as listed below.

Minimum 2.0 GPA overall

Minimum 2.5 GPA in the three courses described below:

Completion of AMS107 (Introduction to American Studies) and two of the following courses:

AMS162 New World Imaginations

APY106 Introduction to Cultural Anthropology

APY108 Introduction to Archaeology

DMS107-108 History of Film I and II

DMS109 Introduction to Film Interpretation

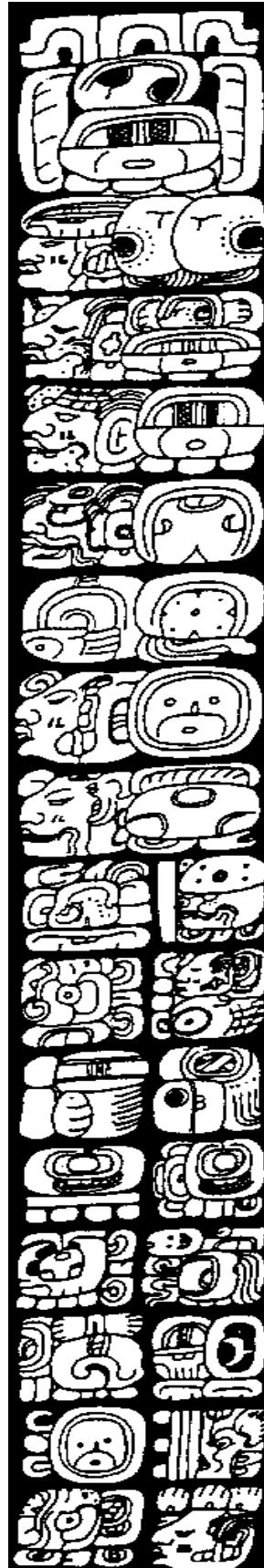
HIS161-162 United States History I and II

PSC101 Introduction to American Politics

SOC201 Structure of American Society

WS101 Introduction to Women's Studies

WS213 Women in Contemporary Society



PREREQUISITE COURSES TO ADMISSION AS MAJORS:

AMS107 Introduction to American Studies
AMS162 New World Imaginations

MAJOR REQUIREMENTS

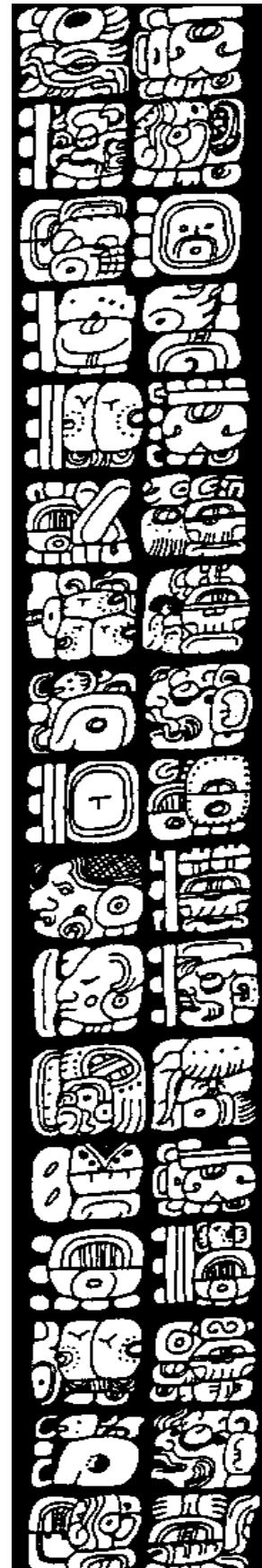
Eight additional courses, including AMS364, Seminar for Majors, and seven chosen from the following list (additional courses may be designated by the Director of Undergraduate Studies). At least four of the seven must be at the 300-400 level. Further, the seven must be distributed among at least four of the following six groups:

Indigenous Studies

AHI334 Native American Art: Socioeconomic Renewal or Ruin
AHI342 Photo and the Colonial Gaze
AMS100 Indian Image on Film
AMS179 Introduction to Native American History
AMS197 Seneca Language
AMS198 Language of the Seneca I
AMS231-232 Survey of Native American History
AMS272 Native American Literature
AMS281 Native Americans and the Colonist
AMS301 Introduction to Indigenous Women
AMS425 Native American Legal Situation
APY183 Peoples and Cultures of Latin America
APY250 Ancient Maya
APY302 Art and Cities of Central America
APY331 Archaeology of New World
APY333 North American Archaeology
APY449 Mayan Civilization: Past and Present
APY480 Collapse of Civilization
DMS405 Ethnographic Film
ENG343 Native American Literature
ENG382 Books of the Ancient Maya
ENG447 Mythology of the Americas
LIN275 Languages and Cultures of Native North America
WS219 Women of Color and the American Experience

Latin American Studies

APY183 Peoples and Cultures of Latin America
ENG277 Introduction to U.S. Latino Literature
HIS111 Latin America: Culture and History
HIS322 Latin America: Culture and History
PHI385 Latin American Thought



- POR402 Brazilian Civilization
 PSC329 U.S. Latin American Relations
 PSC372 Latin American Politics
 SPA304 Early Spanish American Literature
 SPA311 Survey of Spanish American Literature
 SPA320 Contemporary Spanish-American Literature
 SPA328 Spanish American Culture and Civilization
 SPA330 Spanish American Themes
 SPA350 Spanish American Short Story
 SPA411 Spanish American Novel
 SPA415 Spanish American Poetry
 SPA416 Spanish American Theatre
 SPA418 Spanish American Literature: Main Currents
 SPA449 Latin Americans and Latinos in Film
 SPA450 Latina/o Literature in U.S.
 WS247 Women in Latin America

*Note: SPA411 and SPA416 have SPA21O or SPA31O as prerequisites.

African American Studies

- AAS100 Introduction to African American Studies
 AAS118 Introduction to African American Music
 AAS184 Classic Black Prose
 AAS253-254 Blacks in Films I and II
 AAS290 Creating Black Art
 AAS361 Slavery and Underground Railroad
 AAS392 The Black Church
 AAS414 Health Problems in Black Community
 CPM250 USA Islam and Muslims
 CPM298 Religion in the Inner City
 CPM310 Black Writers
 CPM382 Law and Urban Problems
 ENG275 Black Literature
 ENG365 Black Literature
 ENG366 Studies in Black American Literature
 LLS200 Black Roots in Spanish American Literature
 SOC321 Race and Ethnic Relations
 WS219 Women of Color and the American Experience
 WS387 Black Female in Literature
 WS401 Black Women Writers

Caribbean Studies

- AAS270 Major Issues/Caribbean Studies
 AAS377 Caribbean Literature
 AMS128 Afro-Latin Musical Praxis
 HIS414 Cuban Revolution



- LLS200 Black Roots in Spanish American Literature
 LLS204 Introduction to Puerto Rican Culture
 LLS208 20th-Century Puerto Rican Literature
 LLS301 Ethnicity and the Puerto Rican Experience
 LLS303 Mainland Puerto Rican Experience
 LLS305 Contemporary Afro-Caribbean Religion
 LLS307 History of Ideas in Puerto Rico
 LLS308 Black Presence in Latin America
 LLS401 Seminar in Puerto Rican Studies
 LLS402 Puerto Rican Literature
 LLS404 Havana: City and Culture

United States and Canadian Studies

- AHI365 Victorian America
 AHI387 American Art
 AHI390-391 American Architecture
 AMS111 Contemporary Popular Music
 AMS113-114 American Lives and Environments
 AMS162 New World Imaginations
 AMS167-168 Cross-Cultural Topics
 AMS209-210 Musics of the World
 AMS439-440 Contemporary American Fiction
 AMS457 Problems in American Urban History
 AMS488-489 Violence and Nonviolence
 AS110 The Asian American Experience
 AS117 Asians in American History and Culture
 AS270 Asian American Women Writers
 AS348 Asian Americans and Visual Media
 ENG241-242 Major American Writers
 ENG332 Early American Literature
 ENG333 American Literature, 1828-1865
 ENG334 American Literature, 1865-1914
 ENG335 19th-Century American Novel
 ENG336 Modern American Novel
 ENG339 American Poetry
 ENG342 Studies in American Literature
 GEO231 U.S. Contemporary Problems
 HIS361-362 American Intellectual History
 HIS422 Topics in American Intellectual/Cultural History
 HIS452 Topics in Colonial America
 JDS255 Jewish Folklore
 JDS401 Aspects of American Jewish History
 MUS265 Rock Music
 MUS300 Music Pluralism Since 1900



MUS313 American Music
PHI359 American Philosophy
PSC225 Equality and Justice in U.S.
PSC319 Media in American Politics
PSC384-385 American Political Thought
SOC334 Introduction to Mass Cultural Studies
SOC348 Urban Sociology
WS212 The American Jewish Woman
WS283 American Women Writers
WS353 Women and the Law
WS376 Gender and Hollywood Films

American Environments

AMS113-114 American Lives and Environments
AMS161 Natural World Perspectives
AMS285 Natural World vs. Legal World
AMS343 Human Ecology
APY276 Introduction to Ethnomedicine
ARC121 Introduction to Archaeology
ARC241 Introduction to Building Technology
ARC328 Historic Preservation
ARC465 Urban Planning and Design I
ARC470 Climate and Architecture
ARC476 Landscape Design
BIO102 Plants and their Uses
BIO200 Evolutionary Biology
BIO309 Ecology
BIO310 Ecology Methods
GEO355 Landscape Ecology
GEO356 Environmental Change
PD301 Perspectives on Land Use and Development
PD302 Local Change in the Global Environment
SSC118 Introduction to Environmental Studies
SSC238 Ethics of Survival
SSC315 Field Ecology
SSC317 Environmental Politics
SSC470 Ethnobotanical Surveys

Note: BIO309 and BIO310 have BIO200 as a prerequisite. PD301 and PD302 have PD120 or PD212 as a prerequisite.

Note: A maximum of two courses may be applied both to the major and to the general education requirement, and a maximum of two courses may be applied to a major or minor other than American Studies.

See "Baccalaureate Degree Requirements" for remaining university requirements.



AMERICAN STUDIES-MINOR

Acceptance Criteria: Overall average of 2.0 and the minor application to American Studies.

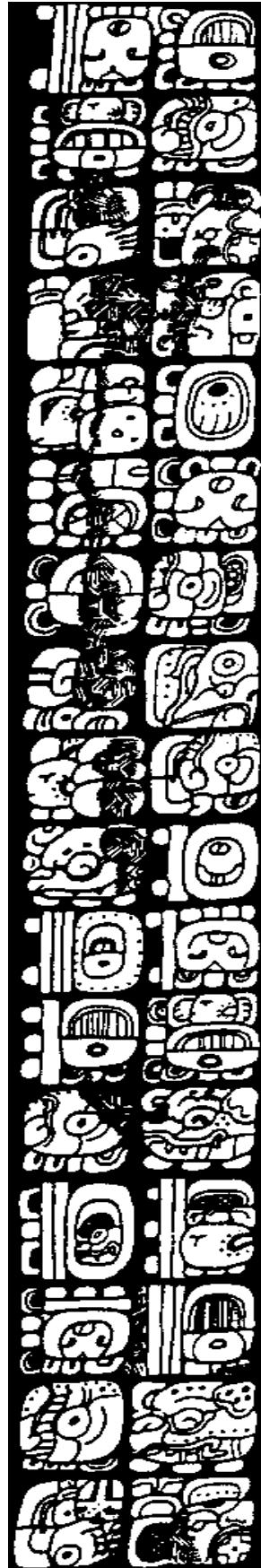
Required Courses: At least six AMS or other courses among those listed for the major (see above), including at least three at the 300-400 level. Further, the six courses must be distributed among at least three of the six groups in the major list.

M.A. IN AMERICAN STUDIES

The Center for the Americas requires candidates complete thirty-two (32) credits for the Masters of Arts Degree in American Studies, including eight seminar courses. Because the M.A. is focused on writing we require that five of your eight seminars be taken intensively. An intensive seminar is one in which the student is required to produce a substantial final paper. In addition, the Center requires a project as the final component of the MA program. This project may be a conventional M.A. thesis of 60 to 80 pages, directed by a faculty member of the candidate's choosing; or, as an alternative, the student may write a shorter paper of 25-35 pages and take an oral exam covering one field of his or her choice. The oral exam is based on a list of 15 texts chosen by the student in consultation with his or her committee. This committee consists of two members of the faculty chosen by the student, one to supervise the paper and one to supervise the examination. The faculty chosen for this purpose should be professors or hold Ph.D. degrees. At least one of these faculty members should be members of the faculty, full-time or adjunct, of the Center. Candidates are free to chose whichever of these options best suits their needs.

Ph.D. IN AMERICAN STUDIES

The Center for the Americas Ph.D. requirement consists of 72 credit hours of course work beyond the B.A., at least 40 of which are completed in addition to any previous master's degree. The 72-hour requirement must include at least ten seminars. Required courses include a fieldwork methods course and two semesters in Topics in Cultural History. We strongly urge that course work include courses in ancillary departments and at least 12 hours as a "minor" in a field outside the student's area of focus.



Students typically design a course in a major area of study of the cultures of the Americas which they may have the opportunity to teach. They are also urged to carry out fieldwork, which is intended to increase their awareness of social institutions and the culture determinants of consciousness. Usually this field experience takes place in a culture outside mainstream America; non-western fieldwork is especially encouraged. An exception to this might be students from outside the Americas whose interest might be mainstream American culture.

The Ph.D. program includes a comprehensive examination and a dissertation. The examination is developed in consultation with a faculty committee. Students design four examination questions that cut across all the topic areas in American studies and then answer them in written essays. An oral examination based on the essay questions follows. The questions take into consideration the student's overall course of study and dissertation plans.

The dissertation is normally a thesis or book of fifty thousand or more words. Dissertations are expected to be significant -- they should contribute to civic and world life as well as to the store of knowledge.

The kinds of research pursued by students is best illustrated by a sampling of theses and dissertation titles: "The Impact of Civil Jurisdiction on the Haudenosaunee: The Subversion of Native American Sovereignty," "Toward a Missing Link in the History of Italian American Women: Oral History of Sicilian and Sicilian-American Women," "Discursive Soul: Black Popular Music, Communal Critique and the Black Public Sphere of the Urban North," "The Re-Traditionalization of Indigenous Women as an Empowerment Strategy," "Making a 'Post-Industrial' Community: Jeanette, Pennsylvania Case Study," "Racism and Resistance in the Schooling of Afrikans," "TAINO, The Journal of Diego Colon: An Historical Reconstruction," "Concealed Weapons: Contemporary Black Women's Short Stories as Agents of Social Change, 1960s to the Present," "Four Generations: A Story of a Family of Plains Cree Women," "Community Radio and Public Culture," "An International History of the Black Panther Party," "Encountering Islam: Essays in Cultural History and Representation," "Indigenous and Iroquoian Art as Knowledge: In the Shadow of the Eagle," "The Rise and Fall of Salsa in New York City."

As these theses demonstrate, an interdisciplinary outlook is central to the educational aims of the Center for the Americas. Faculty are trained in traditional disciplines -- history, literature, anthropology -- as well as American Studies. The program is bound by the questions asked rather than the tools of a particular discipline. Within the Center, students have the choice of working with faculty in the Program in Indigenous Studies.



Students with other areas of interest work with faculty of the Department of African American Studies, the Latino/a Studies Program, and the Departments of History, English, Theatre and Dance, Media Studies, Art History, Philosophy, Anthropology, and Sociology, or in the Schools of Law, Social Work, Architecture and Education.

[More on graduate requirements](#)

COURSES OFFERED BY THE CENTER FOR THE AMERICAS

American Studies (AMS)

Note: Not all courses listed below are available in a given academic year; some occur regularly, while others are offered in rotation. Students can expect that most offerings will occur at least once within a three-year period.

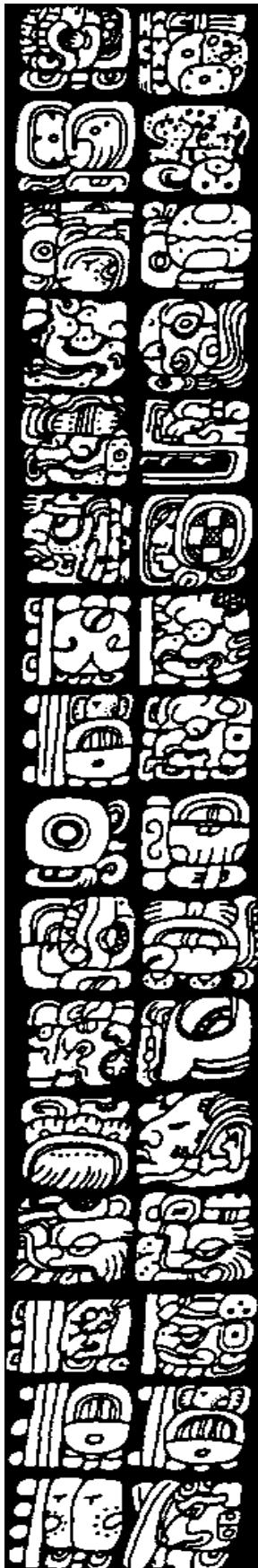
100 Indian Image on Film (3) Discusses the fabricated image of Native Americans in American film history, the media process that perpetuates such images, the resulting stereotypes; relationship to social movements and alternatives for overcoming stereotypes. SEM

107 Introduction to American Studies (3) Introduces students to a variety of approaches that have been developed in American studies to assist understandings of how different people participate in this society and in the world. Includes consideration of how experiences continue to shape present thinking and future possibilities. LEC

111 Contemporary Popular Music (3) Outlines historical developments that helped formulate today's jazz and rock movements; emphasizes roots and foundations of the forms. LEC

113-114 American Lives and Environments: Folklore and Social Groups (3) Examines patterned stories, sayings, designs, and ways of living that have been created and are continuously being recreated by groups of people; historical and social meanings of folklore. LEC/SEM

128 Afro-Latin Musical Praxis (3) Uses basic musical techniques derived from various Afro-Western traditions. SEM



161 Natural World Perspectives (3) Speaks about ways of life of the original peoples of the North American continent; their history and contemporary issues; a Native American perspective. SEM

162 New World Imaginations (3) Studies the connection with all forms of life in evolutionary development and ecological processes, ecstatic experiences, social life before the domestication of plants, animals, and each other; utopian thinking. SEM

167 Cross-Cultural Topics (3) SEM

179 Introduction to Native American History (3) Introduction to the lives, histories, cultures, and characters of Native-American peoples of North America. Focuses on cultural assumptions and native visions of the land, of the environment, and of the spirit life. LEC

197 Seneca Language (4) Seneca is an unwritten language. In this course we will begin by learning the basic Seneca vocabulary for numerals, foods, geological features, the classification of society and the classification of nature, and will work up to reading myths and legends. LEC

198 Language of the Seneca I (4) LEC

209-210 Musics of the World (3-3) Introduces ethnomusicology; studies musical styles in a variety of cultures. LEC

231-232 Survey of Native American History (3-3) Focuses on the spiritual side of the Native American; substance, motivation, and character of the American Indian. SEM

272 Native American Literature (3) Perspectives and philosophies of Native American writers are examined. This course provides insight into why the American Indian has the unique perspective of caring for what happens to the earth. LEC

281 Native Americans and the Colonist (3) Cultural interactions and values in collision during the major phase of the colonization of the Americas. Reviews contemporary texts in Native American history and culture in a seminar setting. SEM

285 Natural World vs. Legal World (3) Conflict between the natural world perspective of Native American culture and the legal world perspective of U.S. culture. LEC/SEM



343 Human Ecology (3) Social dimensions of space affecting human distribution and location of social activities; theoretical explanations. LEC

364 Seminar for Majors (3) SEM

425 Native American Legal Situation (3) Looks at the legal status of Native North Americans in relation to the United States and its governmental predecessors. LEC

439-440 Contemporary American Fiction (3) Considers problems in American fiction from a cultural, historical, thematic, and stylistic perspective. LEC

457 Problems in American Urban History (3) Studies aspects of urban development in the local community and more generally. SEM

488 Violence and Nonviolence (3) Introduction to the theory and practice of nonviolence. SEM/REC

499 Independent Study (1-16) Prerequisite: permission of instructor. Individually designed program of reading, research, or development of skills in close association with an instructor. TUT





The Hemispheric Institute on the Americas

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"Wars in Colombia" Conference, May 17-19, 2001

Welcome to the website of HIA, the Hemispheric Institute on the Americas. HIA is an interdisciplinary group of faculty and graduate students at the University of California at Davis that focuses on transnational processes in the American hemisphere. Our project brings together people and promotes research to challenge the boundaries of disciplinary specialization and culture area studies. HIA explores the connections throughout the social, cultural, and economic landscape of the Western Hemisphere from an array of perspectives across multiple academic units, to redirect and redefine the study of Latin America from a broadly hemispheric viewpoint.

The premise of HIA is to move beyond both the national security and elite culture paradigms that have served as the foundation for area studies in the past. While retaining an interdisciplinary understanding of Latin America as an autonomous region with its own internal diversities, HIA focuses on the growing importance of such transnational themes as hemispheric flows of people, capital, consumer goods, images, and ideas. We bring Latin American studies into dialogue with theoretical and empirical work that 1) emphasizes cultural difference, 2) focuses attention on racial/ethnic and gender issues, and 3) highlights both the cultural face and the new social realities of political and economic disparities. HIA seeks to emphasize the voices of those who question and challenge the nation-state and the dominant cultural order from within, and of transnational forces of change that pose a parallel challenge from without.

HIA's membership is drawn from the fields of Anthropology, History, Sociology, Spanish, Native American Studies, Political Science, Chicana/Chicano Studies, Women's Studies, African and African-American Studies, Human and Community Development, Economics, Agricultural and Resource Economics, Environmental Science and Policy, Nutrition, and others.



HIA: Action Plan

HEMISPHERIC INSTITUTE ON THE AMERICAS (HIA):

An Action Plan

January 1999

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Authors

- Steven M. Sheffrin, Convening Dean for HIA Dean, Division of Social Sciences, College of Letters and Science
- JoAnn Cannon, Dean, Division of Humanities, Arts and Cultural Studies, College of Letters and Science
- David S. Reid, Associate Dean, Division of Human Health and Development, College of Agricultural and Environmental Sciences

HIA Faculty Steering Committee

- Stephen Brush, Human and Community Development (Co-Chair)
- Luis Guarnizo, Human and Community Development
- Neil Larsen, Spanish
- Martha Macri, Native American Studies (Co-Chair)
- Zoila Mendoza, Music
- Stefano Varese, Native American Studies
- Charles Walker, History

I. Executive Summary

In response to the Provost's call in fall 1997 for academic preproposals, a broad group of scholars from a wide variety of disciplines and colleges across the UC Davis campus have come together to endorse the creation of an expanded Hemispheric Initiative on the Americas. As the deans charged with implementing this initiative, we propose that the program be renamed as the Hemispheric Institute on the Americas (HIA) to reflect its larger scope and purpose. The Provost identified HIA in 1998 as a Stage 1 initiative and indicated that it "could be designed more like a center or organized research unit than an instructional unit. It could link common faculty interests in a number of departments and programs in the Humanities, Arts, and Cultural Studies and the Social Sciences. This program initiative should be able to be designed with a limited infusion of new faculty resources." In accordance with the Provost's vision, HIA will thus explore the connections throughout the social, cultural and economic landscape of the entire Western Hemisphere from a wide array of perspectives across multiple academic units.

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By institutionalizing HIA on campus first through the establishment of an Organized Research Program (ORP) with a Director and later as an Organized Research Unit, we will **create a bold and expanded research and teaching program with an undergraduate minor in Latin American Studies and a graduate program in Hemispheric Connections**. The ORP will serve as a mecca to draw scholarship and teaching to campus in a focused and heightened way.

- Creating the ORP and recruiting a director will **galvanize programs cutting across three divisions (Social Sciences; Humanities, Arts and Cultural Studies; and Human Health and Development) and two colleges (Letters and Science and Agricultural and Environmental Sciences)**. Faculty participants will come from across the campus, and the envisioned program will go far beyond the scope of any single division.
- HIA will **expand the campus outreach** to Latinos and other North Americans interested in hemispheric connections.
- HIA intends to partner with the Center for Latin American Studies at UC Berkeley to **create the preeminent program in the country dealing with hemispheric connections throughout the Americas**.
- The program has **broad-based support from the three deans of the participating academic units, the Vice Chancellor – Research, and the Dean of Graduate Studies**.
- The proposal calls for a **new Director's position in 1999-2000 plus a relatively small infusion of new faculty**. We expect to recruit for an

experienced external Director for fall 1999. We request that the position for the Director be funded from growth FTE. The other new faculty positions can come from a combination of growth and replacement FTE in conjunction with academic planning within each of the respective units. The faculty positions are currently designated as Black Atlantic History (History); Transnationalism, Citizenship and Identity Formation (Human and Community Development); and the Fiddymont Chair in Latin American Studies (Spanish). In keeping with the Provost's guidelines, future FTE additions will be closely tied to campus growth plans.

- All of this will be accomplished by **building on existing strengths**. The program will require only a relatively **modest influx of additional resources**, as detailed in the section entitled Financial Implications.
- We expect the HIA to **evolve to the status of an Organized Research Unit** (ORU) over time. Most likely this process will occur over the span of three to four years.
- HIA's recognition and status as an ORP/ORU will also allow us to **attract higher quality graduate students**. Furthermore, HIA anticipates being able to **cultivate training grants and heightened graduate student support** in a stronger manner than is currently possible. II. Overview

The Hemispheric Initiative on the Americas is the existing area studies program for Latin America at UC Davis. The program has emphasized the expanding cross-national (global) ties in the Americas for more than five years. With the assistance of the HIA Faculty Steering Committee, the deans charged with implementing this initiative now propose an expansion plan that will:

- Institutionalize HIA's presence on campus as the Hemispheric Institute on the Americas;
- Create an undergraduate minor in Latin American Studies;
- Formalize a graduate program in Hemispheric Connections;
- Expand HIA's community outreach to Latinos and others interested in hemispheric connections; and
- Establish a partnership between UC Davis and UC Berkeley in Latin American Studies, situating the two campuses as the preeminent Latin American Studies Consortium in the country dealing with hemispheric connections in the Americas.

Our proposal requires:

- A shared search by several supportive departments across multiple colleges and divisions for a senior, experienced program director, and

- The strengthening of relevant departments and programs at UC Davis through systematic recruitment over time of faculty to expand our exploration of areas and issues in the Americas. Initially, this will involve the recruitment of three faculty positions within FTE allocations as described herein.

UC Davis has long had sufficient faculty and graduate students engaged in Latin American issues to make it one of the top Latin American Studies programs in the US. HIA has operated as a research cluster of both the Davis Humanities Institute and the Center for History, Society and Culture (formerly called the Center for Comparative Research) for five years, expanding our interests to fit the distinctive features of the UC Davis campus. It has created an innovative program that treats the social, cultural, and economic connections in the entire hemisphere (i.e., Latin America, the Caribbean, and North America). HIA involves Latin America specialists as well as scholars who are not normally involved in area studies programs. It includes Latin Americanists from disciplinary departments and faculty with Latin American interests from interdisciplinary programs and departments, such as the Hart Hall programs in ethnic studies and the Community Studies and Development faculty in CA&ES. The faculty and students in HIA focus on the connections between the different parts of an emerging region whose boundaries no longer fit within traditional scholarly disciplines or traditional area studies. HIA actually predicated the UC Davis interest in globalization by three years and its members played a major role in giving substance to the globalization initiative. Here to date, HIA has been the Hemispheric *Initiative* on the Americas. The three deans now want to institutionalize HIA's presence on campus by having it become the Hemispheric *Institute* on the Americas.

Rationale

HIA faculty include more than 35 individuals from across the campus. The faculty come from the College of Letters and Science (the Division of Humanities, Arts and Cultural Studies and the Division of Social Sciences) and the College of Agricultural and Environmental Sciences (the Division of Human Health and Development). HIA's steering committee draws from all three units. HIA has not yet operated as either an Undergraduate Minor or as a Designated Emphasis. Yet with institutionalization it could provide a minor in Latin American Studies to some 25 to 50 students per year. The faculty in HIA already teach and advise hundreds of undergraduates per year with interests in Latin American studies.

Graduate students have also been a significant part of HIA's membership. Currently there are more than 25 graduate students who are interested in obtaining a designated emphasis in Hemispheric Connections. Graduate students who have obtained doctorates working with HIA faculty have acquired outstanding jobs and attribute their success to HIA-designed research projects. HIA has more than 100 people on its mailing list and regularly attracts to its events faculty and students from UC Berkeley, UC Santa Cruz, and Stanford, as

well as from the community colleges and state colleges in the vicinity of UC Davis. HIA members would now like to jointly teach a number of core courses that express its unique "area" and globalization interests.

The program's long-term goal is to become an innovative and high-ranking center among Latin American area studies programs in its own right. Such a center would be able to gain considerable extramural funding that could support more than 50 graduate students doing fieldwork and language training, and conducting community outreach. Such a center could also work together with other UC campuses to become a major consortium through which a large amount of extramural funding can be achieved--from the Defense Department for Title VI, the Tinker Foundation, the Mellon Foundation, Ford and others.

Most area-studies centers operate as regional consortia. HIA is now at a key moment with respect to this expansion because The Center for Latin American Studies at UC Berkeley no longer collaborates with its counterpart at Stanford University. The Berkeley Center wants to establish ties to HIA, yet HIA is limited in its ability to seek funds jointly with Berkeley because HIA is not constituted as a Center. Absent its establishment as an ORP/ORU, HIA will never be able to attain the stature of a full profile institute like its counterpart at Berkeley. The Berkeley Center's web site at <http://socrates.berkeley.edu:7001/> gives a flavor for the types of dynamic programs that can be accomplished here. The real advantage, however, is that by working collaboratively, HIA and the Berkeley Center can accomplish more than either one is likely to achieve on its own.

III. Organizational Structure

HIA intends to establish a center of excellence at UC Davis to redirect and redefine the study of Latin America from a broad hemispheric perspective. The premise of HIA is that there is a need to move beyond both the "national security" and "elite culture" variations on the paradigm that has served as the foundation for Latin American area studies over the past four decades. While retaining a broad, interdisciplinary focus on Latin America as an autonomous region, the new institute will focus on the growing importance of transnational forces on topics such as the hemispheric flows of people, capital, consumer goods, images and ideas. HIA will be organized to bring Latin American studies into dialogue with theoretical work that 1) emphasizes cultural difference, 2) focuses attention on racial/ethnic and gender inequity, and 3) highlights both the cultural face and new social realities of political economic inequities. It will emphasize the voices of those who question and challenge the nation-state and the dominant cultural order from within, and of transnational forces of change that pose a parallel challenge from without. Four broad themes organize HIA's initial program and activities. While by no means exhaustive, these categories are chosen because they correspond to established interests of the Davis core faculty and graduate students:

- The Third World in the First: Transnational Communities in the United States;
- Cultural Production, including Literary and Visual, in the Americas;
- Identity, Citizenship and Nation in Multi-ethnic Communities;
- Pan-American Social Movements.

Organization

The Hemispheric Institute on the Americas will be established on the Davis campus initially as an Organized Research Program and will grow to become an Organized Research Unit in approximately three years. HIA will be served by a Director who also has an academic teaching and research position in a department with established connections to HIA. In addition, HIA will have a part-time administrative assistant who will report to the Director. As discussed with the Office of the Vice Chancellor – Research, one of the avenues that HIA will explore is the possibility of combining its staff position with other ORU's to achieve economies of scale.

Activities

1. Scholarly Exchange. Program development in this area will allow HIA to promote intellectual exchange among a variety of groups within the UC system, as well as with visitors from the outside. There are four parts to our scholarly exchange program
 - a. Intra-campus workshops;
 - b. Visiting scholars;
 - c. Bi-Annual conference;
 - d. Pre-publication occasional paper series.
2. Support to Teaching Programs. While the Hemispheric Institute on the Americas is planned to be an Organized Research Program initially, it will directly support the teaching programs by providing a center for seminars, films, cultural activities and documentation. It is expected that the Director will take a leadership role in organizing and obtaining support for these activities.
3. Faculty and Graduate Student Research. This component is designed mainly

To:

- a. Provide small grants for graduate students;
- b. Establish a Hemispheric Dissertation Fellows Program;

- c. Provide Research Assistantships for faculty research.
- 4. Links to other Latin American Programs in Northern California. Three other campuses in northern California have extensive interests and programs in Latin American studies: UC Berkeley, UC Santa Cruz and Stanford. HIA has opened communication with these other institutions, especially with UC Berkeley, about creating a formal partnership or consortium. This consortium would:
 - a. Seek extramural support (especially Title VI funding and training grants);
 - b. Jointly sponsor speakers;
 - c. Provide means for student exchange among the four campuses; and
 - d. Establish an annual Forum of Hemispheric Issues for presentations by students and faculty from the four institutions.

Director of HIA on the Davis campus would be expected to take a leadership role in promoting and implementing this consortium.

- 5. Community Outreach. HIA will establish a Community Advisory Board comprised of faculty and representatives of community organizations that work with Latino, immigrant and transnational communities in the Sacramento area. The purpose of this Community Advisory Committee will be to identify opportunities and needs for community outreach. Community outreach will be promoted through collaboration with campus internship programs, to place students in community service organizations that work with immigrant and transnational communities. HIA will contact the International House in Davis to explore joint sponsorship of events and programs that will draw together members of the academic and non-academic community interested in Hemispheric issues and problems. Cultural expositions and a community bulletin board are vehicles for drawing these communities together.

Faculty Advisory Committee

The deans charged with implementing the HIA initiative will appoint a Faculty Advisory Committee for HIA. This committee will replace the HIA Faculty Steering Committee and will have cross-college representation to represent the academic departments and programs that are involved in HIA.

Director

During the ORP status, the Director will be given a two-course buyout, plus an ongoing stipend of \$3,000. When HIA becomes an ORU, the Director's position will shift to a .25 FTE appointment with OVCR and the balance of the appointment in the relevant academic department. The Director will continue to receive a \$3,000 stipend, as well.

The responsibilities of the Director will be to organize and manage the activities outlined above. In addition, the Director is expected to undertake extramural fund-raising to help build HIA's program. The specific duties of the Director include:

1. Oversee the creation of HIA as an Organized Research Unit;
2. Provide leadership to HIA activities as outlined above;
3. Establish liaison and collaboration with Latin American studies programs at UC Berkeley and Stanford, including the planning of joint activities;
4. Work with the Faculty Advisory Committee of HIA to define and support the recruitment of additional faculty members with HIA interests and involvement;
5. Work with the Master Advisers in the undergraduate and graduate teaching programs to plan and coordinate curriculum;
6. Develop links to other UC Davis programs and faculty with allied interests in international programs relating to Latin America.

Recruiting a Director

In order to expand our teaching capacity, and to gain extramural funding for HIA's teaching and research endeavors, we want to recruit for a Director of HIA's many activities. We expect the Director to be a prominent Latin Americanist who can help design designated emphases for graduate students in *both* Latin American Studies and Hemispheric Connections. We want to find an experienced fund-raiser with national prominence. In the recruitment, we plan to involve departments with a history of support for HIA and who are willing to allow the director to spend 50 percent of his/her time doing HIA-related activities. We have identified History, Spanish, Sociology, Native American Studies, and Political Science as the departments most likely to be involved in a competitive search. We anticipate that the History Department might coordinate the search, working with a committee composed for representatives from the departments named above and chaired by a person appointed independently of departmental representation.

Space

It is important that HIA have a physical as well as a personnel and curriculum presence. The minimum space needed is a Director's office, support staff office, and a meeting place for seminars, cultural events, and documentation. We have discussed this issue with the Office of the Vice Chancellor – Research, and it has agreed to provide some space for HIA, perhaps in collaboration with other ORU's.

Support

We recommend support for the Institute to include a part-time administrative assistant, who will report to the Director. Currently we envision a .25 FTE position. In addition, we suggest that one research assistant (RA) to support the work of the Director and the institute. Graduate Studies has committed a work study slot for this position. We believe that the RA support is important in recruiting a Director. The program will need some operating funds, which we have budgeted at \$5,000 annually. Normal costs for equipment and operations of the institute would include computers for the Director, administrative assistant, and RA, printer, fax machine and telephone facilities.

IV. Faculty Recruitment

Three FTE, in addition to the Director, are needed to strengthen the departments and/or programs that contribute most to HIA activities and to gain the type of scholars essential to a major Latin American Center. We recommend that the following positions be given priority for the additional FTE connected with institutionalizing HIA. Each of these positions has been discussed with the relevant department and each is high on the department's own priority list for new positions. We believe that these positions should be refined and pursued under the leadership of the Director for HIA. The positions will be further defined in the departmental plans to be submitted by June 1999:

- Specialist on Black Atlantic history (search conducted by History);
- Specialist in hemispheric transnationalism, citizenship, and legal pluralism (search conducted by Human and Community Development);
- Specialist in Latin American cultural studies to fill the Russell F. and Jean H. Fiddymont Chair (search conducted by Spanish).

The position descriptions for the searches are as follows:

The Black Atlantic (History)

The department will seek an historian of the Caribbean or Brazil, preferably with an interest in the African diaspora in the Americas. This position is designed to strengthen our graduate and undergraduate program in Latin American history and constitutes a crucial element in the development of the Hemispheric Initiative of the Americas. The department now offers no specialized courses and very little in the survey courses on these areas. The Caribbean is at the center of a number of global processes -- slavery stands out -- while Brazil is the largest Latin American country and a key trading partner with the United States. Both areas are currently the focus of much innovative research, and the department is confident that it will be able to find an outstanding scholar at the assistant professor level. This position complements its current concentration on Mexico and Spanish South America, and the department's interest in global connections.

Undergraduates have expressed much interest in these regions and the number of students from these areas, particularly Brazil, is increasing. In order to produce top-level graduate students in Latin American history, the faculty need to train the students in these fields. HIA has prioritized this position because of the importance of the region and the transnational nature of the best historical research in the field.

This position is designed to further many of the History Department's interests and to fortify bridges with other departments and programs. To advance its goal of fostering the historical study of transnational processes, the department would especially like to recruit a scholar interested in the history of comparative slavery or other aspects of Caribbean or Brazilian history that involve issues of race, class, and gender. Such a scholar would contribute to the Borderlands program and would serve as a bridge between African and Latin American history. A scholar doing research on race and gender relations would also contribute to the Cross-Cultural Women's History program. A Caribbeanist or Brazilianist would fortify inter-disciplinary work and strengthen undergraduate and graduate training.

Transnationalism, Citizenship, and Identity Formation (Human and Community Development)

This position is for an interdisciplinary scholar in the sociology/anthropology/politics of citizenship and civil society under conditions of globalization. At the end of the 20th century, the national constitution of citizenship rights and obligations as well as national institutional arrangements of civil society are in flux because of a variety of global developments. These include increasing transnational migration flows across legal systems; the global diffusion of information and cultural understandings made possible by the development of new communication technologies that instantaneously transcend national borders; the rise of transnational social movements deploying the discourse of human rights to advance the interests of political refugees, indigenous people, women, and others lacking full citizen rights in their nations of origin; the growing significance of transnational non-governmental organizations (NGOs) advancing policy goals which articulate national policy making processes with supranational institutional arrangements and legal norms; and the creation of new forms of dual citizenship extending citizen rights and duties to transnational migrant communities in more than one nation state.

These processes are particularly significant in the Western Hemisphere. Transnational communities from other parts of the hemisphere are firmly established in California, and issues of citizenship are critical to the social organization, cultural discourse and political mobilization of these communities. Transnational communities in California are increasingly important economic, cultural and political actors in both their old and new homes.

The teaching and research for this position will focus on the ways in which these transnational developments are affecting the institutional arrangements of

citizenship rights, entitlements, and obligations across different socio-political systems in the Americas as well as the changing identities constructed around citizenship and nationality. Teaching expectations include the ability to teach comparatively on issues such as dual citizenship/nationality, the dynamics of transnational communities, social movements, and political participation; the articulation of super-and sub-national issue networks; the extraterritorial jurisdiction of nation-states; and, the emergence of hemispheric connections and rudimentary forms of transnational civil society.

Candidates for this position will be expected to conduct research on one or more of the following topics in the context of California: modes of political participation in transnational communities; cross-border interest group formation and organization; the development of issue-oriented transnational networks; the politics of globalization and transnational social movements; the changing character of national citizenship; and other related themes.

Applications will be welcomed from scholars with backgrounds in sociology, anthropology, or political science working from a cross-disciplinary perspective.

Russell F. and Jean H. Fiddyment Chair in Latin American Studies (Spanish)

The Russell F. and Jean H. Fiddyment Chair in Latin American Studies will be based in the Department of Spanish for a scholar in Latin American Studies. The addition of this endowed chair in the general area of Latin American culture and civilization will greatly enhance both the Department of Spanish and the campus-wide strength in hemispheric studies. Latin American Studies is the area which is in the highest demand at both the undergraduate and graduate level within the Spanish department, and it is the area of highest priority for recruitment in the department's academic plan. In accordance with the intent of the endowment, the department expects the research of the chair holder to promote cultural understanding between North America and Latin America.

This new addition to the faculty will be a person of scholarly renown, able to add intellectual depth to the program and also to attract the highest quality students and increased national and international visibility. While it currently offers training in the more traditional canons of Latin American literature, the department seeks to enhance its program by strengthening the interdisciplinary and comparative focus of this subdiscipline. This addition to the already distinguished but small group of Latin Americanists within the Spanish department will bring expertise in one of a variety of areas that fall under the general rubric of Latin American Cultural Studies. These areas include Latin American literature, language, film and visual culture, and Luso-Brazilian literature. The appointment of a senior scholar in Latin American Studies will greatly enhance the reputation and intellectual vitality of the highly-ranked Spanish Department (#14 in the U.S. according to National Research Council, 1993). It will accelerate the development of a targeted center of excellence at UC Davis.

V. Teaching Programs

Although in the future the may opt to develop a full-fledged undergraduate Hemispheric studies program, we believe that the best way to prepare for this longer term goal is first to give the initiative a strong conceptual foundation and institutional home within the university. HIA proposes to accomplish this in three ways:

1. Better coordination of existing Latin American/Hemispheric courses;
2. Creation of an undergraduate minor in Hemispheric Studies;
3. Formalization of a Designated Emphasis Hemispheric Connections, as a first step toward establishing a Graduate Group and M.A. degree.

Undergraduate Teaching: Minor

Minor in Latin American and Hemispheric Studies consists of five upper division courses totaling a minimum of twenty units. At least three of the courses must be taken in residence at UC Davis. Courses from Education Abroad Programs may account for two of the courses.

1. To complete the undergraduate minor, a student would need to take at least three of the following courses:
 - a. Anthropology 144
 - b. History 161A or 161B
 - c. Native American Studies 133
 - d. Spanish 157
2. Two additional courses should be selected from Anthropology, Chicana/Chicano Studies, History, Human and Community Development, Native American Studies, Political Science, Sociology, Spanish, and other departments as they add courses with Latin American or Hemispheric content.

Graduate Group and Designated Emphasis

A long-term objective of HIA is to establish a Graduate Group in Hemispheric and Latin American Studies at UC Davis and to offer an M.A. degree. Realizing that this requires significant planning and a long process of implementation, we propose the creation of a Designated Emphasis in Hemispheric Studies at the graduate level. The first step toward the establishment of a HIA Graduate Group is the creation of a Designated Emphasis in Hemispheric Studies. This will provide graduate students from different departments and graduate groups with the opportunity to explore new methods of inquiry and new areas of investigation on Hemispheric themes while earning their degree in their home department or graduate group. The requirements for a Designated Emphasis will include the

completion of four graduate level courses. One of these will be a new course, HIA 200, that will serve as the program's core seminar. This course will focus on Theory and Practice of Latin American and Caribbean Hemispheric Studies and be offered on a rotating basis by faculty associated with HIA. In addition, students will be required to take three graduate courses out of a menu of courses to be selected from graduate courses offered by the departments of Anthropology, History, Native American Studies, Spanish, and Human and Community Development.

VI. Existing Faculty

COLLEGE OF LETTERS AND SCIENCE		COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES
SOCIAL SCIENCES		
HUMANITIES, ARTS AND CULTURAL STUDIES		
Anthropology • Roger Rouse • Suzanna Sawyer • Carol A. Smith	Native American Studies • Inés Hernández-Avila • Martha Macri* • Victor Montejo • Stefano Varese*	Human and Community Development • Luis Guarnizo* • Michael Smith • Miriam Wells
History • Arnold Bauer • Lorena Oropeza • Andres Reséndez • Charles Walker	Chicana/o Studies • Angie Chabram-Dernersesian • Yvette Flores-Ortiz • Beatriz Pesquera	Agricultural and Resource Economics • Lovell Jarvis • Philip Martin • J. Edward Taylor
Sociology • John Hall • David Kyle • John Walton	African American Studies • Ella Ray • John Stewart • Pat Turner	Environmental Science and Policy • Benjamin Orlove • Stephen Brush • Janet Mornsen
Political Science • Emily Goldman	Spanish and Classics • Robert Blake • Cecilia Colombi • Linda Egan • Neil Larsen* • Hugo Verani	
Linguistics • Almerindo Ojeda	French • Marc Blanchard • Michelle Praeger	
	Womens' Studies • Rosa Linda Fregoso	
	Music • Zoila Mendoza*	

* Denotes member of current HIA Faculty Steering Committee.