

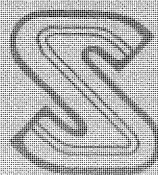
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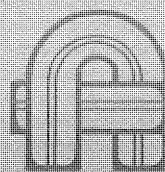
LATIN



AMERICAN



STUDIES



ASSOCIATION

NEWSLETTER

LATIN AMERICAN STUDIES ASSOCIATION

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Opinions expressed herein are those of individual authors and do not necessarily reflect the views of the Latin American Studies Association and of its officers.

PRE-REGISTRATION FORM  
LATIN AMERICAN STUDIES ASSOCIATION  
FIFTH NATIONAL MEETING

November 14-16, 1974  
Hotel San Franciscan  
San Francisco, California

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

ARRIVING \_\_\_\_\_ DEPARTING \_\_\_\_\_  
Date Time Date Time

LASA MEMBER \_\_\_ GSA \_\_\_ NEITHER \_\_\_ REPRESENTING \_\_\_\_\_

REQUIRE CHILD CARE FACILITIES \_\_\_\_\_ NO. CHILDREN \_\_\_\_\_  
yes no

Please note that a charge will have to be made for those re-  
serving child care in advance, regardless of whether actually  
used in San Francisco, unless cancelled in writing to the  
Secretariat before November 1, 1974.

HOTEL RESERVATIONS

Hotel reservations should be made directly with the Hotel San  
Franciscan, using the card provided. Please indicate single  
or double. Rates are \$16 single and \$19 double which are a-  
bout as reasonable as can be found in San Francisco. Even  
though all sessions will be held at the San Franciscan, per-  
sons attending the National meeting may, of course, stay where  
they choose. A limited amount of dormitory housing will be  
available, either at Stanford or Berkeley, though both require  
extensive bus trips into the city. If dormitory housing is  
required, please indicate Stanford Berkeley. We cannot  
promise to accommodate all such requests.

REGISTRATION FEES

	<u>Pre-Registration</u>	<u>At National Meeting</u>
Member	\$ 8.00	\$10.00
GSA	\$ 2.00	\$ 4.00
Non-LASA Member	\$10.00	\$15.00

REMITTANCE MUST ACCOMPANY PRE-REGISTRATION

(OVER)

LUNCHEON ROUND-TABLE DISCUSSION GROUPS

Please circle your choice of topics for table reservations. For topics, please see program printed in this Newsletter. Lunch tickets are to be bought at the time of actual registration. No tickets will be sold at the door.

Friday, November 15 (12:15-2:00 p.m.)

1    2    3    4    5    6    7    8  
9    10    11    12    13

Saturday, November 16 (12:15-2:00 p.m.)

14    15    16    17    18    19    20  
21    22    23    24    25    26    27    28

REGISTRATION

All registration, ticket sales, etc., will be held in the Lobby of the Hotel San Franciscan. Registration will be Thursday, November 14, 1974, from 1:30 p.m. to 10:00 p.m., and Friday, November 15, 1974, from 8:30 a.m. until noon.

Pre-registration forms must be received at the Secretariat by September 30, 1974. Checks for pre-registration fees must accompany pre-registration forms and must be made payable to the Latin American Studies Association. Address all registration forms, correspondence, and inquiries to:

LASA Secretariat  
Box 13362  
University Station  
Gainesville, Florida 32604

## ANNOUNCEMENTS

### 1974 ELECTIONS

The results of the 1974 Vice-Presidential and Executive Council elections are as follows: Joseph Grunwald (Brookings) was elected Vice President and President-elect for 1976. Carmelo Mesa-Lago (University of Pittsburgh) and Hugh M. Hamill, Jr. (University of Connecticut) were elected to the Executive Council for a three-year term (1975-1977). Nora R.S. Kinzer (Purdue) was elected First Alternate and Robert H. Dix (Rice University) Second Alternate. Ballots have been sealed and filed at the Secretariat, where they are available for inspection. Complete election totals will also be furnished on request to the Executive Secretary.

### FIFTH NATIONAL MEETING

Please note that the deadline for preregistration is September 30, 1974. Please note that to qualify for the member rate, one must be a currently paid member. Once again, members are reminded that to be a voting member or graduate student associate in good standing at the National Meeting, 1974 dues must be received at the Secretariat by October 15, 1974. Applications for membership will be accepted at the National Meeting, but cannot be processed in time to permit new members or graduate student associates joining at the time of the meeting to vote. Members' attention is also called to the fact that proposed resolutions must be received at the Secretariat at least two weeks in advance of the Business Meeting, so that the Executive Council may refer resolutions to appropriate committees and individuals, and clarify wording with resolution authors, where necessary. Resolutions should be sent to the Secretariat for forwarding to Executive Council members.

### INTI-ILLIMANI

A Chilean singing group, the Inti-Illimani, who were in Europe at the time of the Chilean military coup will be in the U.S. and available for university bookings in October. The group consists of 6 Chileans in their twenties who play Andean instruments. They are devoted to the investigation, recovery and preservation of Latin American musical values and the development of Latin American folklore into a fully

effective contemporary expression. They have made twelve long-playing records, two of which have been published in Europe. The Inti-Illimani will be accompanied by Joan Jara, widow of Víctor Jara, the singer and composer killed during the coup. For further information, contact Joanne Pottlitzer, Theatre of Latin America, Inc., New York, tel: 212-628-2814

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# THE ASSOCIATION

PROGRAM PLANNING COMMITTEE  
FIFTH NATIONAL MEETING  
Final Report

The preparation of our fourth and final report comes during the summer when some panel coordinators and participants are out of the country, though all panel coordinators were informed late in April of the information we needed sometime before August first in order to go to press in the September LASA Newsletter. There is a chain of interdependency here. Our Executive Secretary wants our report by a certain date; we ask panel coordinators to send us their final programs in time to meet our Executive Secretary's deadline for publication; panel coordinators sometimes cannot supply us definitive programs by a particular date because certain arrangements have not yet been finalized, etc. Academics, who are busy enough as it is and are increasingly itinerant are hounded with written reminders and telephone calls in order to meet everyone's deadline. The wonder of it all is that somehow a program is assembled under these conditions, and one hopes that the program will be worth our time and expense. All of us involved in putting this program together have been guided by a kind of non-discriminatory affirmative action philosophy which would not be in conflict with the goal of high quality. And so efforts have been made to give increasing representation on the program to younger scholars, women, Latin Americans or Latinos, professional interest groups which appear to have been somewhat neglected in the past. We have urged panel coordinators to strive to balance their panels in as many aspects as possible. We have also urged them to consider the possibility of a format somewhat different from the conventional one. We have pointed out the desirability, in an interdisciplinary association, to have a mix of disciplines in the panels. Attempts have been made to provide luncheon roundtable discussion formats for some neglected or smaller constituencies. There will be new faces and some established scholars in our program. A panel or two may seem to be weighted in one direction, for example, heavy on younger scholars or in one discipline. This is perhaps difficult to avoid given the conditions under which panels are assembled, the competitive instructions given to panel coordinators, and the relatively large number of papers submitted by members in certain disciplines. The shortage of travel funds at many colleges and universities should not be overlooked as a factor in securing the participation of some LASA members.

We should like to call the attention of the LASA membership to a number of features of our forthcoming program, some

of them new, so far as we know:

1. On Thursday, November 14, from 9:30 A.M. to 12:00, there will be a Roundtable on The U.S. Press on Latin America, chaired by John Pollock (Latin American Institute, Rutgers University, New Brunswick, New Jersey).

2. On Thursday from 5:15-6:30 P.M., there will be an Open Forum on the Latin American Research Review (LARR), chaired by John D. Martz (Dept. of Political Science, University of North Carolina, Chapel Hill).

3. On Thursday from 8:00-10:00 P.M., there will be a report and discussion by ECALAS (Emergency Committee to Aid Latin American Scholars).

4. On Thursday from 2:15-5:00 P.M., there will be a panel on Chicano and Latino Problems in California, appropriate for a LASA convention to be held in San Francisco. And from 5:00-6:30 P.M. on the same day there will be a film and talk sponsored by NICH (Non-Intervention in Chile). The film is titled Chile with Poems and Guns.

5. The panel on Latin American Thought, chaired by Peter Sehlinger, has representatives from the fields of philosophy, literature, and history. It is divided into two parts, one concerned with scientific thought in Latin America in the late nineteenth and early twentieth centuries, and the other dealing with the theme of cultural awareness and national identity. The paper by Yvette Feldman titled "The Magic of Black History in Contemporary Caribbean Consciousness: Several Literary Images of Haiti" will have as its Commentator the well-known Haitian poet and literary critic, René Belance.

6. The large number of Caribbeanists in LASA should take note of the panel on The Caribbean, chaired by Thomas Mathews, the focus of which is the region itself rather than one nation or problem. Race, nationalism, and economic issues are prominent, along with the inevitable question of imperialism. Several of the participants, including the panel coordinator, are affiliated with Caribbean institutions. We would also like to call attention to the breakfast meeting of the Caribbean Studies Association on Saturday, November 16 at 8:00 A.M. Interested persons should contact Roland Perusse, Inter-American University of Puerto Rico, Hato Rey, Puerto Rico.

7. The panel on Labor and Dependency, chaired by Hobart Spalding, Jr., is a good example of a balanced panel reflecting participation by both sexes and by several disciplines. Among the commentators is the Brazilian political scientist Paulo Sérgio de M.S. Pinheiro, from the Universidad Estadual de Campinas. If funds are available, the panel, we are told, may also include a Latin American woman as a commentator.

8. The panel on Venezuela: Is Democracy Institutional-

ized? chaired by David Myers, is well represented by political scientists, but also includes specialists from the fields of History, Education, and Economics. In addition, we note the presence of José A. Gil, Germán Carrera Damas, and Ildemaro Martínez from Caracas.

9. The panel on Selected Topics in Latin American Studies is also well represented by political scientists, reflecting the relatively large number of papers submitted by political scientists to the panel coordinators. However, the fields of History, Sociology, Economics, and City and Regional Planning are also represented. The participants include three women and four men.

10. The panel on Chile: The Allende Régime and Its Overthrow, chaired by James Scobie, offers well-established and younger scholars. Disciplines represented include Agricultural Economics, Economics, History, Sociology, and Political Science. Part of the program will be devoted to the position papers and the commentators on these papers. Then, after a short break, the panel will be resumed in the form of a roundtable discussion involving all panelists and members of the audience who wish to participate. Following this discussion, the two principal speakers will again have an opportunity to comment and provide for a summing up.

Though one may note the absence of women participants in this, as in one or two other panels, we cannot fault the panel coordinators for lack of effort. Explanations furnished may seem adequate, and in any case, when we view the entire LASA program, the prominence of women participants will be evident. As a matter of fact, the coordinators of three panels are women (Elsa Chaney, Margaret Crahan, Laura Nader), and the panel on Selected Topics in Latin American Studies has Susan Kaufman Purcell as a coordinator together with her husband, John.

For obvious reasons, the political situation in Chile made it difficult to include Chileans as participants in the panel. To compensate in some way for this, participants were selected who had had considerable contact with Chile and some field work in that country during or before the Allende period.

The problem of providing a balance of viewpoints in this panel was especially difficult, but efforts were made to utilize as much of the political spectrum as seemed feasible. LASA members who find their own point of view underrepresented or nonexistent will have an opportunity to have their say during the discussion period.

11. The panel on Peasants and the Modernization Process, chaired by Laura Nader, like the panel on Labor and Dependency,

reflects a good balance of the sexes and the disciplines. We note here the presence, among the discussants, of Verena Martinez Alier from São Paulo.

12. The panel on Bilingualism and Biculturalism in the United States, chaired by Luis Davila, is primarily concerned with Chicano arts and literature. We hope to have a presentation by Carlos Monsiváis, of Mexico City, providing a comparative analysis of the popular culture of Mexico with that of the Chicano.

13. The panel on Power and Piety: The Political Dimension of Religion in Latin America, chaired by Margaret Crahan, will have as co-chairperson Gerhard Drekonja, Director of the Latin American Division of the Deutsche Stiftung für Internationale Entwicklung. Dr. Drekonja will be coming from Berlin. Rather than the traditional format, this panel is being structured in the form of a roundtable discussion that would focus upon ideas and information bearing upon certain relevant questions formulated beforehand. Panelists include representatives from the following disciplines: Anthropology, Theology, History, Political Science, and Sociology. There is a good balance of sexes in this panel.

14. The panel on Growth or Development?--Questions for the 1970's, chaired by Elsa Chaney, has a significant number of women. Several disciplines are represented with Economics the most prominent. Among the participants and discussants we find younger and established scholars. Among the Latin American countries being considered are Mexico, Brazil, Argentina, Colombia, and Chile.

15. The panel on The Depiction of Latin American Totalitarian Regimes and Their Consequences in Literature, chaired by Donald Yates, should appeal to members in the humanities and the social sciences alike. Sarmiento, Gutiérrez Nájera, and Borges are the subjects of papers. A feature of this panel is the fact that the Argentine novelist and intelectual comprometido, David Viñas, is not only the subject of a paper, but he will also appear in the panel, coming to the LASA convention from Buenos Aires.

\* \* \* \* \*

Before presenting the final program (subject to any last minute changes in November, of course), I would like to call your attention to a few changes involving some aspects of the program. In the first place, the Friday morning session will be from 9:00 to 11:45; the luncheon roundtable discussion groups on that day will meet from 12:00 to 1:45; and the LASA Business Meeting will begin at 2:30 P.M. Secondly,

please note that some of the numbers of the roundtable discussion groups may have been changed. LASA members who have signed up for one or the other of the luncheon groups should check the number, and if there has been a change, please reconfirm your reservation, indicating the appropriate number as it appears in this issue of the LASA Newsletter.

PROGRAM PLANNING COMMITTEE

John V. Lombardi	Evelyn P. Stevens
Latin American Studies	Department of Political Science
Indiana University	Loyola University
Bloomington, Indiana 47401	Chicago, Illinois 60626

Norman P. Sacks  
Ibero-American Studies  
Van Hise Hall  
University of Wisconsin  
Madison, Wisconsin 53706

FINAL PROGRAM, NOVEMBER 14-16, 1974

San Francisco, California

WEDNESDAY, NOVEMBER 13, 1974

3:00 P.M. Executive Council Meeting

THURSDAY, NOVEMBER 14, 1974

9:00 A.M.- Committee Meetings

12:30 P.M.

9:30 A.M.-

12:00

Roundtable on the U.S. Press on Latin America. Chairperson, John Pollock (Latin American Institute, Rutgers University, New Brunswick, New Jersey)

11:30

WOCLA Business Meeting

12:30

CLASP Steering Committee Lunch

2:15-5:00 P.M. PANEL SESSIONS

Panel discussion: Chicano and Latino Problems in California.  
Coordinators: Janice Perlman (Dept. of City and Regional Planning, Univ. of California, Berkeley) and Abbott Hernández (The Spanish-Speaking Information Center, Oakland, Calif.)

Panel 1:

Selected Topics in Latin American Studies.  
Joint Coordinators: John Purcell (Dept. of Political Science, California State College, Fullerton) and Susan Kaufman Purcell (Dept. of Political Science, UCLA)

Papers:

Roderic Ai Camp (Political Science, Central College) "A Reexamination of Political Leadership and Allocation of Federal Revenues in Mexico, 1934-1973"

Judith Ewell (History, College of William and Mary) "The Extradition and Trial of Marcos Pérez Jiménez: A Case Study of the Relationship between Judicial Process and Foreign Policy Objectives"

Andrés Hernández (Sociology, The New School for Social Research) "Political Cinema in Latin America"

Joyce E. Howland (Economics, SUNY, Oswego) "The Cost of Transport Regulation in Brazil"

Edward Milenky (Political Science, Boston College) "Problems, Perspectives and Modes of Analysis: Understanding the Latin American Approach to World Affairs"

David Scott Palmer (Government, Bowdoin College) "Social Mobilization in theory and Practice: Popular Participation under the Military Government of Peru"

Janice Perlman (City and Regional Planning, Univ. of California, Berkeley) "Government Policy toward Brazilian Favela Dwellers"

Panel 2:

CLASP Service Panel: Futures Studies: Methodologies for Analyzing Latin America 2000. Chairperson: Kempton Webb (Geography, Columbia Univ.)

5:00-6:30 P.M.

Non-Intervention in Chile (NICH)-sponsored film, Chile with Poems and Guns, followed by talk



- 5:15-6:30 P.M. Open Forum: Latin American Research Review (LARR). Chairperson: John D. Martz, (Political Science, Univ. of North Carolina, Chapel Hill)
- 8:00-10:00 P.M. Union of Radical Latin Americanists (URLA)-sponsored panel on the topic The Class Struggle in Latin America. Chairperson: Barbara Tenebaum (Vassar College)
- Papers:  
 David Barkin (Economics, Lehman College, CUNY) "The Struggle towards Socialism in Cuba"  
 Mary Kay Vaughn (History, Univ. of Illinois at Chicago Circle) "The Class Struggle and the Mexican Revolution"  
 Norma Chinchilla (Sociology, Univ. of California, Los Angeles) "Feminism and the Class Struggle"
- ECALAS (Emergency Committee to Aid Latin American Scholars): Report and Discussion
- Meeting of CLASP Institutional Representatives. Presiding: Charles A. Hale (Univ. of Iowa)
- 10:00-11:30 P.M. Reception for CLASP Institutional Representatives

FRIDAY, NOVEMBER 15, 1974

- 7:30-9:00 A.M. Breakfast meetings of LASA committees; open to all members; final printed program will carry details.

9:00-11:45 A.M. PANEL SESSIONS

- Panel 3: Bilingualism and Biculturalism in the United States. Coordinator: Luis Davila (Dept. of Spanish & Portuguese, Indiana University, Bloomington). This panel will deal mainly with Chicano arts and literature, and will have the following participants:

Nicolás Kanellos (Dept. of Spanish, Indiana University Northwest, Gary); Frank Pino (Dept. of Spanish, Univ. of Texas at San Antonio); Guy Bensusan (Dept. of Fine Arts, Northern Arizona Univ., Flagstaff); Miguel Méndez (Pima Community College, Tucson, Arizona)

In addition to the above participants, Carlos Monsiváis of Mexico City may present a comparative analysis of the popular culture of Mexico with that of the Chicano.

Panel 4:

Growth or Development?--Questions for the 1970's. Coordinator: Elsa Chaney (Political Science, Fordham Univ.)

Papers:

James Bass (Economics, Queens College, CUNY) "David Faces a New Goliath: Mexican Industrial Workers and Transnational Corporations"

Sylvia Ann Hewlett (Economics, Barnard College) "Growth or Development: Employment and Income Distribution in Brazil"

Dawn Keremitsis (History, West Valley State College, Saratoga, Calif.) "The Expendables: Women Textile Workers in Mexico, Colombia and Chile"

Laura Randall (Economics, Hunter College, CUNY) "Argentina, 1930-74: Economic Policies in Historic Perspective"

William C. Thiesenhusen (Agricultural Economics and Land Tenure Center, Univ. of Wisconsin, Madison) "Peasant Prospects: Growth and Development in the Rural Sector"

Shoshana B. Tancer (International Studies, American Graduate School of International Management, Thunderbird Campus, Glendale, Arizona) "OPEC and Petroleum Policies: The Growth of Governmental Control over Exports of Raw Materials"

Barbara Stallings (Latin American Studies Center, Stanford Univ.) Title of paper not yet available

Discussants:

Werner Baer (Economics, Univ. of Illinois, Urbana)

William Glade (Economics and Institute of Latin American Studies, Univ. of Texas, Austin)

Panel 5:

The Depiction of Latin American Totalitarian Regimes and Their Consequences in Literature.

Coordinator: Donald Yates (Romance Languages, Michigan State Univ., East Lansing)

Papers:

Frances Crowley (Foreign Languages, Southeast Missouri State University) "Facundo: The Dilemma of Law and Order"

Commentator: Gerald Head (Spanish and Portuguese, California State University, San Diego)

H. Ernest Lewald (Romance Languages, Univ. of Tennessee) "Symbolic Portrayal of Socio-Political Evil in Latin American Fiction"

Commentator: William Grupp (Foreign Languages, California State College, Los Angeles)

Terry O. Taylor (Spanish and Portuguese, Univ. of Wisconsin, Milwaukee) "Manuel Gutiérrez Nájera and the Régime of Porfirio Díaz"

Commentator: Mario E. Ruíz (Romance Languages, Univ. of Cincinnati)

Joanne Mueller (Romance Languages, Michigan State Univ., East Lansing) "Jorge Luis Borges: The Writer as a Political Conscience"

Commentator: E. Dale Carter (Foreign Languages, California State College, Los Angeles)

Saúl Sosnowski (Spanish and Portuguese, Univ. of Maryland) "David Viñas y los dueños de la tierra"

Commentator: David Lagmanovich (Modern Languages, Catholic Univ., Washington, D.C.)

David Viñas (author, Buenos Aires, Argentina) "El intelectual y la política"  
Commentator: Humberto Rasi (Modern Languages, Andrews Univ., Berrien Springs, Michigan)

Panel 6: CLASP Service Panel: The Teaching of Latin American Studies at All Levels.  
Chairperson: Miriam Williford (Winthrop College, Rock Hill, South Carolina)

12:00-1:45 P.M. LUNCHEON ROUNDTABLE DISCUSSION GROUPS  
(Chairpersons named in parentheses)

- Topics:
1. Undergraduate Study and Exchange Programs (John V. Hunter, Economics, Michigan State University)
  2. Colonial Latin American Literature (Harvey Johnson, Foreign Languages, University of Houston)
  3. Markets and Marketing Systems (John D. Daniels, Pennsylvania State University)
  4. Methodological Approaches to the Analysis of Latin American Problems (Markos Mamlakis, Economics, University of Wisconsin, Milwaukee)
  5. United States Policy Making toward Latin America (A.F. Lowenthal, Center of International Studies, Princeton University)
  6. The Contemporary Latin American Novel (Alfredo Roggiano, Romance Languages, University of Pittsburgh)
  7. Techniques of Literary Study (G. Arnold Chapman, Spanish and Portuguese, University of California, Berkeley)
  8. Uruguay: What Went Wrong? (William P. Glade, Institute of Latin American Studies, University of Texas, Austin)
  9. Latin American Studies in Japan and Russia as Compared with the United States (David Chaplin, Sociology, Western Michigan University)
  10. The Mexican Hacienda: Architecture, Furnishings, Economics, and Society (Donald Robertson, Art, Newcomb College, Tulane University)

11. Ecological Ramifications of Economic Development (Alvin Cohen, Economics, Lehigh University)
12. Population Research on Latin America (Shirley J. Harkess, Sociology, University of Kansas, Lawrence)
13. Interdisciplinary Teaching in Latin American Studies (Jo Ann Aviel, International Relations, California State University, San Francisco)

Afternoon and Evening

2:30-5:30 P.M. LASA Business Meeting

5:30-6:30 P.M. Cocktail Party

8:30-10:30 P.M.

Panel 7:

Chile: The Allende Regime and Its Overthrow.  
 Coordinator: James Scobie (History, Indiana Univ., Bloomington)

Position Papers:

1. Solon L. Barraclough (Agricultural Economics, Cornell Univ.) "Major Economic Trends and Problems during the Allende Years"
2. Markos Mamalakis (Economics, Univ. of Wisconsin, Milwaukee) "The Rise and Fall of Salvador Allende"

Commentaries:

1. Paul Drake (History, Univ. of Illinois, Urbana) "The Rise and Fall of Chilean Socialism: An Overview from the Popular Front through the Popular Unity"
2. Peter Winn (History, Princeton Univ.)
3. Dale Johnson (Sociology, Rutgers Univ., New Brunswick)
4. Henry Landsberger (Sociology, Univ. of North Carolina, Chapel Hill) "Mobilization as a Double-Edged Sword: The U.P.'s Uneasy Relationship with Labor, 1970-1973"
5. Brian Loveman (Political Science, San Diego State Univ.)

Discussion in the form of a roundtable in-

volving the panelists and the audience.

Comment and summing up by Professors Barraclough and Mamalakis.

SATURDAY, NOVEMBER 16, 1974

7:30-9:00 A.M. CLASP Steering Committee breakfast; breakfast meetings, LASA Committees; final printed program will carry details.

8:00 A.M: Breakfast Meeting of Caribbean Studies Association. Chairperson: Roland Perusse, Inter-American University of Puerto Rico, Hato Rey, Puerto Rico.

9:15-12:00 PANEL SESSIONS

Panel 8: The Caribbean. Coordinator: Thomas Mathews (Institute of Caribbean Studies, Univ. of Puerto Rico, Río Piedras)

Papers:

Robert Anderson (Ciencias Políticas, Univ. of Puerto Rico, Río Piedras) "Ethnicity, Race, and Nationalism"

Leslie Manigot (Institute of International Relations, Univ. of the West Indies) "Race and Nationalism: The Haitian Case"

Rawle Farley (Economics SUNY, Brockport) "Caribbean Development: Economic Development and Ideological Issues"

Ken Boodhoo (Florida International Univ.) "The Multi-national Corporation in the Caribbean: The Case of Oil in Trinidad"

José A. Moreno (Sociology, Univ. of Pittsburgh) "Repression and Imperialism in the Dominican Republic, 1965-1973"

Commentators:

Daniel J. Crowley and Pearl Ramcharan-Crowley (Univ. of California, Davis)

Joel C. Edelstein (Univ. de las Américas)

Susan Craig (Univ. of the West Indies,

Trinidad)

Panel 9:

Peasants and the Modernization Process.  
Coordinator: Laura Nader (Anthropology,  
Univ. of California, Berkeley)

Papers:

Susan Eckstein (Univ. of California, Santa  
Barbara) "The Fate of Peasants in Latin  
American Agrarian Revolutions: Mexico,  
Bolivia, Cuba"

Norma Staltz Chinchilla (Sociology, UCLA)  
"Stratification in the Chilean Peasantry"

John T. Fishel (Political Science, Univ. of  
Wisconsin, La Crosse) "Attitudes of Peruvian  
Peasant Leaders toward Military Intervention"

Ron Hart (Federation of Rocky Mountain States,  
Inc., Denver, Colorado) "The Impact of the  
Colombian Acción Comunal Program on the  
Peasantry"

Frank Falcone (History, Ithaca College)  
Title of paper not yet available.

Discussants:

William C. Thiesenhusen (Agricultural Econ-  
omics and Land Tenure Center, Univ. of  
Wisconsin, Madison)

Verena Martinez Alier (UNICAMP, São Paulo)

May Díaz (Univ. of California, Santa Cruz)

Panel 10:

Latin American Thought. Coordinator: Peter  
Sehlinger (History, Indiana Univ.-Purdue  
Univ. at Indianapolis)

This panel is divided into two parts as  
follows:

Part I

Paper: Ralph Lee Woodward, Jr. (History,  
Tulane Univ.) "Scientific thought and Eco-  
nomic Development in Central America,  
1860-1920"

Commentator: Hubert J. Miller (History, Pan American Univ.)

Paper: George A. Brubaker (History, Univ. of Arizona) "Rafael Núñez and Scientific Thought in Colombia"

Commentator: Joseph Arbena (History, Clemson Univ.)

Discussion

Part II

Paper: Patrick Romanell (Philosophy, Univ. of Texas at El Paso) "Samuel Ramos on the Philosophy of Mexican Culture"

Commentator: Antón Donoso (Philosophy, Univ. of Detroit)

Paper: Yvette Gindine Feldman (Romance Languages, Queens College, CUNY) "The Magic of Black History in Contemporary Black Consciousness: Several Literary Images of Haiti"

Commentator: René Balance (French and Afro-American Studies, Brown Univ.)

Discussion

Woman's Coalition of Latin Americanists (WOCLA-Sponsored panel: Women in Latin America: Recent Initiatives in Social Science Research, Chairperson: Nancie L. Gonzalez (Anthropology, Boston Univ.)

12:00-1:45 P.M: LUNCHEON ROUNDTABLE DISCUSSION GROUPS  
(Chairpersons named in parentheses)

TOPICS:

14. Structure and Productivity of Latin American Agricultural Economics (Wm. H. Nicholls, Economics, Vanderbilt University)
15. Law and Social Change in Latin America (Lexis A. Tambs, Arizona State University, Tempe)
16. Higher Education in Latin America (George R. Waggoner, College of Liberal Arts and Sciences, University of Kansas, Lawrence)



17. Latin American Theater (Orlando Rodríguez, Spanish and Portuguese, Univ. of Wisconsin, Madison)
18. Pablo Neruda (Humberto Nobles, Northwestern Univ.)
19. Technology and Science in Latin America (Dilmus D. James, Univ. of Texas at El Paso)
20. Patron-Clientelism in Latin America (Stephanie Blank, Indiana Univ. Southeast)
21. Communication Research Trends (Ramona R. Rush, Univ. of Florida, Gainesville)
22. Land Reform (William C. Thiesenhusen, Agricultural Economics and Land Tenure Center, Univ. of Wisconsin, Madison)
23. Contemporary Peru (David Ronfeldt, Political Science, The Rand Corporation)
24. Cuba: The New Pragmatism in the 1970's (Carmelo Mesa-Lago, Economics, Univ. of Pittsburgh)
25. Scholastic and Traditional Thought in Latin America (Carlos Stoetzer, History, Fordham Univ.)
26. Mexico under Echeverría (Donald J. Mabry, History, Mississippi State Univ.)
27. Peronism (Alberto Ciria, Political Science, Simon Fraser Univ.)
28. Political Development and International Relations in Latin America (Edward S. Milenky, Political Science, Boston College)

2:15-5:00 P.M. PANEL SESSIONS

Panel 11:

Power and Piety: The Political Dimension of Religion in Latin America. Margaret Crahan (History, Lehman College, CUNY) with Gerhard Drekonja (Latin American Division, Deutsche Stiftung für Internationale Entwicklung) serving as co-chairperson.

The format of this panel is that of a round-table discussion on the political role of churches in Latin America. The panelists with their current research interests are as follows:

1. Diana Brown (Anthropology, Lehman College, CUNY)--political implications of urban spiritualist movements
2. James Conway (Theology and Philosophy; Program Director, International Educational Development, Inc., New York)--Christianity and social change; population policy and Latin American churches
3. Margaret Crahan (History, Lehman College, CUNY)--operations of U.S. branches of the Catholic, Presbyterian, Methodist, and Episcopalian churches in Cuba, 1898-1958, and their cultural impact
4. Ralph della Cava (History, Queens College, CUNY)--European Catholicism and its relation to the Roman Catholic Church in Latin America, 1945 to the present
5. Michael Dodson (Political Science, Texas Christian University)
6. Cornelia Butler Flora (Sociology, Kansas State Univ.)--Pentecostalism as a response to political developments in Latin America; relation of political movements and pentecostalism
7. Alexander Wilde (Political Science, Univ. of Wisconsin, Madison)--religion and political behavior
8. Margaret Todaro Williams (History and Social Psychology, Univ. of Southern California)--the Roman Catholic Church as a political factor in Brazil, 1916-1945; psycho-history
9. William Wipfler (Theology; Director, Latin American Working Group, National Council of Churches, New York)--socio-political stance of the Roman Catholic Church in the Dominican Republic, 1959-1973

Panel 12:

Labor and Dependency. Coordinator: Hobart Spalding, Jr. (History, Brooklyn College, CUNY)

Papers:

Marianne Schmink (Anthropology, Univ. of Texas, Austin) "Economic Development and the Allocation of Labor by Sex: Venezuela"

Kenneth Paul Erickson (Political Science, Hunter College, CUNY) and Patrick V. Peppe (Political Science, Lehman College, CUNY)  
"The Dynamics of Dependency: Industrial Modernization and Tightening Controls over the Working Class in Brazil and Chile"

Commentators:

1. Robert J. Alexander (Economics, Rutgers Univ.)
2. Norma S. Chinchilla (Sociology, UCLA)
3. Paulo Sérgio de M.S. Pinheiro (Ciências Sociais, Universidad Estadual de Campinas, Brazil)

Panel 13:

Venezuela: Is Democracy Institutionalized?

Coordinator: David J. Myers (Political Science, Pennsylvania State Univ.)

Papers:

Charles Ameringer (History, Pennsylvania State Univ.) "The Foreign Policy of Venezuelan Democracy"

Robert Arnove (School of Education, Indiana Univ., Bloomington) "Political Students"

Enrique Baloyra (Political Science, Univ. of North Carolina) "The Political Culture of Venezuelan Democracy"

David Blank (Political Science, Univ. of Louisville) "Community Development and Political Change"

José A. Gil (Instituto de Estudios Superiores de Administración, Caracas) "Entrepreneurs and Régime Consolidation"

James Hanson (Economics, Brown Univ.) "Venezuela's Economy in the 1960's"

R. Lynn Kelley (Government, Webster College) "The Institutions of National Government since 1958"

Daniel Levine (Political Science, Univ. of

Michigan) "The Church and Party Government"

Ildemaro Martínez (Instituto de Estudios Superiores de Administración, Caracas)  
"The Municipality and Political Development"

Franklin Tugwell (Government, Pomona College)  
"Petroleum"

Discussants:

1. German Carrera Damas (Universidad Central, Caracas)
2. Stuart Fagan (Government, Columbia Univ.)

SUNDAY, NOVEMBER 17, 1974

8:30-11:30 A.M. Executive Council Meeting

CONSTITUTION AND BY-LAWS OF  
THE LATIN AMERICAN STUDIES ASSOCIATION

CONSTITUTION

I. Name and Status

1. The name of this organization shall be The Latin American Studies Association.

2. It shall be a non-profit corporation that shall qualify and remain qualified as exempt from federal income tax under Section 501 (c) (3) of the United States Internal Revenue Code of 1954, as the same may be from time to time amended.

II. Purposes

The purposes of the Association are to provide a professional organization that will foster the concerns of all scholars interested in Latin American studies and will encourage more effective training, teaching, and research in connection with such studies, and will provide both a forum and an instrument for dealing with matters of common interest to the scholarly professions and to individuals concerned with Latin American studies.

III. Membership

1. The following shall be the categories of membership: Members and Graduate Student Associates.

2. Membership in the Association is open to anyone with a scholarly interest in Latin American studies. Graduate Student Associates, who shall enjoy voice and vote in the conduct of the association, are defined to mean students who are pursuing a higher degree at a University or College and who are so certified by their graduate student advisers.

3. The Executive Secretary shall prepare and present annually to the Executive Council a list of the membership, including Members and Graduate Student Associates, which list shall be open to inspection by the membership, and may be published at the discretion of the Executive Council.

4. Only Members and Graduate Student Associates in good standing shall be eligible to vote and to serve on the Executive Council and on committees. Only Members in good stand-

ing shall be eligible to serve as officers of the Association.

5. Members and Graduate Student Associates shall equally receive general communications and publications which the association distributes to its membership.

6. Annual dues for membership shall be fixed in the By-Laws. There shall be no initiation fees.

7. The By-Laws may provide for means by which institutions may become associated with the Association.

#### IV. Officers

1. The officers of the Association shall be a President, a Vice President, an Executive Secretary, and a Treasurer.

2. The President shall serve a one-year term. Upon retirement as President, he shall remain on the Executive Council for one year.

3. The Vice President shall serve a one-year term upon the completion of which he shall advance to the Presidency. The Vice President shall be elected annually by mail ballot as prescribed in the By-Laws. In the event that the Vice President does not advance to the Presidency, nominations and elections for the Presidency shall be carried out as prescribed in the By-Laws for the Vice Presidency. If the Vice President's inability to advance to the Presidency becomes known after the regular annual elections but before the time when the new President is to take office, the Executive Council shall call a special election for the Presidency, to be carried out as prescribed in the By-Laws for the Vice Presidency. In the event of the absence, death, resignation or incapacity of the President, his duties shall fall upon the Vice President, who shall serve as President through the current and succeeding one-year terms. If neither the President nor the Vice President is able to serve, the Executive Council shall elect one of its own members to serve as Acting President through the current one-year term; nominations and elections for the Presidency for the succeeding one-year term shall be carried out as prescribed in the By-Laws for the Vice Presidency.

4. The Executive Council shall elect the Executive Secretary and the Treasurer, who shall hold office for such terms and under such conditions as the Council may specify.

5. The President, with the advice and majority consent of the Executive Council, shall appoint such committees as are specified in the By-Laws, and such others as may be found appropriate from time to time. The President shall serve as Chairman of the Executive Council and shall be responsible for preparing the annual budget for submission to the Council.

6. The Executive Secretary may be a salaried executive officer of the Association and shall be responsible to the Executive Council. He shall supervise the permanent secretariat of the Association, and he shall report the activities of the Association to the membership at least once a year.

7. The Treasurer, under the direction of the Executive Council, shall be custodian of the funds of the Association and carry out such other duties as are specified in the By-Laws.

8. Any person made a party to any action, suit, or proceeding by reason of the fact that he is or was an officer of the Association or of any corporation which he served as such at the request of the Association, shall be indemnified by the Association against the reasonable expenses incurred by him in connection with the defense of such action, suit, or proceeding except in relation to matters as to which it shall be adjudged that such officer is liable for negligence or misconduct in the performance of his duties.

#### V. Executive Council

1. The Executive Council shall administer the affairs of the Association, and for corporate purposes be considered its Board of Directors.

a. The Executive Council shall be composed of nine persons: Retiring President, President, Vice President, and six elected Members.

b. The terms of the elected Members shall be for three years. Two shall be elected annually by mail ballot as prescribed in the By-Laws.

2. The Executive Council shall carry out the Association's purposes and promote its professional interests.

3. The Executive Council shall conduct and supervise the business of the Association, manage its properties, receive gifts, grants, donations, approve and implement annual budgets, and take all necessary actions in the interest of the Association.

4. The Executive Council shall meet as frequently as the interests of the Association dictate, and at least once a year. The President is empowered to call meetings of the Executive Council, and is required to do so on the petition of four council members.

5. The Executive Council is authorized to call meetings of the Members of the membership.

## VI. Annual Audit

There shall be an annual audit of the accounts of the Association, the results of which shall be reported to the membership.

## VII. Amendments

Amendments to this Constitution may be proposed by two-thirds of the members of the Executive Council, or by petition of one hundred Members in good standing. Ratification of such amendments shall require approval of a majority of those Members who vote within 90 days following a mailing by the Executive Secretary of a request for such vote.

**BY-LAWS** (Adopted with amendments by two-thirds of the Executive Council at its meeting in September, 1970)

### I. Nominations

1. The Nominations Committee annually shall make nominations for the Vice-Presidency and the Executive Council, and shall submit them to the membership six weeks prior to the formulation of the official ballot.

2. The Nominations Committee shall include at least one representative from each of at least three different disciplines represented in the Association.

3. The Nominations Committee shall seek to assure the broadest possible representation on the Executive Council. To that end, in making nominations the Committee shall take into consideration the desirability of maintaining diversity in the following characteristics of members of the Council:

- a. Disciplines: The Committee shall seek to assure that at least four different disciplines are represented on the Executive Council at all times;
- b. Geography: The Committee shall seek to assure representation on the Executive Council from the various regions where Members reside;
- c. Age and academic rank or its equivalent: The Committee shall seek to assure that younger Members are represented on the Executive Council at all times;
- d. Sex: The Committee shall seek to assure that



women be represented among the nominees for the Executive Council at all times.

4. Candidates for the Vice-Presidency shall be nominated according to the following procedures:
  - a. The Nominations Committee shall nominate two candidates each year;
  - b. Members of the Association may propose additional candidates by submitting petitions signed by at least one hundred members in good standing for each such candidate;
  - c. The Executive Secretary shall enter on an official ballot the names of the two candidates proposed by the Nominations Committee and the names of all candidates by petition.
5. Members of the Executive Council shall be nominated according to the following procedures.
  - a. The Nominations Committee shall nominate six candidates each year for two vacancies on the Executive Council for three-year terms;
  - b. Members of the Association may propose additional candidates for the Executive Council by submitting a petition signed by at least twenty Members in good standing for each such candidate;
  - c. The Executive Secretary shall enter on an official ballot the names of the candidates proposed by the Nominations Committee together with the names of the candidates by petition.
6. In the event of the death or resignation of a member of the Executive Council, two candidates will be nominated for each vacancy at the next regular election. During the current year, however, the alternate member of the Executive Council who received the highest number of votes at the preceding election shall serve as a member of the Executive Council in the place of the member who has died or resigned.

## II. Elections

1. The Vice-President and the members of the Executive Council shall be elected by mail ballot.
2. Of the candidates for the Executive Council on the ballot, the two receiving the highest number of votes shall be declared elected to the Council for the ensuing three years. The two receiving the next highest number of votes in that order shall be alternates for one year to serve in the event of temporary inability of a regular member of the Executive Council.

### III. Treasurer

The Treasurer shall cooperate with the President in preparing an annual budget and in proposing long-range financial policies and plans. Receipts and disbursements of all monies shall be handled by duly authorized persons after it has been ascertained by the Treasurer that the amounts are correct and after the expenditures have been authorized by him. The Treasurer may be bonded at the discretion of the Executive Council.

### IV. Removal of Officers and Council Members

Any elected officer or member of the Executive Council may be removed from office by a petition bearing the signatures of two-thirds of the members. In such an event the Council shall call a special election to fill the vacated post.

### V. Committees

1. The Standing Committees shall include a Membership Committee and a Nominations Committee and such other as the President, with the advice and consent of the Executive Council, may appoint.

2. The President may also appoint ad hoc committees, with the advice and consent of the Executive Council.

3. The size and terms of office of all committees shall be determined by the Executive Council. Each standing committee shall ordinarily include a member of the Executive Council. The chairman of each committee shall make such reports on the work of his committee as may be requested by the Executive Council. The names of the members of each committee and their terms of office shall be made known to the membership of the Association at least annually.

4. No funds shall be solicited or accepted by any committee without the prior approval of the Executive Council.

### VI. National Meeting

1. When the Executive Council calls a National Meeting, there shall be a business session, during which only Members and Graduate Student Associates may vote. Such a vote at such a meeting shall be effective for any legislative purpose consistent with the Constitution and By-Laws. Neither the Constitution nor the By-Laws can be amended at any such meeting.

2. The agenda for the business session shall include such committee reports and legislative business as the Exec-

utive Council may deem appropriate. A member or associate who wishes to propose an item for the agenda must give written notice to the Executive Secretary at least two weeks before the date of the business meeting.

3. Any legislative action of the Members taken at a National Meeting shall be submitted to a mail ballot of all Members.

4. The proceedings of the National Meeting shall be governed by Robert's Rules of Order, newly revised.

#### VII. Dues

The annual dues of the Association, which shall include a subscription to the Latin American Research Review and the LASA Newsletter, shall be due and payable to the Executive Secretary on January 1.

- a. The annual dues for Members shall be \$15.00
- b. The annual dues for Graduate Student Associates, whose status shall be certified by their principal advisors, shall be \$8.00. Graduate Student Associates shall be permitted to pay dues at this special rate for a maximum of five years.

#### VIII. Amendments

Amendments to these By-Laws may be proposed either by two-thirds of the Members of the Executive Council or by petition of fifty Members or Graduate Student Associates. Ratification procedures shall be as follows:

1. Amendments proposed by two-thirds of the Members of the Executive Council must be published and distributed to the membership by the Executive Secretary.
2. Such amendments shall be considered ratified unless at least one hundred Members or Graduate Student Associates protest in writing to the Executive Secretary within ninety days of distribution of the proposals.
3. Any proposed amendments that have been so protested must be submitted to a mail ballot and shall be considered ratified if approved by a majority of the voting membership which responds within ninety days of the distribution of the ballot.
4. Amendments proposed by petition and subsequently endorsed by two-thirds of the Executive Council shall then be subject to the same ratification procedure as provided in sections 1-3 of this same Article.

5. Amendments proposed by petition but not endorsed by two-thirds of the Executive Council shall be submitted to a mail ballot of the voting membership and shall be ratified if approved by a majority of those Members and Graduate Student Associates who vote within ninety days of the distribution of the ballot.

Latin American Studies Association

SECRETARIAT

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LASA TESTIMONY BEFORE  
HOUSE SUB-COMMITTEE ON INTER-AMERICAN AFFAIRS

Richard R. Fagen

On June 18, 1974, Professors Riordan Roett and John Plank, and I testified on academic freedom and the universities in Chile before the House Sub-Committee on Inter-American Affairs, chaired by Congressman Dante Fascell. The testimony began at approximately 2:45, and lasted for approximately an hour and a half. Our formal presentation was made in the name of the Latin American Studies Association (LASA). For approximately half an hour at the end, we discussed policy recommendations (not just those relating to education) with the sub-committee. At that time, we clearly stated that we were responding as individuals, not as representatives of LASA.

The structure of the testimony was as follows: I thanked Congressman Fascell for the invitation, introduced Professors Roett and Plank, and myself, and then stated that we were there to express our concern over attacks on academic freedom in Chile and to report on the situation in Chilean universities. I then briefly introduced LASA, quoting in full Section II of our Constitution (Purposes). Next I mentioned that concern with the Chilean situation had run high in LASA, beginning with the visit of Henry Landsberger, Thomas Skidmore, and Richard Fagen to the Congress in September, continuing with the activities of the Emergency Committee to Aid Latin American Scholars (ECALAS), presentations at past and upcoming National Meetings, the founding of the Committee on Academic Freedom and Human Rights, and the continuing interest of many of our members.

I then turned to the university situation in Chile. In order to set the stage, I read the following AAUP statement entitled "The justification of academic freedom" (Policy Documents and Reports, Washington, D.C.: American Association of University Professors, 1969):

The maintenance of freedom of speech, publication, religion, and assembly (each of which is a component of intellectual freedom) is the breath of life of a democratic society. The need is greatest in fields of higher learning, where the use of reason and the cultivation of the highest forms of human expression are the basic methods. To an increasing extent, society has come to rely upon colleges and universities as a principal means of

acquiring new knowledge and new techniques, of conveying the fruits of past and present learning to the community, and of transmitting these results to generations to come. Without freedom to explore, to criticize existing institutions, to exchange ideas, and to advocate solutions to human problems, faculty members and students cannot perform their work, cannot maintain their self-respect. Society suffers correspondingly. The liberty that is needed requires a freedom of thought and expression within colleges and universities, a freedom to carry the results of honest inquiry to the outside, and a freedom to influence human affairs in the same manner as other informed and unprejudiced persons do. Nor is the value of freedom lessened because error at times arises from its exercise. Learning, intellectual development, and social and scientific progress take place on a trial-and-error basis, and even the unsound cause or hypothesis may call forth the truth that displaces it. The error of one scholar has, indeed, stimulated others to discover the correcting truth.

The demand we of the academic world make for academic freedom is not made primarily for our own benefit. We enjoy the exercise of freedom: but the purposes of liberty lie, in a democracy, in the common welfare. It has recently been said, "With regard to some occupations, it is eminently in the interest of society that the men concerned speak their minds without fear of retribution.... The occupational work of the vast majority of people is largely independent of their thought and speech. The professor's work consists of his thought and speech. If he loses his position for what he writes or says, he will, as a rule, have to leave his profession, and may no longer be able effectively to question and challenge accepted doctrines or effectively to defend challenged doctrines. And if some professors lose their positions for what they write or say, the effect on many other professors will be such that their usefulness to their students and to society will be gravely reduced" (Fritz Machlup, "On Some misconceptions Concerning Academic Freedom," Bulletin, Winter, 1955).

We ask, then, for the maintenance of academic freedom and of the civil liberties of scholars, not as a special right, but as a means whereby we may make our appointed contribution to the life of the commonwealth and share equitably, but not more than equitably, in the American heritage. Society has the power to destroy or impair this freedom; but it cannot do so and retain the values of self-criticism and originality fostered by higher education.

Finally I presented the highlights of the appended written report on the university situation in Chile, prepared by Patricia Fagen and me. The entire report was entered into the record.

Next, John Plank spoke briefly about the fate of the St. George School. St. George was an upper class Santiago school run by the Order of the Holy Cross (Indiana). On the pretext that it was a bed of Marxism, the Chilean military intervened the school, placing a colonel in charge. John made the point that the lack of academic freedom was documentable in secondary and primary education as well.

Finally, Riordan Roett spoke about the creation and the activities of ECALAS. He sketched the dimensions of the academic refugee problem, the goals of ECALAS, and some situations in other countries (notably Uruguay) which suggest that although the Chilean situation is by far the most acute, attacks on academic freedom are not confined to that country. Questions and answers followed.

My overall impression is that the hearing went well. We followed as number five in a series of hearings on human rights in Chile that have been held in the House since the beginning of May. Others who have appeared include Covey Oliver, Ramsey Clark, Charles Proter, and Deputy Assistant Secretary of State Harry Shlauderman. From what we are told, an impressive body of evidence on the systematic violation of human rights is accumulating through these hearings. Although our testimony was confined to the issues of academic freedom, it is obviously one more link in the chain.

Several more hearings are planned, both before the Fасcell Sub-Committee and before Representative Donald Fraser's Sub-Committee on International Organizations and Movements. We will not be able to get a complete transcript of the testimony until series of hearings is complete. Only then will it all be transcribed. Until that time, I hope that this report will serve to give the LASA membership some idea of what occurred.

THE UNIVERSITY SITUATION IN CHILE  
A STATEMENT PREPARED FOR THE HOUSE SUB-COMMITTEE  
ON INTER-AMERICAN AFFAIRS, JUNE 18, 1974

Richard Fagen  
Stanford University

Patricia Fagen  
New College  
San Jose State University

The general situation of higher education in Chile must be understood in the larger context of what has happened in that country since the military coup of September 11, 1973. There is now ample documentation attesting to the extremely repressive behavior of the military authorities.<sup>1</sup> In this context, the universities, along with political parties, the labor movement, and other institutions of Chile's pre-coup democratic order have been extremely hard hit. Many of the Junta's political prisoners are university people or persons closely associated with university life. It is not our purpose in this statement, however, to dwell on the general characteristics of the military regime, or even specific cases of repression. Rather, we shall sketch the way in which the Junta is approaching the universities, and some of the consequences for higher education of that approach.

On October 2, 1973, Rear Admiral Hugo Castro Jiménez, the Minister of Education of the Junta Militar del Gobierno de Chile announced that all universities in Chile had been placed under the management of military personnel directly responsible to and appointed by the Junta. The new "Rectores-Delegados" were given broad powers to implement changes, both in terms of restructuring the content of higher education and in reorganizing and reconstituting the faculty and student bodies. The proponents of this move insisted that the universities had become a principal refuge of Marxism, and that, if left intact, they would have continued to do so--thus ob-

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<sup>1</sup>For example, the reports of the International Commission of Jurists, Amnesty International, The Chicago Commission of Inquiry into the Status of Human Rights in Chile, The Lawyers' Committee on Chile, the World Council of Churches Emergency Task Force on the Chilean Situation, the United States Catholic Conference Administrative Board of Bishops, and many other organizations and individuals.



structing the task of national reconstruction. According to the October Boletín Informativo of the Consejo de Rectores, the universities had ceased to be centers of research and culture for the training of professionals and high level technicians. Instead, they had become "focos of indoctrination and Marxist propaganda, in some cases the shelters of violence and illegal armaments, often promoted by undesirable foreigners who deprive Chilean youth of their places in the classrooms."<sup>2</sup>

Despite these statements, it would be wrong to view the present attack on the universities by the military Junta merely as an effort to eliminate Marxists and foreigners. What is underway is a much more profound process aimed at undoing the evolution of the past decade or more, returning--insofar as is possible--to the old concept of the university of the elite. Moreover, the university which is under attack is actually the institution created by the Christian Democratic President Eduardo Frei, and only very slightly influenced by President Allende. As a consequence of concerted efforts during the 1960's and a far-reaching university reform movement from 1967 to 1969, the universities in Chile were modernized, made more flexible in their curriculum and organization, and more democratic in their internal government. At the same time, institutions of higher learning grew dramatically in size and number, admitted students from a broader social class background, and provided academic jobs for a large number of middle class university graduates. Frei's policy toward higher education--a policy substantially aided by material support from the United States government and North American foundations--helped to bring about increasing demands and expectations for more open admission policies, relaxed entrance standards, and more medium level technical training. In short, the university system inherited by the Allende Government was in many respects a "reformed," Christian Democrat university. The level of politicization of students and professors was already high--a consequence of the reform--and support for the opposition to Allende was substantial. Throughout the Allende years, in fact, the universities as a whole were probably more opposed to than supportive of the Popular Unity Government.

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<sup>2</sup>Consejo de Rectores, Universidades Chilenas, Boletín informativo interno, Año 1973, Reorganización del sistema universitario chileno, Santiago, octubre de 1973, p. 2.

Against this background, the present attitude of the military government toward higher education is regressive and reactionary in the extreme. The official policy is based on four assumptions, best thought of as goals:

1. The existing elements of internal democracy and decentralized power must be replaced with hierarchy and uniformity. Eventually, this ongoing process of "rationalization" and reorganization will yield a unified system of higher education in which there is as little duplication as possible in course offerings among the universities in the same regions, and in which there no longer are distinctions between private and public institutions. In other words, the university should resemble the military in its financial and administrative organization.

2. The idea of the university as an institution "open to all" must be replaced with a highly selective university open only to the best prepared and intellectually superior students.

3. The university must limit its subject matter, continuing to stress science and technology, but cutting back on the humanities and particularly on the social sciences except in those cases when a purely "technocratic" cast can be given to the training. In general, lower level technical and vocational training will be deemphasized.

4. The pre-coup assumption of political and academic pluralism in the university must be discarded in favor of a totally depoliticized institution. This implies that academic freedom, freedom of association and inquiry as understood within the democratic tradition, must be ended.

The implementation of these goals has proceeded in a number of ways:

Naming of military rectors: As noted above, the eight basic units of the Chilean University system were all intervened and military rectors were named. This effectively terminated the long-cherished tradition of university autonomy. Basic pre-coup data on each of these eight universities follows:<sup>3</sup>

University of Chile: Chile's major public university, based in Santiago, but with branches in almost all other parts of the country. Of its 61,500 registered students approximately 35,500 were in attendance at one of the four Santiago campuses. Because of its overall importance, the military authorities have given the most

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<sup>3</sup>Data from Consejo de Rectores, Boletín informativo interno, op. cit., pp. 52-55.

systematic attention to restructuring this university. State Technical University: The nation's second largest university, also public, specializing in vocational and technical training. Of its 19,500 registered students, almost 9,000 were at the Santiago campus. The rest were registered at 19 other branches and extensions throughout the country. The most political left and lower-class of Chilean universities, the Santiago campus was the subject of a military attack on September 11th and 12th which left dozens of students and professors dead and wounded and hundreds more prisoners. The ex-rector of the University, Enrique Kirberg, was among those taken to Dawson Island. He is still a prisoner.

Catholic University of Chile: The most conservative and prestigious of Chile's private universities, its 10,000 students were almost all associated with its Santiago campus. Like almost all private universities in Chile, it received most of its operating budget through the government, despite its juridical and symbolic ties to the Catholic Church. There has probably been less repression at the Catholic University than anywhere else.

University of Concepción: A fine private university of approximately 16,000 students located in Chile's most important industrial city outside of Santiago. Long a stronghold of the left, the University of Concepción was a special target of post-coup repression.

Catholic University of Valparaíso: Located in Chile's second city, this Catholic institution of 7,000 students had much the same conservative cast as the Catholic University of Chile. As such, it has not been a prime target of the military authorities.

Federico Santa María Technical University: Also in Valparaíso, this private institution of approximately 4,500 students specialized in science and technology. It, too, is one of the universities less hard hit.

University of the North: With branches in the northern cities of Antofagasta, Arica, and Coquimbo, and a total of almost 6,000 students, this private university was an important regional center. Far from Santiago, not much is known of its fate.

Austral University: The smallest of Chile's universities, Austral had about 2,700 students. Located in the conservative agricultural area of Valdivia to the south of Santiago, the university was also very brutally intervened immediately after the coup.

In total, the eight universities, with their various branches, enrolled almost 128,000 students, served by a faculty (including those who were part-time) of approximately 15,000.

Santiago was also the site of a number of important United Nations and international research and educational facilities. Although relatively protected because of their international status, these facilities were not immune to military intervention. At the UN-supported Latin American Faculty of the Social Sciences (FLACSO), for example, two Bolivian students were executed, other students were taken prisoner, and a number of students, staff, and faculty only escaped by taking refuge in embassies. The graduate teaching program at FLACSO was subsequently forced to move from Chile.

Closing and restructuring of departments (faculties): It is impossible to get accurate data on the extent of university restructuring that has taken place. There is widespread agreement, however, that the changes are quite massive and fundamental.<sup>4</sup> Three basic mechanisms are in use:

First, the system of elections within universities, centers, departments, and faculties has been terminated. As a consequence of the university reform of the Frei years, there was a substantial democratization of university management. From rector down to directors of centers, most academic-administrative positions were filled by internal elections involving student, staff, and faculty voting. All this has been ended, giving the military authorities the power to appoint and fire at will anywhere within the university hierarchy.

Second, many departments and centers have been permanently closed. Examples are the Center for the Study of the National Reality (CEREN) at the Catholic University, and the Center for Socio-economic Studies (CESO) at the University of Chile. The departments and centers most usually terminated are those related to the social sciences (and to a lesser extent, the humanities). The critical, often leftist orientation of these departments and centers is seen as a concrete threat to the ideological uniformity which the military junta is trying to impose on the nation.

Third, almost all other departments and faculties have undergone or are undergoing what the military authorities call

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<sup>4</sup>One of the best sources of information is the series of reports of the Consejo Latinoamericano de Ciencias Sociales, based in Buenos Aires. Their most recent report, dated March 20, 1974, contains a university by university run-down of departments and faculties that have been closed, purged, restructured, etc.

"ideological purification." Typically, new deans and department heads trusted by the military are named, while rank and file faculty are reviewed for their political acceptability. This process was most quickly organized in the University of Chile. There, 36 fiscales (prosecutors) were named and charged with screening and reviewing the political affiliations (and even the course bibliographies) of all professors, staff and students accused (whether publically or anonymously) of having identified with the left. Summary dismissal (and subsequent detention by the police and military) are possible outcomes of these procedures. Reliable estimates of the total number of professors who have lost their jobs are unavailable. In the State Technical University, however, probably the hardest hit, one usually accurate source suggests that 60 per cent of the academic personnel has been forced to resign.<sup>5</sup> The same source estimates that the corresponding figure for Austral University is approximately 20 per cent. Again, it is the remaining social science departments (those that were not entirely closed) and the humanities that have been most thoroughly purged. But even internationally famous science facilities--like the Faculty of Sciences at the University of Chile--have been "purified" almost to the point of destruction when politically left sympathies or activities were suspected.

Purification of the student body: Parallel to the processes at work at the administrative and faculty levels, the student body has been "purified." The basic mechanism used was the cancellation of all registrations (or in some instances the selective cancellation of registrations), thus forcing students to re-register under military scrutiny. The critical question for each student then became, "Will I be readmitted?" As in the case of faculty, anonymous denunciations of the political activity of a student were taken as sufficient evidence of unacceptability. All readmitted students were required to sign forms in which they promised to forswear all political activity.<sup>6</sup> Students from departments and centers

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<sup>5</sup>Consejo Latinoamericano de Ciencias Sociales, Report Number Three, March 20, 1974, page 12.

<sup>6</sup>At the University of Chile, for example, this document says, in part, "There is an absolute prohibition against activities or meetings that are political in character. Those who disobey this prohibition will be expelled.... There will not be any student organizations: Student federation, student center, etc."

that had been closed were sometimes admitted to other departments, but in the majority of cases their professional training (even if they were only a few credits away from graduation) was summarily terminated. As in the case of the faculty, accurate figures on the number of students who have been purged are impossible to obtain, but the numbers are high. For example, at the State Technical University the total may run to 65 per cent. At the University of Concepción, fewer than 50 per cent of the students were readmitted after the political checks were made.<sup>7</sup>

Further limitations on free inquiry and academic freedom:  
Under the conditions sketched above, the concepts of free inquiry and academic freedom become a cruel joke. When the general climate of fear and political repression which exists in Chile today is added to the mix, the joke is even crueler. It should be pointed out, however, that further and quite specific measures have been taken to ensure that university inquiry is controlled. Libraries have been "cleaned," books and documents relating to the history of the Allende Government have been destroyed along with almost all social science, fine arts, and historical materials thought to deal sympathetically with Marxism, socialism, and progressive ideas in general. There is an oft-repeated story, perhaps apocryphal, of Chilean soldiers burning books on cubism thinking that they had something to do with Cuba. But apocryphal or not, such is the treatment given "unpopular" ideas in Chile today. There has also been a restructuring of the way in which university research monies and permissions are granted. All topics and budgets must now be approved by the central university authorities, which is to say, by the military. Critical inquiry into Chile's past, present, or future is not likely to flourish under such arrangement.

In summary, academic integrity, intellectual freedom, and collegial authority within the Chilean university system have been destroyed by the military junta and its representatives. Hundreds of professors and thousands of students have been purged, many have been imprisoned, and some have been killed. The liberal and democratic development of Chile's universities--a process which has been going on for

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<sup>7</sup>Consejo Latinoamericano de Ciencias Sociales, op. cit., pp. 12, 15.

decades and which had accelerated in the late 1960's and early 1970's--has been reversed. One of the largest and certainly one of the finest systems in Latin America has been dealt a body blow.

From the vantage point of the United States, the blow is all the more telling and ironic because the recently democratized university system attacked by the military was not only consonant with basic U.S. ideas about higher education, but also the beneficiary of generous amounts of U.S. aid, both public and private. We witness the tragedy of the university as a free market place of ideas--a university fully respected by the Allende Government, despite ambiguous charges to the contrary now leveled against it by Chile's military rulers--under full-scale assault by men in uniform. It could hardly be otherwise in a country in which the Congress has been dissolved, political parties banned, the labor confederation dismantled, newspapers and other mass media closed and censored, due process of law violated at every turn while thousands of political prisoners languish in special camps. Can a free, autonomous, and democratic university survive in such an environment? The question answers itself

#### AD HOC SUBCOMMITTEE ON CONDITION OF SCHOLARLY RESOURCES IN CHILE

An ad hoc subcommittee of the Scholarly Resources Committee has been formed to collect information on the condition of scholarly resources in Chile. The subcommittee is composed of Carl Deal, Chairman, Paul Drake, and Peter Winn. Persons with first-hand information on the current condition of archives, libraries, and collections of research materials (documents, books, oral history, etc.) are urged to contact Carl Deal, Center for Latin American and Caribbean Studies, University of Illinois, Urbana, Illinois 61801.

**FUTURES STUDIES:  
METHODOLOGIES FOR ANALYZING LATIN AMERICA 2000**

CLASP Service Panel  
Fifth National Meeting

Last Call for Participants

This special session will focus upon themes and approaches in Futures Studies used by Latin Americanists at their respective institutions. The purpose of this panel is to bring together Latin Americanists who are currently teaching and/or doing research in the area of Futures Studies, so that they may exchange information, and more systematically advance the contributions of area studies in this growing field.

Those who advocate Futures Studies (the systematic study of the future) maintain, according to Prof. Gary Klee:

1. a belief in the necessity of thinking and teaching in the future tense
2. a belief that current and projected social and environmental problems stem not from technological limitations alone, but from our too limited conceptualizations of possible alternative futures; a belief that we are failing because we lack imagination
3. a belief that we can increase our perception and consciousness of that which lies ahead; a belief that the future is not completely unknowable, nor foreseeable
4. a belief that what will happen in the future will be shaped by human decisions made today
5. a belief that change in the world is increasing at an accelerating rate, and that coping with change will be the major problem of future societies
6. a belief that mankind has now entered an era of evolution by human selection, that man must now take control of his evolution
7. a belief that man can no longer afford to deal with present problems or projected trends by imposing decisions made from past experience alone
8. a belief that new visions, alternatives, and phenomena that transcend acceptance today can be discussed, considered, and serve to illuminate the way toward a designed future
9. a belief in the science of futuristics (technological forecasting and long-range planning)
10. a belief that students must learn to anticipate the



directions and rate of change; they must learn to make repeated, probabilistic, long-range assumptions about the future.

11. a belief that teachers can no longer merely reserve the last day of a class to discuss the future
12. a belief that authors can no longer merely reserve the last chapter of their books to discuss the future

The proposed format of the panel will include a brief introduction by each panel member of their current teaching and/or research activity in Futures Studies. Each panel member will be asked to bring ample copies for distribution of such items as course syllabi, bibliographies, film listings, and any papers or articles that would prove helpful to the rest of the group. The real purpose of the session, however is not to read papers but to exchange experiences on how to best "futuraize the teaching of Latin American studies" as well as how best to establish area studies as a necessary subject within the interdisciplinary field of Futures Studies.

If you would like to participate in this panel please contact immediately:

Professor Kempton E. Webb, Chairman  
Department of Geography  
Columbia University  
New York, New York 10027

office telephone: 212-280-4641

LASA & CLASP PUBLICATIONS AVAILABLE FROM THE SECRETARIAT

1973 List of Members is available at \$10.00/copy.

A Report to the American Academic Community on the Present Argentine Situation (1967) is available without cost to interested individuals.

Language & Area Studies & Programs & the Participation of Spanish & Portuguese Speaking Minorities in American Society (1969) is a report of a meeting held at Miami, Florida, for the Office of Education. Limited supply available at no cost to interested individuals.

Reprint Project Publication 1: Reference Works (1967) published in cooperation with Xerox Corporation is available to interested individuals without cost.

Report of the Ad Hoc Committee on Guatemala (1973) is available at \$1.00 per copy.

A few back issues of the Newsletter are available at no cost to members.

Copies of 1973 National Meeting papers are still available at \$1.00 each.

CLASP Publication 1: The Current Status of Latin American Studies Programs

CLASP Publication 2: Employment Opportunities for the Latin American Studies Graduate

CLASP Publication 3: Financial Aid for Latin American Studies: A Guide to Funds for Individuals, Groups & Institutions

CLASP Publication 4: Opportunities for Study in Latin America: A Guide to Group Programs

The charge for the above CLASP publications is \$1 for non-CLASP and non-LASA members and 75¢ for members.

CLASP Publication 5: Latin America: Sights & Sounds. A Guide to Motion Pictures & Music for College Courses

The charge for this publication is \$2.50 for non-CLASP and non-LASA members and \$1.50 for members.

**LETTERS TO  
THE EDITOR**

May 2, 1974

Editor, Newsletter:

RE: Clarification Note

In the March issue of the LASA Newsletter, in the minutes of the Committee on Scholarly Resources (p. 28), it was said:

At the University of Pittsburgh Center for Latin American Studies, Carmelo Mesa-Lago has nearly completed an index to the writings of Fidel Castro, which includes the early writings that do not support the present official Cuban position and have therefore been omitted from officially compiled indexes.

This information, which was not released by us, contains several errors: (1) The work referred to is "A Briefly Annotated Bibliography of Fidel Castro's Works: 1959-1970," compiled by Rolando Bonachea and published in a special issue of the Cuban Studies Newsletter (vol. 3, no. 2, June 1973). (2) My work was limited to editing and helping in the preparation of the index. (3) The bibliography (and the index) covers only official documents and is confined to the period 1959-1970; therefore it does not include un-official or pre-revolutionary writings. (4) To the best of our knowledge there are no "officially compiled indexes" of Castro's writings.

I would greatly appreciate your publishing this correction in the next issue of the LASA Newsletter.

Sincerely,

/s/ Carmelo Mesa-Lago  
Editor  
Cuban Studies Newsletter

# RESEARCH

RESOLUTION #626-BIS  
ITS IMPACT ON U.S. SCHOLARS DOING RESEARCH IN COLOMBIA

Steffen Schmidt  
Assistant Professor  
Department of Political Science  
Iowa State University

On July 2, 1973, Resolution #626-Bis was adopted with the title Resolution by Which the Activities of Foreign Scientific Expeditions of an Anthropological Nature in Colombia are Regulated. This particular document coming out of the National Ministry of Education and the Colombian Institute of Culture is an extremely crucial document which should be called to the attention of foreign researchers interested in working in Colombia.

The seven articles of the document prescribe certain conditions under which foreign researchers will be permitted and encouraged to do work in Colombia and I shall briefly summarize these.

Article 1. States that every foreign research expedition or scientific mission in the field of anthropology must present its credentials before the Colombian Institute of Anthropology. These credentials must indicate among other things the financial aspects of the research as well as the accreditation of the individuals involved.

Article 2. Specifies that foreign researchers must present a working plan and the scientific objectives of research which they are contemplating and if this research has been approved by the Colombian Institute of Anthropology, a preliminary written report in Spanish must be submitted indicating some of the results of the research prior to the investigators' leaving Colombian soil. Article 2 also specifies that within 12 months of the research being carried out reports must be submitted to the Library of the Colombian Institute of Anthropology indicating the results of research conducted in Colombia. The Institute of Anthropology then reserves the right to publish this work in Spanish. If the Institute of Anthropology doesn't publish the material, it has the right to delegate to any other entity of the government the right to publish Spanish versions of the material.

Article 3. Specifies that foreign investigators and foreign investigating missions must provide the Colombian Institute of Culture in equipment, thirty percent (30%) of the total research budget. Furthermore, Article 3 specifies

that foreign study teams or foreign researchers must hire a co-investigator appointed by the Colombian Institute of Anthropology with a provision that for every two foreign researchers, one Colombian co-investigator will be appointed.

Article 4. Specifies that foreign students working on doctoral level thesis research must contract a supervisor from the Colombian Institute of Anthropology who will be in charge of supervising the foreign student's research during the time that he or she is in Colombian territory. Furthermore, Article 4 provides that the university from which the foreign student comes will give a scholarship or its equivalent so that a Colombian student can carry out post-graduate work until he or she obtains the Ph.D. or its equivalent. Moreover, Article 4 prohibits foreign students from doing research below the Ph.D. level.

Article 5. Indicates that the Colombian Institute of Anthropology can exempt foreign scholars who because of their renown and valuable contributions to the anthropological study in Colombia will carry out research without fulfilling the provisions of Article 3 of this resolution.

Article 6. Prohibits the exporting of a very large number of artifacts which have archaeological, ethnological, ethnographic and folkloric value.

Article 7. Prohibits the recording and filming of ethnographic documentaries without having previously received a license on the part of the Colombian Institute of Anthropology to do this work.

This piece of material represents obviously a great challenge to the scholarly community which has in recent times become extremely concerned about the problems of scholarly ethics. Moreover, a question we must all face now that Colombia has established relatively specific guidelines for the conduct of research is whether or not we must all assume a share of the responsibility in enforcing this set of regulations. An intriguing question is whether we also have an obligation to critique and to offer suggestions for amendments and improvements of this document to make it more congruent with the realities of conducting research. As a Colombian citizen and a political scientist that question rests rather heavily on my own mind since it would seem to be counterproductive to offer criticisms of a resolution which is obviously intended to protect the Colombian national and scholarly interests.

However, it is important to ask whether the provisions of resolution 626 produce obstacles to research which might discourage much-needed work from being done. For example, the U.S. at the moment sponsors and co-sponsors summers in

Colombia, semesters in Colombia, etc. Many of these involve at least partly research on the part of the undergraduate students. It is not clear how tightly resolution 626 will apply to students in Colombia under these particular conditions. While at the moment there is very little cause for alarm, Article 2 suggests that the Colombian Institute of Anthropology will have the option of authorizing or prohibiting proposed research projects. It seems apparent that controversial or potentially undesired areas of investigation could be eliminated, and thus if it were to come into the wrong hands a certain amount of censorship could at some future date be exercised over the choice of topics for investigation. The provision of Article 2 that at the latest one year after investigation results of the research done in Colombia have to be deposited with the Library of the Colombian Institute of Anthropology may be a deadline rarely met by researchers and, therefore, seems to be a provision which opens itself very clearly to violation. Moreover, it is not altogether clear how material which may be copyrighted elsewhere but has resulted from research can be released from those copyright provisions to the Colombian Institute of Anthropology for publication. The author might thereby lose control over the format in which his manuscripts are presented and distributed.

Article 3 is perhaps the most controversial because it is difficult to see how thirty percent of an individual's research funds could be disposed of without, in many cases, jeopardizing a project entirely. One is thinking in particular of people who expend mostly personal funds which often are scarcely enough for travel expenses and accommodation. It is also difficult to foresee how a foreign investigator with extremely limited funds could afford the cost of hiring a co-investigator in the project although presumably plans could be developed whereby the Colombian Institute of Anthropology pays for the expenses of the Colombian co-investigator.

Finally, Article 4 suggests great problems, especially in the provision that the American university from which a student is carrying out doctoral work sponsor a Colombian student through a scholarship or equivalent until that Colombian student has completed his or her Ph.D. With the shrinking of funding in the U.S. itself, this seems to be a highly problematical provision and one which certainly requires the closest consideration both by the Colombian government and by American universities sponsoring Ph.D. candidates who will study in Colombia.

Finally, there are indications, although I personally



have no specific information to share, that the provisions of this particular document are also to be applied to a large number of other disciplines, presumably including political science. Therefore, the matter is not one of limited interest but rather one of general interest and one which we must be aware of and to which we ought to direct at least some attention at this point. Essentially the question seems to me at the moment to be one of whether foreign researchers are going to take this document as a working guideline for research in Colombia and abide by its provisions or whether it is a set of rules designed primarily for very large projects involving perhaps five or more foreign researchers and substantial funding. In the latter case, one feels that some of the provisions would be much more easily obtainable, something which is in some doubt regarding the lone investigator, especially the American Ph.D. graduate student for whom these provisions seem to be major obstacles to carrying out a project.

At the same time, we ought to remind ourselves and underscore very emphatically the excessive standard of living to which certain research project personnel have become accustomed when they work in Latin America. We ought also to point out that in many instances research funds have been diverted to such things as establishing extremely interesting personal collections of traditional artifacts, Colombian artwork or clothing, collections of books and other materials which are completely outside the scope of anything having to do with research and which perhaps are the indulgences of researchers who have been excessively funded. The Colombian government's provisions for supervising foreign research is furthermore in part caused by the relative absence of voluntary procedures developed by foreign researchers in regard to their responsibilities to colleagues and to the host country in which they are doing work.

One outcome of this particular strategy for rationalizing foreign research in Colombia could be the creation of vastly expanded contacts between Colombian and American, French, German and other foreign scholars and researchers, something which surely would have productive consequences. Therefore, the document to which brief reference has been made here certainly represents a mixed blessing. It is a ripple on the surface of the rather tranquil waters of foreign research in Latin American which have characterized much of the past decades. Perhaps it is a welcome disturbance which will force us to evaluate much more seriously our responsibilities as scholars, and the consequences of research. It will also create an awareness on the part

of the Colombian government, the Colombian Ministry of Education, and Colombian scholars, of the difficulties and implications which foreign research has for them and for Colombia.

Communications concerning the provisions of the resolution should be addressed to:

Alvaro Soto, Director  
Instituto Colombiano de Antropología  
Carrera 7A #28-66  
Bogotá, COLOMBIA

telephone 824066

THE UNIVERSITY OF NEW MEXICO  
Committee on Mexican Studies

In order to aid researchers in seeking out their Mexican counterparts, the Committee on Mexican Studies has undertaken to compile a directory of Mexican historians. The Committee requests names and addresses of persons, societies and institutions throughout Mexico whom you have found helpful and who might be willing to assist by distributing a questionnaire to Mexican historians eliciting data on field of interest, publications, affiliations, etc. For further information and copies of the questionnaire, please contact: Eleanor B. Adams, Chairman, Conference on Latin American History, Committee on Mexican Studies, Yatoka 112, The University of New Mexico, Albuquerque, New Mexico 87131,

PROVISIONAL LIST OF DISSERTATIONS ON  
LATIN AMERICAN TOPICS, 1972

Jane Garner and Don Gibbs, University of Texas (Austin)  
Mary Ellis Kahler, Library of Congress

The following list of dissertations was compiled from Dissertation Abstracts International, January-December, 1973. Appended are the University Microfilm order numbers. Entries are listed in alphabetical order by author.

- ABELE, Lawrence G. University of Miami, 1972. Comparative habitat diversity and faunal relationships between the Pacific and Caribbean decapod crustacea of Panama. 124 p.  
73-5817
- ABRAMOSKI, Nancy Ann. Cornell University, 1972. A linguistic approach to literature: three modern Latin American novels. 235 p.  
73-7124
- ACEVEDO, Roberto Maximiano. The University of Arizona, 1972. Vida y obra de Artemio de Valle-Arizpe. 146 pp.  
72-13,276
- ACKERMAN, William Vaughn. The Ohio State University, 1972. A spatial strategy of development for Cuyo, Argentina. 136 p.  
73-1924
- ADAMS, Jerome Robertson. University of North Carolina at Chapel Hill, 1972. Elite orchestration and populist clamor: political communication and development in Colombia. A study of newspaper elites' attitudes in a transitional society. 260 p.  
73-16,445
- ADAMS, Kathleen Joy. Case Western Reserve University, 1972. The Barama River Caribs of Guyana restudied: forty years of cultural adaptation and population change. 164 p.  
73-6271.
- ADAMS, Michael Ian. The University of Texas at Austin, 1972. Alienation in selected works of three contemporary Spanish-American authors. 187 p.  
73-397

- AGOSTINI, Malcom Allister. State University of New York at Buffalo, 1972. A study of the Diploma of Education curriculum, University of Guyana, in relation to the professional concerns of the 1969-1971 graduates. 146 p.  
72-23,845
- AGUIRRE, Ree Walker. University of Houston, 1972. The effects of a parental involvement program on self-concepts and school attitudes of Mexican-American first grade children. 102 p.  
73-6366
- AHN, Choong Yong. The Ohio State University, 1972. A recursive programming model of regional agricultural development in Southern Brazil (1960-1970): an application of farm size decomposition. 219 p.  
73-11,422
- AIKINS, Lenton. University of Southern California, 1972. Democracy and despair in Latin America. 235 p. 73-27,650
- ALDANA, Adolfo León. University of Illinois at Urbana-Champaign, 1972. La cuentística de Augusto Roa Bastos. 240 p.  
73-17,099
- ALDRIDGE, Adriana García de. University of Illinois at Urbana-Champaign, 1972. De la teoría a la práctica en la novela histórica hispanoamericana. 357 p. 73-17,179
- ALGARÍN, Pedro José. University of Illinois at Urbana-Champaign, 1972. El naturalismo en Manuel Zeno Gandía. 159 p.  
73-9866
- ALGUERO, Manuel Salvador. University of Illinois at Urbana-Champaign, 1972. Individual modernity, its determinants and consequences: a study of lower-class fertility in Guatemala. 195 p.  
73-17,100
- ALLDERDICE, William Howard. Columbia University, 1972. The expansion of agriculture along the Belém-Brasília road in northern Goiás, Brazil. 213 p. 73-8998
- ALVAREZ-MADRID, José. University of California, Los Angeles, 1972. Participation in industry: workers' participation in industrial firms in Chile. 350 p. 73-1680.
- ALVES, Eliseu Roberto de Andrade. Purdue University, 1972. An econometric study of the agricultural labor market in Brazil: a test of subsistence and commercial family farm models. 308 p.  
72-30,845

- AMAYA, Susana. The University of Wisconsin, 1972. Communications and policy making in Colombian rural development: a survey and experiment. 173 p. 73-31,662
- AMES, Barry Charles. Stanford University, 1972. Bureaucratic policy making in a militarized regime: Brazil after 1964. 307 p. 72-20,690
- AMSTUTZ, Mark Robert. The American University, 1972. The inter-relationship of political and economic change in Latin America: a study of selected indicators. 239 p. 73-4654
- ANDERSON, Marvin Sydney. Cornell University, 1972. The planning and development of Brazilian agriculture: some quantitative extensions. 390 p. 73-334
- ANDERSON, Michael Bruce. Cornell University, 1972. A model of the small Chilean firm. 163 p. 73-14,719
- ANGROSINO, Michael V. University of North Carolina at Chapel Hill, 1972. Outside is death: alcoholism, ideology and community organization among the East Indians of Trinidad. 514 p. 72-24,763
- ANILLO SARMIENTO, Antonio Francisco. The George Washington University, 1972. La novelística comprometida de Manuel Zapata Olivella. 284 p. 72-18,578
- APRIL, Jay Erwin. "Cuidad Salud": a simulation study of a community to be built around a health center in Guadalajara, Jalisco, Mexico. 282 p. 73-18,545
- ARBOLEDA-RIVERA, Fernando. The University of Nebraska, 1972. Differential response of maize (Zea mays L.) to mass selection in diverse selection environments. 127 p. 73-99
- ARIAS, María Cecilia. Boston University School of Education, 1972. A case study of the program of the Overseas Education Fund Institute in leadership development for Latin American women in the United States from 1963 to 1970. 470 p. 72-25,410
- ARNOLD, Elena Winchester Troxel. Arizona State University, 1972. Behavioral ecology of two pupfishes (Cyprinodontidae, genus Cyprinodon) from northern Mexico. 158 p. 72-9841

- ASHTON, Guy Theodore. University of Illinois at Urbana-Champaign, 1972. The differential adaptation of two slum groups and working-class segment to a housing project in Cali, Colombia. 217 p. 73-9869
- ASTON, B.W. Texas Tech University, 1972. The public career of Don José Ives Limantour. 298 p. 72-32,040
- BADAINES, Joel S. University of South Carolina, 1972. Identification, imitation and sex-role preference as a function of father-absence and father-presence in Black and Chicano boys. 89 p. 73-16,294
- BAILEY, John J. The University of Wisconsin, 1972. Government and educational policy in Colombia, 1957-1968. 398 p. 72-15,336
- BAILEY, Joyce Waddell. Yale University, 1972. A preliminary investigation of the formal and interpretative histories of monumental relief sculpture from Tikal, Guatemala; pre-, early and middle classic periods. 380 p. 73-14,233
- BANNING, Beverly Bernadine. Tulane University, 1972. Amauta (1926-1930). 172 p. 73-2182
- BARBER, Janet. University of Southern California, 1972. Mexican machismo in novels by Lawrence, Sender, and Fuentes. 422 p. 73-717
- BARRETT, Richard Nowell. Princeton University, 1972. The Brazilian foreign exchange auction system: regional and sectoral protective effects. 321 p. 72-31,513
- BARTON, Thomas E., Jr. and Don C. Garrison. Duke University, 1972. A plan for comprehensive community college education in Puerto Rico. 328 p. 73-6551
- BASILE, Jane Van der Karr. New York University, 1972. World War I as a turning point in Argentine history: as seen especially through a study of fiscal and budgetary legislation during the war years. 183 p. 72-31,060
- BATIE, Robert Carlyle. University of Washington, 1972. A comparative economic history of the Spanish, French, and English on the Caribbean islands during the 17th century. 379 p. 73-3674

- BAXLEY, Dan Michael. Arizona State University, 1972. The utility of 45 phonic generalizations as applied to oral vocabularies of economically limited Spanish surname children. 172 p. 72-25,484
- BEAVER, Steven Earl. Stanford University, 1972. A reinterpretation of demographic transition theory with an application to recent natality trends in Latin America. 313 p. 73-4462
- BECK, Barry Frederic. Rice University, 1972. Erection and calibration of the Rice University radiocarbon dating laboratory and its application to some carbonate samples from northeast Yucatan, Mexico. 132 p. 72-26,389
- BEENE, Delmar Leon. The University of Arizona, 1972. Sonora in the age of Ramón Corral, 1875-1900. 230 p. 72-31,851
- BELLVER, Catherine Gullo. University of California, Berkeley, 1972. The poetic world of Juan José Domenchina. 402 p. 72-27,375
- BELTRAMO, Anthony Fred. Stanford University, 1972. Lexical and morphological aspects of linguistic acculturation by Mexican Americans in San José, California. 331 p. 73-4465
- BELTRÁN SALMON, Luis Ramiro. Michigan State University, 1972. Communication in Latin America: persuasion for Status Quo or for national development? 211 p. 73-12,671
- BENDER, Lynn Darrell. The George Washington University, 1972. U.S.-Cuban relations, 1959-1972: an examination of the determinants, implications, and consequences of American policy toward the revolutionary regime. 246 p. 73-4001
- BERNEY, Tomi Deutsch. Yeshiva University, 1972. The effects of language choice on the task success of bilingual children. 161 p. 73-1086
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- VEGA-CADIMA, Hugo Lizardo. The University of Wisconsin, 1972. Schooling, acculturation, and development of a sense of nationality among Indian school children in the Peruvian highlands. 252 p. 73-9296

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- WAY, Anthony Biden. The University of Wisconsin, 1972. Health, exercise capacity and effective fertility aspects of migration to sea level by high altitude Peruvian Quechua Indians. 177 p. 73-9298
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- WEBSTER, Jonathan Howes. University of Minnesota, 1972. The merchants of Bordeaux in trade to the French West Indies, 1664-1717. 461 p. 73-10,651
- WEBSTER, Michael Gordon. Indiana University, 1972. Texan manifest destiny and the Mexican border conflict, 1865-1880. 362 p. 73-2677
- WEBSTER, Steven Sebastian. University of Washington, 1972. The social organization of a native Andean community. 384 p. 72-28,679
- WEFFER, Rafaela del Carmen Elizondo de. Illinois Institute of Technology, 1972. Effects of first language instruction in academic and psychological development of (Spanish-speaking) bilingual children. 88 p. 73-12,204
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- WEXLER, Alice Ruth. Indiana University, 1972. Historians, society, and the Spanish-Cuban-American War of 1898. 269 p. 73-2678
- WHITE, Opal Thurow. The University of Oklahoma, 1972. The Mexican-American subculture: a study in teaching contrastive sounds in English and Spanish. 185 p. 73-9180
- WHITE, Robert Allan. The University of Texas at Austin, 1972. Gomes Freire de Andrada: life and times of a Brazilian colonial governor, 1688-1763. 286 p. 73-18,510
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- WILKERSON, Samuel Jeffrey Keith. Tulane University, 1972. Ethnogenesis of the Huastecs and Totonacs: early cultures of North-Central Veracruz at Santa Luisa, Mexico. 1070 p. 73-12,064
- WILL, Wilber Marvin. University of Missouri-Columbia, 1972. Political development in the mini-state Caribbean: a focus on Barbados. 373 p. 73-21,844
- WILLIAMS, Miles Wendell. Vanderbilt University, 1972. El Frente Nacional: Colombia's experiment in controlled democracy. 235 p. 72-26,136
- WILLIAMS, Perry Arthur. Fordham University, 1972. La Fontaine in Haitian creole: a study of Cric? Crac! by George Sylvain. 271 p. 73-4306
- WILSON, Michael Robert. University of Oregon, 1972. A highland Maya people and their habitat: the natural history, demography and economy of the K'ekchi'. 487 p. 73-13,781
- WILSON, Samuel. Cornell University, 1972. Occupational Mobility and social stratification in Latin American cities. 153 p. 73-368
- WINN, Charles Carr. Texas Christian University, 1972. Mexican-Americans in the Texas labor movement. 271 p. 72-27,960

- WINTER, Marcus Cole. The University of Arizona, 1972. Tierras Largas: a formative community in the valley of Oaxaca, Mexico. 359 p. 73-13,325
- WIRE, Marcia Van Vlissingen. University of California, Los Agneles, 1972. Funerary beliefs and practices in pre-hispanic western Mesoamerica. 588 p. 72-34,001
- WOOD, David Lyle. University of Utah, 1972. Abortive panacea: Brazilian military settlements, 1850 to 1913. 209 p. 72-21,373
- WOOD, Richard H., Jr. The University of Wisconsin, 1972. The agricultural supply industries in the economic development of the Peruvian sierra. 436 p. 72-23,342
- WOODAMAN, Ronald Elliot Hasbrouck. Gerogetown University, 1972. A distinctive feature analysis of Spanish. 192 p. 72-32,816
- WOODS, Randall Bennett. The University of Texas at Austin, 1972. United States' policy toward Argentina from Pearl Harbor to San Francisco, 360 p. 73-538
- WOODWARD, Robert Simpson. Washington University, 1972. Industrial incentives and regional economic growth: the case of Puerto Rico. 151 p. 73-5069
- WORRALL, Janet Evelyn. Indiana University, 1972. Italian immigration to Peru: 1860-1914. 278 p. 72-30,465
- WORTMAN, Mary Alice. Ohio University, 1972. The concept of machismo in the poetry, music, and dance of the gaucho of the Rio de la Plata. 214 p. 72-4252
- YOUNG, Earl Cross. Northwestern University, 1972. An analysis of factors influencing the decision to adopt changes in production technology in selected chemical firms in Mexico and Colombia. 919 p. 73-10,314
- YOUNG, Ronald Robert. University of Illinois at Urbana-Champaign, 1972. Alto Lucero: observaciones linguisticas en un pueblo mexicano. 108 p. 73-17,489
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# PEDAGOGY

A NEW INTERDEPARTMENTAL COURSE ON LATIN AMERICA  
FOR UNDERGRADUATES  
AT THE UNIVERSITY OF WISCONSIN-MADISON

Norman P. Sacks

During the spring semester of the academic year 1973-74, the Ibero-American Studies Program at the University of Wisconsin-Madison, with the aid of some funds from our NDEA-supported Center, offered for the first time an interdepartmental course titled Latin America: An Introduction, open to all undergraduates, without prerequisites, and carrying four credits. The course, bearing the number 260, has thus far been crosslisted in the following six departments: Anthropology, Economics, Geography, History, Political Science, and Spanish, the student receiving credit in the department under which he chooses to register for the course. Moreover, the four credits may be counted toward the fulfillment of the twelve-credit social science requirement for the A.B. in our College of Letters and Science, in addition to their being counted toward the requirements for an undergraduate major in Ibero-American Studies. Participating as lecturers or panelists in the course were twenty-six faculty members and two doctoral candidates about to complete their dissertations. They represented the following fourteen departments or schools: Anthropology; Economics; Business; Law; Agricultural Economics; Agricultural Journalism; Geography; History; Political Science; Rural Sociology; Journalism and Mass Communication; Spanish and Portuguese; Art History; and Music. There were thirty-four lectures (some of which included slide presentations or recordings); four panel discussions; four sessions devoted to films; an introductory and organizational session (the first class meeting); examinations at approximately the six- and twelve-week periods, in addition to a final examination. The entire class met three times a week for a lecture (frequently accompanied by handouts), panel discussion, or film. In addition, the class, consisting initially of some 140 students, was divided up into discussion sections, meeting once a week, under the direction of one of our two teaching assistants, both of whom were Latin Americans at the doctoral thesis level.

As course director or coordinator, I was responsible for a number of activities: preparing a preliminary list of lecture topics and making contact with potential lecturers; conducting meetings of the staff at the planning stages; handling

the bureaucratic and financial details, e.g., securing the cooperation of six departments to crosslist the course, processing the course through the appropriate divisional committee, and arranging for the appointment of the teaching assistants; visiting each section taught by the teaching assistants attending all lectures, panels, and film presentations; making the necessary arrangements with our university radio station for broadcasting the lectures; arranging for publicity; etc. In addition, I gave two of the lectures. The job entailed quite a few telephone calls and a number of memos. Arrangements had to be made for audio and visual aids (e.g., record player, tape recorder, film projector, slide projector, overhead projector, opaque projector), and, of course, there were the numerous reminders so that every aspect of the course would proceed on schedule. Needless to say, the burdensome role of course director or coordinator should be rotated among the staff from year to year, and this is our present plan.

The problems in setting up such a course as this can be readily anticipated. I shall enumerate some that come to mind:

1. The students covering the full undergraduate range from freshman to senior had varying backgrounds. Though there were no prerequisites, all but a very small number of students had studied Spanish, and some, in fact, were Spanish majors. Some students had previously taken courses in the Latin American field, others had little or no prior training. How to put together a course that would not overwhelm one group nor belabor the obvious for another?

2. How to integrate such a course involving so many specialists and topics? This is a perennial problem with all interdepartmental courses, and I know of no such course that has been highly successful in this regard. To some extent, integration of material, in my view, is the responsibility of the student, who should attempt to fit the pieces together as well as he can in accordance with his own background, experience, and powers of synthesis. I tend to attach greater importance in an interdepartmental course of this nature to stimulation of the student by individual lecturers, discussions, and readings.

3. Another problem involves the selection of lecture topics and their sequence. I prepared a preliminary list of topics and circulated it among our staff, which proceeded to revise the list in accordance with individual interests and preferences. Staff meetings resulted in decisions



regarding sequence of lectures, but with an itinerant faculty, revisions in the order of lectures sometimes became necessary in the course of the semester, though not to the extent that I had feared. On rare occasions, substitutions of lecturers or panelists had to be made, and, of course, we were unable to make use of the talents of staff members who were on leave, but who can expect to be tapped the next time around.

4. The selection of textbooks for so diverse a group is another problem. I suspect that changes in text selection from year to year will become a feature of our course planning (We plan to offer this course every year, most likely in the spring semester). The five texts we used--all paperbacks--were as follows:

Franco, Jean. The Modern Culture of Latin America: Society and the Artist. Revised Edition, Baltimore, Md.: Penguin Pelican Edition, 1970.

Castedo, Leopoldo. A History of Latin American Art and Architecture from Pre-Columbian Times to the Present. Translated and Edited by Phyllis Freeman, New York: Praeger World of Art Paperbacks, Frederick A. Praeger, 1969.

Wolf, Eric R. and Hansen, Edward C. The Human Condition in Latin America. New York: Oxford University Press, 1972.

Stavenhagen, Rodolfo (ec.). Agrarian Problems and Peasant Movements in Latin America. New York Anchor Books, Doubleday and Co., 1970.

Véliz, Claudio (ed.). Obstacles to Change in Latin America. New York: Oxford University Press, 1969.

To guide the students' reading of the texts and to help the teaching assistants in planning their discussions, I prepared a list of questions, chapter by chapter, based upon all the texts, and distributed them to the students and to the teaching assistants. These detailed lists of questions were useful to the students in preparing for examinations.

5. The selection of teaching assistants is important. In view of the varying backgrounds of the students

and the wide-ranging nature of the course material, it was necessary to obtain rather sophisticated and well informed graduate students to conduct the discussion sections. We decided upon two Latin American graduate students, one from Ecuador and the other from Colombia, both of whom have been working on their doctoral dissertations, one of them in the Hispanic language and literature field and the other in Sociology.

6. Though I am not especially fond of examinations of the objective type, with short answers or true-false decisions, the size and nature of the class seemed to dictate this type of examination. Whatever its defects, and I am quite aware of them, this type of examination made for consistency in grading and allowed for a fairly good coverage of the material. However, we gave the students a choice of two kinds of final examinations, one the objective type to be taken in the classroom, and the other an essay type of examination to be done at home.

A word about the outreach dimension of the course. A good deal of publicity was given to it all over the campus, and members of the university community were invited to attend the lectures, panels, and films. Some graduate students, hungry for such a course, were regular visitors.

We arranged with our university radio station-WHA- to tape those lectures which did not involve considerable use of visual aids, for delayed broadcast over the statewide network. The Program Director for station WHA reported that the broadcasts were carried statewide over the nine stations licensed by the Educational Communications Board: WHSA-FM (Brule); WHWC-FM (Colfax); WPNE-FM (Green Bay); WHHI-FM (Highland); WHLA-FM (La Crosse); WHAD-FM (Milwaukee); WHRM-FM (Wausau); WLBL-AM (Auburndale); WHA-FM (Madison). Consequently, we were informed that there were listeners not only around the state of Wisconsin, but also in portions of Minnesota, parts of eastern Iowa, portions of Michigan, and parts of northern Illinois. A number of calls in to the Reception Desk of WHA asking for our Reading-List. Announcements of the lectures and lecturers were carried in the Radio section of our local press. Tapes of the lectures, we understand, are being copied for use in other institutions in the University of Wisconsin system.

Our hope is that this course will help stimulate more interest in Latin America, in our Ibero-American Studies Program and its constituent disciplines, including the Spanish language and Spanish American literature. Obviously, the quality of students taking a course with no prerequisites

varies greatly, and some attrition of enrollment is to be expected when some students discover that there's a lot of work involved.

We expect to offer the course again in the spring semester of 1974-75, and will probably utilize the taped lectures, now in our language laboratory, as part of the course. For all the problems involved in setting up such a course, I believe it to be a worthwhile activity, and I would be of any help to LASA members contemplating the establishment of such a course.

We are appending a schedule of the lectures, panels, films, and examinations.

SCHEDULE OF LECTURES, PANEL DISCUSSIONS,  
FILMS AND EXAMINATIONS

Week 1:

- January 14: Introduction and Organization. Norman P. Sacks, Course Director.
- January 15: Lecture: Spanish and Portuguese Background. Stanley G. Payne, Dept. of History.
- January 17: Lecture: Latin America and the United States: A Study in Cultural Contrasts. Norman P. Sacks, Dept. of Spanish and Portuguese.

Week 2:

- January 21: Lecture: The pensador in Latin American culture: The Social Critic in the United States. Norman P. Sacks, Dept. of Spanish and Portuguese.
- January 22: Lecture: Pre-Columbian Art. Donald E. Thompson, Dept. of Anthropology.
- January 24: Film: The First Americans.

Week 3:

- January 28: Lecture: Maya Civilization. Donald E. Thompson, Dept. of Anthropology.
- January 29: Films: Spanish Conquest in the New World and Footprints of the Mayan Gods.
- January 31: Lecture: Pre-history of the Central Andes. Donald E. Thompson, Dept. of Anthropology.

Week 4:

- February 4: Lecture: Aboriginal Cultures of Middle and

South America: Part I. Arnold Strickon, Dept. of Anthropology.

February 5: Films: Ancient Peruvian and Ancient Art of Peru.

February 7: Lecture: Aboriginal Cultures of Middle and South America: Part II. Arnold Strickon, Dept. of Anthropology.

Week 5:

February 11: Lecture: Indian Music: Instruments, Dances, and Songs. Samuel M. Jones, School of Music.

February 12: Lecture: Colonial Latin American Architecture. Narciso Menocal, Dept. of Art History.

February 14: EXAM

Week 6:

February 18: Lecture: Latin American Literature on the World Scene. Earl M. Aldrich, Jr., Dept. of Spanish and Portuguese.

February 19: Lecture: Music in Contemporary Latin America. Samuel M. Jones, School of Music.

February 21: Lecture: Women Writers in Contemporary Argentina. Zunilda A. Gertel, Dept. of Spanish and Portuguese.

Week 7:

February 25: Lecture: The Linguistic Scene: A Variety of Spanish. Karen L. Kvavik, Dept. of Spanish and Portuguese.

February 26: Lecture: The Linguistic Scene: Portuguese, Creoles and Indigenous Languages. Charles Eastlack, Dept. of Spanish and Portuguese.

February 28: Lecture: The Mexican Revolution through its Artists: Rivera, Orozco, Siqueiros. Laurence Hurlburt, Dept. of Art History.

Week 8:

March 4: Lecture: Subsistence Agriculture in Selected Regions of Latin America. William M. Denevan,

Dept. of Geography.

- March 5: Lecture: The Changing Class Structure in the Agricultural Sector in Colombia and Chile. A. Eugene Havens, Dept. of Rural Sociology.
- March 7: Lecture: The Influences of Rural Community Structure on Migration. William L. Flinn, Dept. of Rural Sociology.
- Week 9:
- March 11: Film: Contrapunto de la reforma agraria: Chile 1973. Commentary by Marion R. Brown, Dept. of Agricultural Journalism and J. David Stanfield, Dept. of Rural Sociology.
- March 12: Lecture: Social Stratification in Contemporary Brazil. Archibald O. Haller, Dept. of Rural Sociology.
- March 14: Panel: Land Reform and Agrarian Structure. William L. Flinn and J. David Stanfield, Dept. of Rural Sociology.
- Week 10:
- March 18: Lecture: The Balance of Payments in Latin America. Robert T. Aubey, School of Business.
- March 19: Lecture: Foreign Investment in Latin America. Samuel A. Morley, Dept. of Economics.
- March 21: Lecture: Labor Movements and Politics in Latin America. Richard U. Miller, School of Business and Industrial Relations Research Institute.
- Week 11:
- March 25: Lecture: Yankee Imperialism in Latin America. A. Eugene Havens, Dept. of Rural Sociology.
- March 26: Panel: Imperialism and Dependency in Latin America. Samuel A. Morley, Dept. of Economics; A. Eugene Havens, Dept. of Rural Sociology; Robert T. Aubey, School of Business.
- March 28: EXAM

- Week 12:  
 April 1: Lecture: Anarchism and Communism in Latin America. Thomas E. Skidmore, Dept. of History.
- April 2: Lecture: The Political Role of the Military in Latin America. Thomas E. Skidmore, Dept. of History.
- April 4: Lecture: Politics and Culture in Latin America. Peter H. Smith, Dept. of History.
- Week 13:  
 April 8: Lecture: Problems of Law and Social Change in Latin America, Part I. David Trubek, Law School.
- April 9: Lecture: Political Culture and Popular Heroes: Songs of the Mexican Revolution. Peter H. Smith, Dept. of History.
- April 11: Lecture: Problems of Law and Social Change in Latin America, Part II. Thomas C. Heller, Law School.
- Week 14:  
 April 22: Lecture: The Role of the Mass Media in Latin America. John T. McNelly, School of Journalism and Mass Communication.
- April 23: Lecture: Perspectives on Amazonian Development. William M. Denevan, Dept. of Geography.
- April 25: Panel: Political and Economic Change in Brazil. Thomas E. Skidmore, Dept. of History; Archibald O. Haller, Dept. of Rural Sociology; Wanderly Guillerme dos Santos, Dept. of Political Science.
- Week 15:  
 April 29: Lecture: Musical Arts, the State and Artistic Freedom. Samuel M. Jones, School of Music.
- April 30: Panel: The Allende Period. Marion R. Brown, Dept. of Agricultural Journalism; J. David Stanfield, Dept. of Rural Sociology; Thomas Bossert, Dept. of Political Science.
- May 2: Lecture: Chile and Latin America: Allende and After. John D. Strasma, Depts. of Economics and Agricultural Economics.

## NOTES & NEWS

## CONFERENCES

URBAN RESEARCH IN LATIN AMERICA  
University of Texas at Austin  
May 16-18, 1974

The Institute of Latin American Studies (ILAS) of the University of Texas at Austin and the Inter-American Foundation jointly sponsored the above seminar which brought together a small number of U.S. and Latin American scholars currently involved in urbanization research. Its purpose was to assess the major difficulties encountered in Latin American urban research during the last decade and attempt to identify major guidelines for such research in the future. The seminar was organized by the Institute's Urban Studies Group formed by Harley L. Browning, Michael E. Conroy, Henry A. Dietz, Alejandro Portes, and Richard P. Schaedel. Sessions and participants were as follows:

- I. National Urban Hierarchies: Inter-City Patterns of Exchange and Dependence. Jorge Balan (Instituto Torcuato di Tella) and John Walton (Northwestern University).
- II. Small and Mid-Size Cities and Their Hinterlands: Interactions and Mutual Influences. Nelson Amaro (United Nations) and Bryan Roberts (University of Manchester).
- III. Social Networks of Migration in Urban and Rural Contexts. Henry A. Dietz (University of Texas at Austin) and Larissa Lomnitz (Universidad Nacional Autónoma de México).
- IV. Economics of Urban Poverty: Unemployment and the Labor Market. Arthur L. Silvers (Resources for the Future) and Richard Webb (Princeton University).
- V. Policy Research in the Uses of Urban Land. Guillermo Geisse (Universidad Católica de Chile) and Oscar Yujnovsky (Instituto Torcuato di Tella).
- VI. Perspectives for Long Term Co-sponsored Research on Urbanization. Ramiro Cardona (Corporación Centro Regional de Población); Domingo Rivarola (Centro Paraguayo de Estudios Sociológicos) and Lawrence F. Salmen (Inter-American Foundation).



## EMPLOYMENT AVAILABLE

### BROWARD COMMUNITY COLLEGE Lecturers, Caribbean Cruise

Broward Community College, Fort Lauderdale, Florida, in cooperation with Chapman College, Orange, California, is offering an educational cruise from December 27, 1974, to January 29, 1975, in the Caribbean. It seeks four or five of the highest qualified Caribbean experts as lecturers on this cruise. Individuals must have vast Caribbean experience, terminal degrees, language capability, excellence in teaching, and impeccable references. This is a one-month experience.

Write Dr. David A. Groth, Broward Community College, 225 East Las Olas Boulevard, Fort Lauderdale, Florida 33301.

## INSTITUTIONAL

### Madison College

The Latin American Studies Committee of Madison College, Harrisonburg, Virginia will sponsor a "Symposium on Chile" on October 17 and 18, 1974. For further details, please write to Dr. Frank Gerome, Chairman, Latin American Studies Committee, Madison College, Harrisonburg, Virginia 22801.

### Oberlin College

Oberlin College, Oberlin, Ohio, has established a Latin American Studies Committee chaired by Professor Miguel A. Bretos. The Committee will coordinate and develop area studies. An undergraduate major is available.

## FORTHCOMING CONFERENCES

### University of Bergen, Norway

A Scandinavian research conference on Latin America is being planned to be held at the University of Bergen, Norway, June 17-19, 1976. The conference will be called "Levels of Domination in Latin America: Past, Present and Future." Three aspects are to be dealt with in particular: the "Brazilian model" and its impact in Spanish America; class and ethnic relations and cultural domination. Four or five lectures by international specialists are being planned. An Organizing Committee has been established with Dr. Henning Siverts (Museum of History, University of Bergen, P.O. Box 25, N-5014 Bergen) as chairman. Correspondence should be directed to Dr. Siverts or to Mrs. Beatriz Sjørød, secretary.

### Caribbean Studies Association

The newly-formed Caribbean Studies Association will hold its First Organizational Meeting and Conference at the Borinquen Hotel, San Juan, Puerto Rico, January 8-10, 1975. The conference, titled "Patterns of Change in the Contemporary Caribbean," is tentatively organized as follows:

#### Section A--Economic Modernization

- Panel 1--Development Policies
- Panel 2--Economic Integration
- Panel 3--Environmental Controls
- Panel 4--Financing Economic Development
- Panel 5--Education for Development

#### Section B--Social, Cultural and Intellectual Change

- Panel 1--Ethnic Movements and Alignments
- Panel 2--Population Dynamics
- Panel 3--Cultural Change
- Panel 4--Trends in Literature
- Panel 5--Recent Developments in Linguistics

#### Panel C--Current Political Trends

- Panel 1--Problems of the Mini-State
- Panel 2--CARICOM
- Panel 3--Socialism in Cuba
- Panel 4--The New Face of Haiti
- Panel 5--Democratic Growth in the Dominican Republic

Section D--Independence and Interdependence

Panel 1--Metropolitan Ties and Influences

Panel 2--Independence Movements

Panel 3--International Organizations

Panel 4--Relations with the Third World

Panel 5--U.S.-Caribbean Relations

Persons interested in participating are requested to contact Roland I. Perusse, Coordinator, Caribbean Studies Association, c/o Inter-American University of Puerto Rico, P.O. Box 3255, San Juan, Puerto Rico 00936.

Encuentros Latinoamericanos de Geografía

The third annual meeting will be held at the beginning of 1975. Date and place are yet to be determined. The sponsors comprise a group of geographers from Argentina and Uruguay who were organized in 1972 in order to tailor traditional theories and modern quantitative methods to Latin American conditions and realities. The last annual meeting was attended by nearly 250 geographers, geography teachers, and students, mainly from Argentina and Uruguay. For further information, contact: Carlos E. Reboratti, Coorinador General, Encuentros Latinoamericanos de la Nueva Geografía, C.C. 5071, Correo Central, Buenos Aires, Argentina.

University of Houston

A meeting on "Problems of Law and Politics in Latin America," previously scheduled for October 11, 1974, has been postponed until March 7, 1975. Further details may be obtained by writing Philip B. Taylor, Jr., Director, Latin American Studies, University of Houston, Office of International Affairs, Cullen Boulevard, Houston, Texas 77004.

University College of Swansea, Wales

The 1975 Annual Conference of the Society for Latin American Studies will be held at the University College of Swansea, University of Wales, Great Britain. It will begin before dinner on Monday, April 14, and will end after lunch on Wednesday, April 16. It is expected that between 100 and 150 Latin Americanists will attend. There will be approximately 30 formal papers organized under six subject head-

ings: Economics, Geography, History, Literature, Politics, and Sociology and Anthropology. In the evenings, there will be additional meetings and two special symposia. Full board and accommodation for conference participants are available at the University. Further information may be obtained from the Conference Organizer, Mr. R.J. Bromley, Department of Social Administration, University College of Swansea, Singleton Park, Swansea, SA2 8PP, United Kingdom. Persons wishing to present papers at the Conference should write to Dr. Frank Colson, SLAS Secretary, Department of History, University of Southampton, Southampton, S09 5NH, United Kingdom.

## INTERNATIONAL

### Amnesty International

For more than a decade, Amnesty International has aided in obtaining the release of prisoners of conscience and has brought their plight to the attention of the world. Formed by a group of lawyers in London in 1961, the organization claims to have been successful in obtaining the release of over 10,000 prisoners. Amnesty International aims to maintain a reputation for fairness and impartiality and supports no particular governments or political philosophies. It has been granted consultative status with the United Nations, the Council of Europe, UNESCO, the Organization of American States, the Interamerican Commission of Human Rights, and the Organization of African Unity. In addition to lawyers, members now include housewives, students, ministers, businessmen, teachers and others from over 60 countries. Anyone wishing to join the organization or to receive further information is invited to write Ginetta Sagan, Amnesty International of the U.S.A., 200 West 72nd Street, New York, New York 10023.

## MANUSCRIPTS SOLICITED

### Greenwood Press

Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880, announces expansion of its programs in the social sciences and the humanities and requests that reference-oriented manuscripts be sent for critical evaluation. Greenwood press specializes in the publication of original scholarly

books, microforms, and bibliographic journals for libraries, scholars and professionals. Inquiries and manuscripts may be addressed to Mr. James T. Sabin, Senior Editor.

#### PERSONAL

MARVIN ALISKY (Arizona State University) has published "Colegio de México: Elite Graduate School," Intellect, April, 1974, and "Mexico versus Malthus: National Trends," Current History, May, 1974. He was a discussant at the International Communications Society's panel on "Government-Press Relations" during its spring meeting in Mexico City.

DAVID BUSHNELL (University of Florida) has been elected Vice-Chairman of the Conference on Latin American History for 1974, and thus Chairman-elect for 1975.

ENRIQUE E. CODAS (University of Maryland at Baltimore) has initiated a study of the Spanish language population in the Balt. Standard Metropolitan Statistical Area. The immediate purpose of the study is to verify census data by using only one of the four identifiers used by the census. The ultimate goal is to study the Spanish population in the area as an urban phenomenon. The model will include environmental, demographic, cultural and programmatic variables. The study is co-sponsored by the University of Maryland School of Social Work and the Pan-American Center at Baltimore.

JUAN EUGENIO CORRADI has been appointed Director of the New York University Ibero-American Language and Area Center beginning September, 1974.

RUSSELL H. FITZGIBBON (emeritus, University of California, Santa Barbara) has donated his extensive collection of books on Latin American constitutions to the Hayden Library at Arizona State University. The Center for Latin American Studies at Arizona State has just published Professor Fitzgibbon's Latin American Constitutions: Textual Citations.

VIRGINIA RAMOS FOSTER (Phoenix College) has published "Variations of Third World Drama in Latin America" in the fall-winter issue of Latin American Literary Review.

DALE FURNISH (Arizona State University) has been awarded a Fulbright-Hayes grant to do research and to teach at the National Autonomous University in Mexico City for the academic

year 1974-75. He is the first visiting professor from the United States to teach a full year at the Facultad de Derecho. His courses will cover comparative commercial law and the law of economic integration, and will be offered by the Seminario de Derecho Mercantino, a division of UNAM's Instituto de Investigaciones Jurídicas. Professor Furnish has also been appointed chairman of the Association of American Law School Committee on Latin American Law.

DAVID GUILLET (Pomona College) has been appointed assistant professor of anthropology at Rockford College.

DAVID LAGMANOVICH has been appointed Director of the new Latin American Studies Program at the Catholic University of America, Washington, D.C.

R. MICHAEL MALEK (University of South Alabama) along with 14 other faculty members, is spending the summer in Guatemala, working with the Mobile-Puerto Barrios (Guatemala) Sister City Program. Projects already begun include: creation of an artificial reef for fishing off the coast of Puerto Barrios and other geographical and geological research projects. Dr. Malek also reports his article "Prelude to Dictatorship: Rafael L. Trujillo M. During the Horacio Vásquez Regime in the Dominican Republic, 1924-1930," has been published in the Revista/Review Interamericana (Puerto Rico), Vol. III, No. 3 (Fall, 1973) pp. 258-277. He also presented a paper entitled "Selden Rodman and Haitian Literati: One Historian's Point of View" at the 21st SECOLAS Convention, University of Southwestern Louisiana at Lafayette.

MICHAEL C. MEYER has been named Director of the Latin American Area Center at the University of Arizona and Dr. Eugene Von Teuber has been appointed as Assistant Director of the Center as well.

KATHARINE E. PHILLIPS (Arizona State University) has published "Borges as Concomitant Critic" in the fall-winter issue of the Latin American Literary Review.

GUSTAVO M. QUESADA (Texas Tech University) was recently in Monterrey, Mexico, attending the Annual Meeting of the U.S.-Mexico Border Public Health Association. His name was submitted by the U.S. slate for the Mesa Directiva of the Public Health Groups. Date of this annual meeting was June 17-20.

T. LYNN SMITH (University of Florida) will retire as Graduate Research Professor of Sociology after 43 years of teaching and research. He has had a most distinguished career that spans many years and thousands of miles and has made him one of the best known specialists on Latin America in the United States. Dr. Smith has published over 30 books (including textbooks in sociology and demography), some 18 monographs, 50 chapters in various publications and almost 200 articles. In 1970, some of his most important essays were brought together by Anchor Press in a volume entitled Studies of Latin American Societies. In the field of Latin American studies, Dr. Smith is perhaps best known for his two books, Colombia: Social Structure and the Process of Development, and Brazil: People and Institutions. He currently has four books under way and is editing another.

CARL SOLBERG spent the summer of 1974 as visiting associate professor of history at Simon Fraser University, Vancouver, B.C., Canada.

HARRY SWAN has become assistant professor of history at the Inter-American University, San Germán, Puerto Rico.

ERIC A. WAGNER has become chairman of the Department of Sociology and Anthropology at Ohio University.

A. CURTIS WILGUS (emeritus, University of Florida) served for a second time as consultant and visiting professor at the Inter-American University, Hato Rey, Puerto Rico, for the 1973-74 semester. He was concerned with organizing and Inter-American Studies Program for the University and in helping to establish the Caribbean Studies Association with Dr. Roland I. Perusse. He served before in this capacity during the 1971-72 semester.

JAN PETER WOGART has been invited to participate in a research project on "Import Substitution and Export Diversification in LDC's" at the Institut für Weltwirtschaft an der Universität Kiel, West Germany, from September 1, 1974 to August 31, 1976.

## WASHINGTON

### Congressional Hearings Brady Tyson

Latin American issues and concerns -- never very high with the Congress or the Executive branch, nor especially with the Nixon-Kissinger administration -- have sunk even lower in attention in spite of the changing situation there. Evidently, Watergate and Impeachment must occupy center stage until at least early next year. However, Senator Edward Kennedy continues to hold occasional hearings on human rights in Chile, and Professor John Plank of the University of Connecticut, and former Ambassador Ralph Dungan (now Chancellor of Higher Education for the State of New Jersey) testified on that subject, along with others, on July 23rd of this year. Congressman Dante Fascell (Chairman of the House Foreign Affairs Committee on Foreign Affairs, Subcommittee on Inter-American Affairs) and Congressman Donald Fraser (Chairman of the same committee's Subcommittee on International Organizations and Movements) joined during the Spring and early Summer to hold a series of hearings on the same topic, at one of which the LASA team mentioned in the report from Richard Fagen in this issue testified, and was well received. At this time, the transcripts of the two sets of hearings have not yet been published.

There is, however, considerable material on Latin America that has been published from a series of hearings held last Fall before Congressman Fraser's subcommittee: International Protection of Human Rights: The Work of International Organizations and the Role of U.S. Foreign Policy. (Hearings Before the Subcommittee on International Organizations and Movements, Fall and Winter of 1973). Another important source for the student of U.S.-Latin American Relations is another recent publication: Inter-American Relations: A Collection of Documents, Legislation, Descriptions of Inter-American Organizations and Other Materials Pertaining to Inter-American Affairs, 93rd Congress, 1st Session, November, 1973. 780 p. \$4.80. Order from Government Printing Office, (ask for S/N 5270-02075 and by name), Public Documents Dept., Washington, D.C. 20402.

Professor Riordan Roett reports that there is a growing awareness among key Congressmen and Senators that U.S.



military assistance to Latin American countries is viewed by many as having been of significant assistance to repressive regimes. Acting on his own behalf, he recently spent some time conversing with Congressman Dante Fascell, in company with a representative of the National Council of Churches and the Friends Committee on National legislation.

The Senate Foreign Relations Subcommittee on Multi-national Corporations (Senator Frank Church, Chairman) expects to hold hearings next Spring on Brazil, Mexico, the Philippines, and South Africa. Serious monographs that may be of assistance to the staff in preparing these hearings may be sent to:

Mr. Jerome Levinson, Counsel  
Subcommittee on Multi-national Corporations  
Dirksen Office Building -- Room 4229  
Washington, D C. 20510

CoDoC (a Washington-based private group of critics of U.S. policy towards Latin America has just published "Common Catalogue No. 2, Bibliographical Notes for Understanding THE BRAZILIAN MODEL: POLITICAL REPRESSION AND ECONOMIC EXPANSION." Order at \$2.75 from CoDoC International Secretariat, 1500 Farragut St., N.W. Washington, D.C. 20011.

Members of LASA concerned about the U.S. government's lack of attention to the repression and the plight of refugees (including many academics) in Chile might want to refer to sections 32 and 35 of the Foreign Assistance Act of 1973, already adopted by Congress and signed by the President. These two articles deal specifically with Chile, and may be secured by writing your Congressman and asking for the Foreign Assistance Act of 1973.

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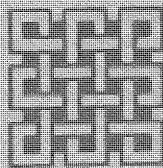
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