



Faculty Qualifications: Discipline Description

Latin American Studies

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
05.0107	Latin American Studies	A program that focuses on the history, society, politics, culture, and economics of one or more of the Hispanic peoples of the North and South American Continents outside Canada and the United States, including the study of the Pre-Columbian period and the flow of immigrants from other societies.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

Undergraduate Programs

Minor in Latin American Studies

B.A. in Latin American Studies

The Minor and B.A. in Latin American Studies provide students with the necessary tools and relevant knowledge to understand, study, and work with Hispanic populations. Students have opportunities for research by fulfilling written requirements in their advanced courses and in their exit research projects. Students gain a broad and thorough understanding of the Americas in terms of their historical, cultural, social, economic, and political dimensions. Latin American Studies is an interdisciplinary program, which includes the fields of Anthropology, Art, English, History, Modern Languages and Literatures, Music, and Political Science.

All Latin American Studies majors are required to successfully complete five core courses.

The first is *Topics in Latin American Studies* (LAS 3001). The purpose of this course is to enhance students' awareness of contemporary issues in Latin American society and culture from a global perspective. The nation-state no longer constitutes a border separating Latin Americans from each other in the Americas, wherever they reside. Students are introduced to transformational events in culture, politics, education, and business in Latin America.

The second is *Latin American Popular Culture* (LAS 3101). Students are exposed to an understanding of major areas of consideration in the field of Latin American popular culture. The course examines the folklore and digital media of Latin American cultural groups. The student learns about major theories of

popular culture, the diverse array of folklore and digital mass media related to Latin America, and how to research and document Latin American popular culture.

The third is *Geography of Latin America* (GEA 4405). This course is a regional geography course intended to provide an overview of the geography of Latin America and the Caribbean, including the geophysical structure, economic and social characteristics and processes that operate in this region. It also addresses the role that these characteristics have played in the history and development of Latin America.

The fourth is *Peoples and Cultures of Latin America* (ANT 4332). The course studies the history and society of the peoples of Latin America, emphasizing patterns of subsistence and social organization.

The fifth is *Latin American History II* (LAH 3200). The course studies the contemporary history of Latin America.

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

About 16 universities in the US offer doctoral degrees in Latin American Studies. A master's degree in Latin American Studies qualifies a person to teach three of the five undergraduate core courses identified above (LAS 2001 and 3101 as well as GEA 4405) but does not by itself qualify a person to teach other courses within the program that emphasize a specific disciplinary approach to the study of particular subject matter. Rather, such courses are taught by faculty with qualifications appropriate to the disciplinary focus of the given course. In this regard, additional appropriate terminal degrees vary by discipline and are addressed in the appropriate department description. In order to teach the interdisciplinarity core courses in the program, an appropriate terminal degree in a discipline with research, teaching, and publishing experience that crosses the disciplines is required.

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

The purpose of the program is to learn to synthesize the views of multiple disciplines into one. In this regard, faculty with a degree at the appropriate level (master's degree or higher for undergraduate courses) in any the areas of specialization directly related with the subject matter covered in the core courses are appropriately credentialed for teaching the core undergraduate Latin American Studies courses (LAS 2001 and 3101 as well as GEA 4405).

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

N/A

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]

N/A

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

[3] List those degrees for each discipline taught in the unit that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus, qualify a faculty member to teach throughout the broad scope of that discipline at both the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., Doctor of Philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., Master of Fine Arts, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, not at the graduate level.

[5] Please use this section to provide justification that helps to make the case for special circumstances that apply to your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.