LATIN AMERICAN STUDIES AT UCLA

A GUIDE TO DEGREE PROGRAMS
AND PARTICIPATING FACULTY

by James W. Wilkie

1975

Latin American Center/University of California/Los Angeles
FOREWORD

As Director of the UCLA Latin American Center it has been my pleasure, over the last twelve years, to see academic programs grow into a major resource base for the study of Latin America. NDEA support (since 1960) has made this growth possible, with acceleration to the program being provided (since 1970) through additional funding from an AID 211(d) Institutional Development Grant.

Degree programs presented here were planned by the staff of the Interdisciplinary Committees in close cooperation with the Latin American Center. The programs were established under the direction of Associate Director James W. Wilkie, Chairman of Latin American Studies, 1970-1974. Special thanks are due Philip D. S. Gillette, Academic Programs Coordinator, and Carol Starcevic, Assistant to the Director, for their effective cooperation in this very complex and pioneering task. Clarissa Dong provided research assistance and typed the manuscript.

Johannes Wilbert
Director
PREFACE

This report has been prepared to explain the organization of UCLA's Latin American Studies degree programs. In serving as a guide to students, it also outlines plans to be implemented under a three-year grant to UCLA, 1973-1976, from NDEA.

Although, since 1970, much has been accomplished in the realm of degree development, it is important to note that curricular affairs represent only part of long-standing wider Latin American activities at UCLA. It is because of strength in all spheres that the UCLA Latin American Center, in 1973, became one of the six NDEA Latin American Language and Area Centers serving as regional resource bases. If the UCLA faculty can be justifiably proud of its gains to date, it is expected that ongoing adjustments and innovations will further enhance the programs presented here.

August, 1975

James W. Wilkie
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INTRODUCTION

Development of articulated degree programs in Latin American Studies at UCLA has been based upon several interrelated premises.

First, in order to take full advantage of UCLA's wide variety of Latin American course offerings, it became desirable to mesh the interests of the academic and professional schools. If recipients of an academic degree are not exposed to the professional school's expertise in the application of accumulated theory and knowledge to the problems of the "real world," all too often those graduates find their own knowledge to exist in a vacuum. Conversely, although the professional graduate may have the methodology to solve problems, the study of ideas as related to culture is basic if that methodology is to have meaning. Articulation of academic and professional school interests, then, is seen to be vital for the university and society as well as for the student.

Second, given the need for new professionals with interrelated degrees, it is incumbent upon the university also to mesh its many programs so that students may graduate without waste of time and/or repetitive overlap of course content. For this reason we have articulated undergraduate and graduate degrees vertically and horizontally at all levels.

In terms of vertical articulation at the undergraduate level, a student qualifying as a Departmental Scholar (see Chapter 6) may apply elective courses which are in excess of B.A. requirements toward the M.A. in Latin American Studies, shortening the time needed to earn the graduate degree. And students pursuing the Master's degree may arrange their M.A. degree so that it is coordinated as part of a doctoral degree.

With regard to horizontal articulation, a student can earn a B.A. with a double major by carefully coordinating elective and required courses. At the graduate level, by efficiently dovetailing minimum unit requirements for each degree students may articulate their academic M.A. in Latin American Studies with a professional Master's degree, enhancing their employment prospects.

In an increasingly competitive employment market, students who optimize their studies to show articulated degrees — instead of a smorgasbord of courses — set themselves apart. Because students emerging from the program with articulated degrees in effect have created new fields of study through individually packaged curricula, it is expected that they will go beyond the market in "traditional jobs." Instead, many will find themselves developing their own specialty within governmental, international, and business organizations. New fields are not simply "discovered": they are made. Although no degree program can guarantee that its graduates will find employment (indeed, the university is not an "employment office," nor should it be), it is expected that the programs described here will allow students to
present themselves in a unique light. Moreover, students are encouraged to maintain as many options as possible, depending upon whether or not their long-range plans are nonacademically or academically oriented.

Of course, not all students are oriented toward the professions or even toward articulated degrees. It is for this reason that Latin American Studies is organized to permit individual choice with respect to the type of degree to be taken. It is also for this reason that, at the graduate level, specific degree requirements generally are negotiated directly between students and faculty members they select to form their examination or thesis committees. Thus, counseling is decentralized in that the student develops a degree program in consultation with his or her committee. Since students are encouraged to select professors with varied interests, they are expected to become acquainted with many of UCLA's over sixty Latin Americanist faculty members, who are listed in Chapter 1. In order to help students in this selection process, the diversity of faculty interests is shown in Chapter 10 where faculty publications are given.

The following chapters discuss the framework of Latin American research and teaching at UCLA, with detailed reference to individual and articulated programs available to our students. Although degree programs represent only one of many UCLA Latin American Center activities (as shown in Chapter 2), they illustrate the fact that research and teaching do not fall neatly into separate categories. In developing the programs presented here, UCLA's major resource base of faculty (including emeriti professors, most of whom cooperate with Center activities) brings its research to the classroom, working with students to expand the frontiers of knowledge.
Jaime Alazraki, Ph.D., Professor of Spanish.
Rolando Armijo, M.A., M.P.N., Acting Professor of Epidemiology.
Charles F. Bennett, Ph.D., Professor of Geography.
C. Rainer Berger, Ph.D., Professor of Geography and Geophysics.
William Bright, Ph.D., Professor of Linguistics and Anthropology.
Henry J. Bruman, Ph.D., Professor of Geography.
E. Bradford Burns, Ph.D., Professor of Latin American History.
Robert N. Burr, Ph.D., Professor of Latin American History.
David K. Eiteman, Ph.D., Professor of Finance.
Howard Freeman, Ph.D., Professor of Sociology.
John Friedmann, Ph.D., Professor of Planning.
Claude L. Hulet, Ph.D., Professor of Spanish and Portuguese.
Kenneth L. Karst, A.B., LL.B., Professor of Law.
James Lockhart, Ph.D., Professor of Latin American History.
Clement W. Meighan, Ph.D., Professor of Anthropology.
Frederic Meyers, Ph.D., Professor of Industrial Relations.
Henry B. Nicholson, Ph.D., Professor of Anthropology.
Carlos P. Otero, Ph.D., Professor of Spanish and Romance Linguistics.
Harvey S. Perloff, Ph.D., Professor of Planning.
Francine Rabionovitz, Ph.D., Professor of Political Science.
Stanley L. Robe, Ph.D., Professor of Spanish.
Milton I. Roemer, M.D., M.P.H., Professor of Public Health and Professor of Preventive and Social Medicine.
Allen B. Rosenstein, Ph.D., Professor of Engineering and Applied Science.
Aníbal Sánchez-Reulet, Ph.D., Professor of Spanish.
Jonathan D. Sauer, Ph.D., Professor of Geography.
C. A. Schroeder, Ph.D., Professor of Botany.
Robert M. Stevenson, Ph.D., Professor of Music.
Marian E. Swendseid, Ph.D., Professor of Nutrition and Biological Chemistry.
C. R. Viswanathan, Ph.D., Professor of Electrical Sciences and Engineering.
Johannes Wilbert, Ph.D., Professor of Anthropology and Director of the Latin American Center.
James W. Wilkie, Ph.D., Professor of Latin American History and Associate Director of the Latin American Center.
Telford H. Work, M.D., M.P.H., D.T.M.&H., Professor of Infectious and Tropical Diseases, Professor of Microbiology and Immunology and Professor of Preventive and Social Medicine.

Maurice Zeitlin, Ph.D., Professor of Sociology.
Ralph L. Beals, Ph.D., Emeritus Professor of Anthropology.
John A. Crow, Ph.D., Emeritus Professor of Spanish.
Gladys A. Emerson, Ph.D., Emeritus Professor of Nutrition.
John E. Englekrig, Ph.D., Emeritus Professor of Spanish.
Donald F. Fogelquist, Ph.D., Emeritus Professor of Spanish.
Mildred E. Mathias, Ph.D., Emeritus Professor of Botany.
Ichak Adizes, Ph.D., Associate Professor of Managerial Studies.
Shirley L. Arora, Ph.D., Associate Professor of Spanish.
James E. Bruno, Ph.D., Associate Professor of Education.
Christopher Donnan, Ph.D., Associate Professor of Anthropology.
Edward Gonzalez, Ph.D., Associate Professor of Political Science.
Bruce H. Herrick, Ph.D., Associate Professor of Economics.
Allan Johnson, Ph.D., Associate Professor of Anthropology.
Thomas J. La Belle, Ph.D., Associate Professor of Education.
Gerardo Luzuriaga, Ph.D., Associate Professor of Spanish.
Alfred K. Neumann, M.D., M.P.H., Associate Professor of Public Health in Residence.
Richard M. Reeve, Ph.D., Associate Professor of Spanish.
Val D. Rust, Associate Professor of Education.
David Stea, Ph.D., Associate Professor of Architecture/Urban Design and Urban Planning.
James W. Trent, Ph.D., Associate Professor of Education.
Alfonso Cervantes, Ph.D., Assistant Professor of Spanish.
Fadwa El Guindi, Ph.D., Assistant Professor of Anthropology.
David Epstein, Ph.D., Assistant Professor of Anthropology.
Barclay M. Hudson, Ed.D., Assistant Professor of Planning.
J. Ward Keesling, Ph.D., Assistant Professor of Education.
David E. Lopez, Ph.D., Assistant Professor of Education.
Marlys McClaran, Ph.D., Assistant Professor of Anthropology.
Alfred E. Osborne, Jr., Ph.D., Assistant Professor of Management.
David O'Shea, Ph.D., Assistant Professor of Education and Sociology.
Susan Kaufman Purcell, Ph.D., Assistant Professor of Political Science.
Peter Z. Snyder, Ph.D., Assistant Professor of Anthropology.
Clyde Woods, Ph.D., Assistant Professor of Anthropology.

Edgardo Boeninger, Visiting Regent’s Professor.
Julio César Caillet-Bois, Visiting Professor of Spanish.
Romeo Flores Caballero, Ph.D., Visiting Professor of History.
Máximo Pacheco, Visiting Professor of Law.
John Hawkins, Ph.D., Visiting Assistant Professor of Education in Residence.
José M. Cruz Salvador, M.A., Lecturer in Spanish.
Eduardo Mayone Dias, Ph.D., Lecturer in Spanish and Portuguese.
Isabel López de Herwig, M.A., Lecturer in Spanish and Portuguese.
Harlan H. Hobgood, M.P.A., Lecturer in Public Administration.
Ludwig Lauerhass, Jr., Ph.D., Lecturer in History.
Antonio Loera, M.A., Lecturer in Spanish.
Peter R. Nehemkis, Jr., LL.B., Lecturer in International and Comparative Management.
Emilio Pulido-Huizar, Lecturer in Dance.
Jesús Sánchez, Lecturer in Music.
George L. Voyt, J.D., Lecturer in Spanish.
THE UCLA LATIN AMERICAN CENTER

The UCLA Latin American Center, established in 1959, is a fully institutionalized research unit of the University of California and it operates under the aegis of the Regents of the University and the Chancellor at Los Angeles. Like other area studies centers the UCLA Latin American Center is an independent unit, receiving specific budgetary consideration from the UCLA Administration. As a major research and training unit, it not only is engaged in an important publications program, but also coordinates the award of academic degrees through its NDEA Language and Area Center Program (see Chart 1). Interdisciplinary Degree Committees have supervised award of the Bachelor’s degree in Latin American Studies since 1947 and the Master’s since 1956. The articulated Master’s/Doctoral program was established in 1974, articulated Master’s degrees having been initiated in 1972. During 1974-1975 over 120 students were enrolled in Latin American Studies, half at the graduate level.

In coordinating academic focus on Latin America, the Center draws upon more than seventy professors who teach more than 200 courses with Latin American orientation. This extensive activity is guided by nine Dean’s Advisory Committees, an important infrastructural innovation. These nine committees, appointed by the Deans of their respective colleges, meet on a regular basis with the director and academic staff of the Center to consider the Latin American program within their colleges, schools and departments and to plan for or advise on research and training projects of the Latin American Center involving their various disciplines (see Appendix E).† The Chairmen of these Committees make up the Latin American Center Policy Committee. In short, the Center is not grafted upon any department or division in the University but rather fulfills the following four principal criteria of distinctiveness: (1) physical† † and financial identity; (2) independent administrative structure; (3) coordination of curriculum setting and research design for disciplinary specialists; and (4) design and coordination of multidisciplinary research programs and projects. The fact that the various area studies center directors serve as ex-officio members of the Chancellor’s Committee on International and Comparative Studies guarantees and facilitates cooperation and intercommunication between the Latin American Center and the other area-oriented centers and programs.

†Also providing guidance are (1) the Library and Library Science Support Committee; and (2) the Statistical and Computer Support Service Committee, see Appendix B.

††The Latin American Center, located in Bunche Hall, occupies over 2231 square feet of its own administrative space, divided into thirteen offices, exclusive of classroom, conference, and library facilities, and of faculty offices of Latin Americanists associated with the Center’s teaching and research program.
Chart 1
Organization of the UCLA Latin American Center

A. Division of Research

B. Division of Academic Services
In accordance with its broad range of activities, since 1963 the UCLA Latin American Center has been organized into two interrelated divisions, Research and Academic Services.

A. The Division of Research is organized to stimulate and coordinate individual and team research activities of graduate students and professors, both of the “pure” and the project-oriented kind. In addition, the Center designs and conducts multidisciplinary research and technical assistance programs which by their very nature require the input of specialists from several fields and therefore do not fall within the purview of any one department or discipline.

The unique campus-wide organizational structure of the Center, which has been brought to its present state of development through eleven years of experience, represents a major departure from more conventional organizational patterns inasmuch as it builds upon its expertise in the Social Sciences-Humanities to effectively incorporate the experience of the professional schools into a comprehensive area-studies program. Alternatively, UCLA professional schools are now conducting research and granting many degrees which involve culture specific knowledge about Latin America.

For more than two decades the University has demonstrated a consistent interest in Latin America as exemplified by such long-range programs as the ten-year, UCLA-coordinated, University of Chile-University of California Convenio sponsored by the Ford Foundation. This exchange program is now in its ninth year and has involved, in addition to 361 persons from Chile, over 200 UC faculty and students, half of these from UCLA. Another example is the five-year AID-sponsored Faculty Exchange Program with the Instituto Politécnico Nacional of Mexico, which involved sixty-one Mexicans and thirty-seven UCLA faculty and students, and which upon completion was continued by the Mexican government in recognition of its success. For fourteen consecutive years UCLA conducted the UCLA-Brazil Student Leader Seminar, sponsored by the Bureau of Educational and Cultural Affairs of the Department of State for the benefit of a total of more than 160 participants. A five-year technical assistance project for Northeastern Brazil was conducted by UCLA’s Schools of Engineering and Business Administration. And the Law School sponsored a two-year Chile Seminar with thirty-seven participants.

With regard to cooperative institutional arrangements in Latin America it is important to note that UCLA maintained during the past ten years regional centers in Mexico, Colombia, Venezuela, and Brazil. These centers, such as the Centro Latinoamericano de Venezuela, show UCLA’s Latin Americanists engaged in a variety of joint research projects with Latin American institutions.

A noteworthy new development in UCLA’s relations with non-university organizations is an invitation from representatives of Mexico’s private sector to conduct in Mexico City a special program for innovation in high-level business management. Several members of the UCLA School of Management are now in Mexico under full funding by Mexican private business institutions and our academic counterparts. This program expands on the Center’s past community-service experience in Los Angeles, and is intended to bring together businessmen and scholars.

Of significance also is the AID 211 (d) institutional development grant (1970-1975) funded to strengthen and develop a special multidisciplinary competence for the
Chart 2
Problem-Oriented Approach to Latin American Studies

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>SOCIETY</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ecology Curriculum</strong></td>
<td><strong>Population Curriculum</strong></td>
<td><strong>Arts and Civilization Curriculum</strong></td>
</tr>
<tr>
<td>Man and his bio-physical milieu, M.A. specializing in:</td>
<td>Demography, Migration, Population Dynamics, M.A. specializing in: Population</td>
<td>(a) The Arts and (b) Patterns of Civilization, M.A. specializing in:</td>
</tr>
<tr>
<td>1. Human Ecology</td>
<td></td>
<td>1. Humanistic Culture</td>
</tr>
<tr>
<td>2. Ecological Conservation</td>
<td></td>
<td>2. Anthropological Culture</td>
</tr>
<tr>
<td>3. Societal Strategies for Survival and Adaptation</td>
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</tbody>
</table>

UNIVERSITY SEMINAR

UNIVERSITY SEMINAR

UNIVERSITY SEMINAR

INTERDISCIPLINARY SEMINAR IN LATIN AMERICAN STUDIES

Analysis of effective alternatives to processes of traditional education in Latin America. Activities developed under this grant provide insight into UCLA's capability in problem-oriented campus-wide training and research, with over 70 faculty and students having been sent to Latin America to engage in joint research and training programs.

As a result of ongoing Center plans designed by Johannes Wilbert, the research and teaching interests of UCLA Latin Americanists cluster around any one of the three problem areas of Environment, Society, and Culture. (Chart 2). The Center attempts to strengthen training and research activities in these areas and coordinate three corresponding curricula for Latin American Studies majors. Whereas the University Seminar is intended to provide the forum for continuous multidisciplinary discourse, it is the function of the Latin American Studies Interdisciplinary Seminar to examine any one of these problem areas in the context of their interrelationship.

For a discussion of the teaching curricula in these three areas, see Chapter 7.

Standing University Seminars on Latin America serve to disseminate and examine the research results of scholars from different disciplines working in any one of the three problem areas focusing on Environment, Society, and Culture. The first began operation in March, 1974 under the chairmanship of Professor Charles Bennett. In this ecology seminar, Professor Arturo Gómez-Pompa of Universidad Nacional Autónoma de México met with members from the campus and
Research in three new kinds of data are unique to the UCLA Latin American Center: (1) Statistical data on Latin American development in the twentieth century are organized and interpreted in the UCLA Statistical Abstract of Latin America Series and its Supplement Series. For a theoretical statement, see Statistics and National Policy by J.W. Wilkie, Statistical Abstract of Latin America Supplement Series Volume 3, 1974. (2) Lore materials are researched and analyzed in UCLA’s important new Journal of Latin American Lore, Volume I, Number 1, Summer, 1975, edited by Johannes Wilbert. The journal is devoted to the study of genres traditionally understood as belonging to folk-lore as well as to less well-established fields such as elite-lore, cinema-lore, and literature-lore. (3) Nahuatl-language documents are investigated under the auspices of J. Lockhart. For a conceptual statement see Beyond the Codices: The Nahua View of Colonial Mexico by Arthur J. O. Anderson, Frances Berdan, and James Lockhart, UCLA Latin American Studies Volume 27, co-publication with the University of California Press, 1975.

B. The Division of Academic Services involves four program areas: (1) The Latin American Studies Degree Program; (2) Non-Degree Education; (3) Documentation and Publication; and (4) Academic Intercommunication.

1. The Latin American Studies Degree Program (administered by independent degree committees) is coordinated by the Latin American Center and involves the award of Bachelor’s, Master’s and Articulated Doctoral Degrees.

2. Non-Degree Education deals with the Latin American programs of UCLA schools, colleges, departments and other campus institutions, especially University Extension, as well as those of the public school system and the community at large. For example, the Center has sponsored or co-sponsored museum exhibitions, concerts, dramatic presentations, lectures, films, conferences, and media presentations.

3. Documentation and Publication includes the UCLA Latin America Studies Series, with over 30 volumes published since 1965; the Reference Series, with seven volumes since 1962; the Statistical Abstract of Latin America, now in its seventeenth year; the interpretive Statistical Abstract Supplement Series; and miscellaneous publications, including two Handbooks on Latin American Indian cultures produced for the Peace Corps. In addition, this program area has produced documentary films, a

off-campus community, including the following participants: Dr. Howard Daugherty, York University, Ontario, Canada; Dr. Thomas R. Howell, UCLA; Dr. Jean H. Langenheim, University of California at Santa Cruz; Dr. Olga F. Linares, Smithsonian Tropical Research Institute, Canal Zone; Dr. Ernesto Medina, Instituto Venezolano de Investigaciones Científicas (IVIC), Caracas, Venezuela; Dr. Harold Mooney, Stanford University; Dr. Martin Moynihan, Smithsonian Tropical Research Institute, Canal Zone; Dr. Hugh Popenoe, University of Florida, Gainesville; Dr. José Sarukhan, Universidad Nacional Autónoma de México, Mexico City; Dr. Jonathan D. Sauer, UCLA and Dr. Jay M. Savage, University of Southern California. The seminars are open to the public and particularly to students from Southern California schools and colleges.

† For a listing of past committee chairmen, see Appendix F.

†† For Publications Committee, see Appendix C. The Latin American Center distributes in Latin America without charge at least 100 copies of each book published.

10
bilingual filmstrip, and long-playing record albums for educational and public distribution.†

4. Academic Intercommunication. In order to assure further interaction among the considerable number of Latin Americanists on the UCLA campus, and between on-campus and off-campus institutions related to the Center's programs, this program area compiles the annual book-sized volume on Latin American Activities and Resources at UCLA, copies of which are distributed gratis on a national and international basis. This office also organizes the Center's regularly scheduled weekly Chalk Talk series, in which scholars and students present preliminary field research; the Forum lecture series; the Cinema Doce film series; etc.

†For a complete listing of available materials, write to: UCLA Latin American Center Publications, Los Angeles, CA 90024.
LATIN AMERICAN STUDIES DEGREE PROGRAMS AT UCLA

By making the professional school and departmental course offerings area- and culture-specific, UCLA offers courses that can be articulated with one another to form a truly coordinated studies program, in contrast with the rightly-criticized uncoordinated approach that all too often characterizes "interdisciplinary" area studies.

Because of increasing effectiveness of the Degree Committees, the organizational structure of the Latin American Studies Program has been redeveloped to permit the Latin American degree programs to fully integrate training and research into area curricula. Thus, UCLA is no longer limited to sponsoring a spontaneously growing number of courses beyond those traditionally accredited in the Humanities and Social Sciences, but is now in a position to plan full integration of the Latin American Studies curriculum.

UCLA was in the vanguard in recognizing the need for innovative curricula in the face of changing patterns of enrollment, the special problems posed by sharply reduced demand for some academic specialties and the socio-economic developmental needs of the national and international community. This foresight is evident in programs such as (1) the Regents project for funding innovative projects in University instruction; (2) the new problem-solving curriculum being developed under the auspices of the School of Architecture and Urban Planning; (3) the innovative courses of the Council on Educational Development; (4) the new B.A. in Ethnic Arts; (5) the development of an undergraduate course utilizing Latin American films (Latin American Social History); (6) the creation of a new program for Analysis and Conservation of Ecosystems in the Geography Department; and (7) the introduction of a topic-oriented project on Latin American Lore under the auspices of the Latin American Center. All of these examples have been implemented during the past four years.

In 1970 the Latin American Studies Program was reorganized to bring the professional schools into the traditional degree programs. In response to these new opportunities, the Interdisciplinary Degree Committee members revised the graduate and undergraduate programs not only to permit but to encourage students to take general theory and methods courses, especially in the professional schools. This revised curriculum took effect in 1971.

The Latin American Studies graduate program, for example, specifically provides that students may select one or more of the professional disciplines (e.g., Public Health, Library Science, Engineering, Law, Education, etc.) among the three fields required for the interdisciplinary major. A unique advantage of this degree program is that students may now combine a social science with a profession (e.g., Cultural Anthropology with Public Health), or one profession with another (e.g., Law with Library Science or Education). Thus, if a student with a primary interest in Latin American legal systems so desires, he may complement his studies in the School of Law with area-oriented method and theory courses in the School of Education.
It should be underscored that this curriculum revision opens the Latin American Studies program for the study of theory and methods that previously could not be counted toward fulfillment of the graduate and undergraduate requirements. This innovation is designed to minimize the characteristically inbred nature of many area studies programs. Prior to 1970 UCLA shared the widely-held view that only courses with specifically Latin American content should be counted toward the interdisciplinary degree. Candidates are now encouraged to petition for any courses (termed "special" Latin American Courses) which they consider relevant to their program of study: The petition is approved if the instructor agrees to permit the student to apply the theory, methods, or comparative data to a research paper on Latin America.

Because of the number of new theory, method, and comparative courses open to Latin Americanists, and because the number of Latin American content courses has greatly increased over the last decade, the Latin American Studies Program provides a yearly List of Approved Courses that are applicable to graduate and undergraduate degrees (see Chart 3). Although no list can be completely up to date (especially because of changes in course content, opportunity to study with visiting professors, and the varying ability of each student to convince professors that his background warrants admission to a Special Course), the List of Latin American Studies Approved Courses given in Chart 3 endeavors especially to suggest Special Courses identified by an asterisk. Students are encouraged to expand this basic list by bringing possible additional courses to the attention of the Latin American Studies Program.

Chart 3
Latin American Studies Approved Course List

INTERDISCIPLINARY COURSES

99. Introduction to Latin American Studies.
199. Special Studies.

M200. Latin American Research Resources.

(Same as History M231.) The course will acquaint students with general and specialized materials in fields concerned with Latin American Studies. Library research techniques will provide the experience and competency required for future bibliographic and research sophistication as the basis for enhanced research results.

Mr. Lauerhass

201. Statistical Resources for Latin American Research.

(See also Education 255.)

The course will acquaint students with the contemporary statistical materials important for research in Latin American Studies. Discussion will focus on the qualitative and interpretive aspects of the material especially as it relates to data developed for publication in the Latin American Center's Statistical Abstract of Latin America and its Supplement Series.

Mr. Keesling and Mr. Laosa

M232. Disease Problems of Socio-Economic and Political Impact in Latin America.

(Same as Public Health M232.)

A graduate course for students with knowledge of the geography and social and political systems for the diverse nationalities which constitute Latin America. The focus will be on important disease problems in respect to their social,
economic and political impact on Latin American countries with only a minimum of medical and technical details necessary to understand the nature of the disease as it afflicts individuals and populations.

Mr. Work

Problem-oriented on critical areas stressed in the University’s cooperative programs in Latin America. Preparation of thesis and field study. This course is offered on an In Progress basis which requires students to complete the full two quarters sequence at the end of which time a grade is given for all quarters of work. Mr. Wilbert, Mr. Hawkins

250C. Interdisciplinary Topics in Latin American Studies.
The Staff

596. Directed Individual Study or Research.
Only one 4-unit course may apply toward the minimum course requirement for the master’s degree. The Staff

597. Preparation for the Comprehensive Examination for the Master’s Degree.
This course is ordinarily taken only during the quarter in which the student is being examined. A grade of Satisfactory (S) or Unsatisfactory (U) will be assigned by the Committee on the basis of the student’s performance. The Staff

598. Research for the Preparation of the Master’s Thesis.
A grade of Satisfactory (S) or Unsatisfactory (U) will be assigned by the professor supervising the master’s thesis. Only one course may apply toward the minimum course requirement for the degree. The Staff

LATIN AMERICAN SOCIAL SCIENCES COURSES†

Anthropology 105A. Peoples of South America.
105B. Peoples of Middle America.
105C. Latin American Societies.
*119. Culture Stability and Culture Change.
*122A. Comparative Society.
*122C. Technology and Environment.
123C. Ancient Civilizations of Western Middle America (Nahuatl Sphere).
123D. Ancient Civilizations of Eastern Middle America (Maya Sphere).
123E. Ancient Civilizations of Andean South America.
*153. Economic Anthropology.
*160. Urban Anthropology.
*161. Development Anthropology.
*172. Methods and Techniques of Ethno-history.
*174. Laboratory Methods in Technology and Inventions.
*175E. Laboratory Analysis in Archaeology.
*177A. Field Methods in Linguistic Anthropology: Practical Phonetics.
207. Indians of South America.

†Course Numbering System: 1-99 lower division courses; 100-199, undergraduate-graduate credit; 200-299 and 500-599, graduate courses; 300-399, teacher training courses; 400-499, professional course credit. Graduate students should note that courses in 300- and 400-level count as 100-level courses and do not count toward the minimum of five graduate courses required in 200- and 500-level courses. Course numbers preceded by an "M" are multiple listed in two or more departments.

*/**For chart notes, see p. 20.
212. Anthropological Linguistics.
*221. Social Movements and Social Crisis.
*223. Ideology and Utopia in Anthropology.
*252. Selected Topics in Higher Cultures of Nuclear America.
257. Indians of South America.
259A-259B. Contemporary Latin American Problems.
*261. Selected Topics in Ethnology.
270. Selected Topics in Culture Change.
*271. Urban Anthropology.
*276. Ethnolinguistics.
*286. Selected Topics in Historical Reconstruction and Archaeology.
*287. Selected Topics in Prehistoric Non-Agricultural Societies.
*289. Selected Topics in Prehistoric Civilizations of the New World.
*291. Analysis of Field Data.
*293A. Selected Topics in Field Training in Ethnography.
*M294A. Seminar in Ethnographic Film (same as Theater Arts M209C).
*298. Research Colloquium.

Archaeology *200. Archaeology Colloquium.
*259. Field Work in Archaeology.

111. Theories of Economic Growth and Development.
*190. International Economics.
*192. International Finance.
213. Selected Problems of Underdeveloped Areas.

*293. International Economics: Selected Topics.

Folklore M149. Folk Literature of the Hispanic World (same as Spanish M149).
*201A-201B. Folklore Collecting and Field Research.
M249. Hispanic Folk Literature (same as Spanish M249 and Portuguese M249).
M286B. Studies in Hispanic Folk Literature: Narrative and Drama (same as Spanish M286B).
M286C. Studies in Hispanic Folk Literature: Ballad, Poetry, and Speech (same as Spanish M286C).

181. Middle America.
182A. Spanish South America.
182B. Brazil.
281. Latin America.
290B. Seminar: Middle America.
290C. Seminar: South America.

History **8A. Latin America: Reform and Revolution.
**8B. Latin American Social History.
162A. Latin America in the 19th Century.
162B. Latin America in the 20th Century.
162C. Topics in Latin American Cultural History Since 1900.
163A-163B. The History of Brazil.
163C. Brazilian Intellectual History.
166. The Mexican Revolution since 1910.
168A-168B. Colonial Latin America.
169. Latin American International Relations Since Independence.
197. Colloquia: Latin America.
230I. Advanced Historiography: Latin America.
M231. Latin American Research Resources.
240I. Topics in History: Latin America.
266A-266B. Seminar in Latin American History: 19th and 20th Centuries.
266C-266D. Seminar in Brazilian History.
266E-266F. Seminar in Recent Latin American History.
266G-266H. Seminar in Colonial Latin American History.

Philosophy *190. Third World Political Thought.

Political Science 119A-119Z. Special Studies in Political Science (if topic is Latin American).
131. Latin American International Relations.
*139. Special Studies in International Relations.
*146. Political Behavior Analysis.
*149. Special Studies in Politics.
*167. Ideology and Development in World Politics.
*169. Special Studies in Comparative Government.
*183. Administration of International Agencies and Programs.
*185. Public Personnel Administration.
*186. National Policy and Administration.
*188A. Comparative Public Administration.
*188B. Comparative Urban Government.
*189. Special Studies in Public Administration.
*191. Urban and Regional Planning and Development.

197B. Undergraduate Proseminar: Latin America.
*218A. Public Administration and Local Government.
*224A. Quantitative Applications.
*225A-225G. Studies in Comparative Politics.
*230. Comparative Development Administration.
*235. Selected Topics in Comparative Politics.
250A. Seminar in Regional and Area Political Studies: Latin American Studies.
*256. Seminar in Comparative Government.

Sociology *123. Social Stratification.
*126. Social Demography.
131. Latin American Societies.
*235. Social Structure and Social Movements.

LANGUAGE COURSES

Spanish **1. Elementary Spanish.
**1G. Reading Course for Graduate Students (no credit).
**2. Elementary Spanish.
**2G. Reading Course for Graduate Students (no credit).
**3. Elementary Spanish.
**4. Intermediate Spanish.
**5. Intermediate Spanish.
**25. Advanced Spanish.
**M44. Civilization of Spanish America and Brazil (same as Portuguese M44).
100. Phonology and Pronunciation.
Indigenous Languages of Latin America
18A-118C. Elementary Quechua.

Linguistics Courses

Anthropology 212. Anthropological Linguistics.
*276. Ethnolinguistics.

Linguistics *100. Introduction to Linguistics.
*103. Introduction to General Phonetics.
*120A. Linguistic Analysis: Phonology.
*120B. Linguistic Analysis: Grammar.
*165A. Linguistic Theory: Phonology.
*165B. Linguistic Theory: Grammar.
*210A. Field Methods I.
*210B. Field Methods II.
220G. Aboriginal Latin America.
225T. Linguistic Structures: Mayan.

Spanish *103. Syntax.
*M118. History of the Spanish and Portuguese Languages (same as Portuguese M118).
*204A-204B. Transformational Grammar.
*206. Linguistics.
*209. Dialectology.
*256A. Studies in Linguistics.
*256B. Studies in Dialectology.

Portuguese *103. Syntax.
*M118. History of the Portuguese and Spanish Languages (same as Spanish M118).
*M203A-203B. Development of the Portuguese and Spanish Languages (same as Spanish M203A-203B).

Literature Courses

Spanish 121A-121B. Survey of Spanish American Literature.
137. The Literature of Colonial Spanish America.
139. 19th-Century Spanish American Literature.
141. Mexican Literature.
142A. Spanish American Literature in the 20th Century: Poetry and Drama.
142B. Spanish American Literature in the 20th Century: Fiction and Essay.
M149. Folk Literature of the Hispanic World (same as Folklore M149).
151. Folk Song in Spain and Spanish America.
**160B. Hispanic Literatures in Translation (not applicable to B.A. if major concentration is in Literature).
M200. Bibliography (same as Portuguese M200).
237. Chronicler of the Americas.
240. The Modernist Movement.
244. Contemporary Spanish American Novel and Short Story.
246. Contemporary Spanish American Theater.
M249. Hispanic Folk Literature (same as Folklore M249 and Portuguese M249).
280A. Studies in Contemporary Spanish American Literature: Modernist Poetry.
280B. Studies in Contemporary Spanish American Literature: Novel and Short Story.
M286B. Studies in Hispanic Folk Literature: Narrative and Drama (same as Folklore M286B).
M286C. Studies in Hispanic Folk Literature: Ballad, Poetry and Speech (same as Folklore M286C).

Portuguese 121A-121B. Survey of Brazilian Literature.
127. Colonial Brazilian Literature.
129. Romanticism in Brazil.
135. Naturalism, Realism and Parnassianism in Brazil.
137. Contemporary Brazilian Literature.
243A. Colonial Literature.
243B. 19th-Century Literature.
243C. 20th-Century Literature.
M249. Hispanic Folk Literature (same as Folklore M249 and Spanish M249).
253A. Special Studies in Brazilian Literature: The Novel.
253B. Special Studies in Brazilian Literature: The Poetry.
253C. Special Studies in Brazilian Literature: The Theater.
253D. Special Studies in Brazilian Literature: The Short Story and the Essay.

FINE ARTS COURSES

Art 118B. The Arts of Pre-Columbian America.
220. The Arts of Africa, Oceania and Pre-Columbian America.

Dance **71J. Dance of Mexico. (½ course)
146. Dance in Latin America.
171J. Dance of Mexico. (½ course)

Music **71J. Music and Dance of Mexico. (½ course)
131A-131B. Music of Hispanic America.
157. Music of Brazil.
171J. Music and Dance of Mexico. (½ course)
259. Seminar in Music of Latin America.

Theater Arts 106C. History of African, Asian and Latin American Film.
*112. Film and Social Change.
*M294C. Seminar in Ethnographic Film (same as Anthropology M294C).

PROFESSIONAL COURSES

*Architecture and Urban Planning
208. Social Theory for Planning.
211A-211B. Urban-Regional Development Theory.
212A-212B. Urbanization and National Development.
216. Processes of Change.
Research in Urban-Regional Development Policy.  
250A-250B Advanced Seminar in Social Development Policy.  
259. Research in Social Development Policy.  

Education *200B. Survey Research Methods in Education.  
*203. Anthropology and Education.  
*204A. Comparative Education.  
204D. Latin American Education.  
252A. Seminar: Educational Organizations.  
*252B. Seminar: Education and Social Change.  
*252C. Seminar: Research Practicum.  
*253A. Seminar: Current Problems in Comparative Education.  
M253D. Latin American Education (same as Latin American Studies M250C).  
255. Seminar: Special Topics in Measurement and Research Design (if coordinated with Latin American Studies 201).  

*Engineering 104C-104D. Undergraduate Research Laboratory.  

Law *216. International Law.  
233. Law and Development in Latin America.  
*236. International Business Transactions.  
*239. Individual Research.  
348. Legal Development in Latin America.  
352. International Law.  

*Library and Information Service 223. Literature of the Social Sciences.  
224. Literature of the Humanities and Fine Arts.  

205A. International Business Economics.  

205B. Comparative Market Structure and Competition.  
205C. Business Forecasting for Foreign Economics.  
208. Selected Topics in Business Economics.  
233A. International Business Finance.  
261B. International Marketing Management.  
296A. International Business Management.  
297A. Comparative and International Management.  
297B. International Business Policy.  
298B. Special Topics in International and Comparative Management.  

Public Health *161. Demography.  
202A. Governmental Health Services and Trends.  
203A. Family Health and Bio-social Development.  
204. Health and Economic Development.  
206. Medical Care Systems in International Perspective. (½ course)  
*211A-211D. Advanced Nutrition. (½ course each)  
*216A. Introduction to the Ecology of Exotic Diseases.  
*216B. Viral Diseases of Man.  
M232. Disease Problems of Socio-Economic and Political Impact in Latin America (same as Latin American Studies M232).  
*233. Change Determinants in Health-Related Behavior.  
*M249A-249B. Sociocultural Aspects of Health and Illness (same as Sociology M249A-249B).  
*263A. Seminar on Current Issues in Maternal and Child Health.  
*263B. Seminar in Maternal and Child Health. (½ course each)  
266. Seminar in Epidemiology.  
*284. Seminar in Nutrition. (½ course)  
*286. Nutritional Problems in Developing Areas. (½ course)
290E. Population, Family and International Health.


*290Q. Special Group Studies: Infectious and Tropical Diseases.

456A. International Health Agencies and Programs. (½ course)

*456B. Comparative Analysis of Health Services and Disease Patterns. (½ course)

456C. Issues in International Health Administration. (½ course)

*596 Directed Individual Study or Research.

*Special courses such as 197, 198, 199, 596, 597, 598 and any courses which occasionally have Latin American content (for example, Political Science 139, Management 297A, etc.) may be counted toward the degree by petition in which the student agrees to write a paper on a Latin American topic. In regard to these petitions, students are encouraged especially to relate theoretical or methodological courses in the various disciplines to the study of Latin America.

**Course not applicable to graduate degrees.

Petitions to take special courses (listed or unlisted in Chart 3) should be directed to the Chairman of the appropriate degree administrative committee.¹

Degree Programs in Latin American Studies are administered by two independent interdisciplinary committees, with coordination provided by the Division of Academic Programs in the Latin American Center. The Committee to administer the undergraduate degree is appointed by the UCLA Academic Senate's Chairman of the Faculty of the College of Letters and Science; the graduate Degree Committee is appointed by the Dean of the Graduate Division, who consults with the UCLA Academic Senate Graduate Council.

Although specific choice of courses is generally left to the student and his examination or thesis committee, the general monitoring of student progress and general counseling is conducted by the Latin American Studies Interdisciplinary Degree Committees. In the case of articulated degree programs, student files are maintained by both the Latin American Studies Office and the affiliated program, general counseling being conducted by both programs. Students are advised to keep in close contact regarding their plans, especially for articulated degrees which require sequential application, as is discussed immediately below in Chapter 4.

¹For membership of the Latin American Studies Interdisciplinary Degree Committees, see the back cover of this Guide.
OUTLINE OF DEGREE PROGRAMS

To assist students in understanding the numerous options available to them within the twenty-three different degree programs developed by the UCLA faculty for the study of Latin America, Chart 4 has been prepared. This chart divides the different programs into five categories, with undergraduate and graduate degrees articulated vertically and horizontally at all levels.

Students should note that articulated advancement from Latin American Studies into another program is neither automatic nor guaranteed. Rather entrance to each new degree program is competitive. On the other hand, completion of courses in the proposed articulated program while enrolled in Latin American Studies should give the applicant at least three advantages: First, if the student’s record is already outstanding in the articulated field, entry may well be assured. Second, students who have excelled may have faculty backing within the articulated field at the time of application, especially in the form of letters of recommendation which, as is well known, carry considerable weight with admission committees. Third, the student and the faculty of the articulated program will already be familiar with one another. Taken together, these points clearly afford such a student decided advantages over competitors for admission without comparable experience.
### Chart 4
Latin American Studies (LAS) Degree Programs and Planned Growth

<table>
<thead>
<tr>
<th>Program</th>
<th>Prepared</th>
<th>Approved</th>
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<tbody>
<tr>
<td>1</td>
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<td>I.</td>
<td>Bachelor’s Degree</td>
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<td>A. Individualized B.A. Program</td>
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<tr>
<td>B. Modular Programs in Environment, Population and Culture</td>
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<td>4</td>
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<td>x</td>
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<tr>
<td>C. Modular Programs in Geography-Ecosystems</td>
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<td>II.</td>
<td>Articulated B.A./Graduate Programs</td>
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<td>A. Departmental Scholar †</td>
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<tr>
<td>B. Modular Teaching Credential ††</td>
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<td>III.</td>
<td>Master’s Degree</td>
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<td>A. Open-Option M.A. Program</td>
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<td>9</td>
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<tr>
<td>B. Modular Programs in Environment</td>
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<tr>
<td>1. Human Ecology</td>
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<tr>
<td>2. Ecological Conservation (also pre-req. for V,B)</td>
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<td>12</td>
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<tr>
<td>3. Societal Strategies for Survival and Adaptation</td>
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<td>13</td>
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<td>C. Population Modular Program</td>
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<td>D. Cultural Modules</td>
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<tr>
<td>11. Humanistic Culture</td>
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<td>16</td>
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<tr>
<td>12. Anthropological Culture</td>
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<td>IV.</td>
<td>Articulated Master’s Degree Programs</td>
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<td>17</td>
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<td>13. A. M.A./M.P.H. (LAS/Public Health)</td>
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<tr>
<td>15. C. M.A./M.B.A. (LAS/Management) †</td>
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<tr>
<td>17. E. M.A./M.Ed. or M.A. in Education</td>
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<td>18</td>
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<td>19</td>
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<tr>
<td>17. 1. Teaching Credential Modular Options ††</td>
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<tr>
<td>V.</td>
<td>Articulated Master’s/Doctoral Degree Program</td>
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<tr>
<td>21</td>
<td>x</td>
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<tr>
<td>20. A. M.A./Ph.D. (LAS/Anthropology, Geography, History, Sociology, Spanish and Portuguese, etc.)</td>
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<tr>
<td>21. B. M.A./D.Env. (LAS/Environmental Science and Engineering)</td>
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<td>22</td>
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<tr>
<td>22. C. M.A./Ed.D. or Ph.D. in Education</td>
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<tr>
<td>23</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>D. M.A./Dr.P.H. (LAS/Public Health)</td>
<td></td>
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</tr>
</tbody>
</table>

**Approvals needed from:**

1. University Committee
2. Graduate School of Education
3. Graduate Council

†Technically, the Departmental Scholar and M.A./M.B.A. programs are “concurrent” Programs.

††With regard to multiple teaching-field authorization, modules may be taken at the B.A. or M.A. levels. The four modular programs for teaching purposes include (a) Social Science; (b) History; (c) Geography; (d) Spanish.
BACHELOR'S DEGREE PROGRAMS

PROGRAM I-A: THE INDIVIDUALIZED ROUTE TO THE B.A. DEGREE is based upon the concept that student and faculty interests are much too broad to require specific courses. Rather, the curriculum has been developed in order to introduce students to six of seven major core areas (Anthropology, Economics, Geography, History, Political Science, and Spanish American or Brazilian Literature, and Fine Arts), with students free to select at least two courses in each discipline.

The underlying theory in this degree organization is that students learn how different disciplines approach the study of Latin America, emphasis being upon method as well as content. In the short term we must recognize that students cannot master all knowledge about Latin America, and in the long term we admit that education will be life-long, provided that appropriate questions are raised at all degree levels. In any case, it is important to note that students who plan to enter graduate school can take at least eight upper-division courses in their chosen graduate discipline (two in the Major Core, three in the Major Concentration, and three in the Major Elective Courses), thereby gaining the strong background necessary for successful pursuit of advanced degrees.

With regard to the B.A. degree, the regulations read as follows:

The Bachelor's Degree in Latin American Studies

Undergraduate studies of the Latin American region are designed to serve the needs of (1) students desiring a general education focused on the Latin American cultural region; (2) students planning to enter business, government or international agency service; (3) students preparing to teach social science or language; and (4) students preparing for advanced academic study of Latin America.

Preparing for the Major. Economics 1-2, History 8A, 8B, Spanish 5 or Portuguese 3. Students are urged to pass the language courses by examination whenever possible.

Major Requirements. Eighteen upper division courses distributed among Language, Core, Concentration, and Elective requirements.

Major Language Requirements. Proficiency equivalent to (a) Spanish 25 and Portuguese 3 or (b) Portuguese 25 and Spanish 5. In lieu of Portuguese 1-3 students may take Portuguese 102A-102B which is designed for persons who have a background in Spanish.

Major Core. Twelve courses, with two each in six of the seven following areas:

1. Anthropology 105A or 105B or 105C, and 123C or 123D or 123E, or Special Courses.*
2. Economics 110, 111, 112, or Special Courses.*
3. Geography 121, 181, 182A, 182B, or Special Courses.*
5. Political Science 131, 163A, 163B, or Special Courses.*
6. Spanish American or Brazilian Literature, two courses in one language.
chosen from Spanish 121A, 121B, 137, 139, 142A, 142B, and Special Courses.* or Portuguese 121A, 121B, 131, 133, and Special Courses.*


Major Concentration. Three additional courses chosen from the List of Approved Latin American Courses (see Chart 3) in one of the above core disciplines.

Major Electives. Three additional courses chosen from the List of Approved Latin American Courses or from the general theory and method courses in the various disciplines.

Course Limitations. No student may take more than 16 units of 199* for letter grade credit nor more than 8 units in any single term. No courses taken on a Pass/Full basis can be counted toward the major.

Graduate Courses. Advanced undergraduates may enroll in graduate courses, with the professor's approval.

Double Majors. Through judicious use of electives, students may find it possible to secure the B.A. degree with two majors, e.g., Latin American Studies and history. Interested students who have achieved junior class standing should consult the undergraduate advisers of both departments involved, initiating the appropriate petition with the undergraduate adviser in Latin American Studies.

Study in Latin America. Students are encouraged to spend up to one year in Latin America either (a) to study with an education abroad program; (b) to study in Latin American universities; (c) to conduct research; or (d) complete an internship in a development agency. Full credit will be granted according to the individual programs arranged in consultation with the undergraduate adviser.

PROGRAM I-B: THE MODULAR PROGRAM IN ENVIRONMENT, POPULATION, AND CULTURE accommodates students interested in the UCLA problem-oriented approach to Latin American Studies (see Chart 2). A special curriculum has been developed in which specific courses are taken.

Modular Program in Environment, Population, and Culture

Core Concentration

Anthropology 105A. Peoples of South America.

122C. Technology and Environment.


181 or 182A or B. Middle America, Spanish South America, or Brazil.

History 162B. Latin America in the 20th Century.

162C. Topics in the Cultural History of Latin America Since 1900.

Political Science 163AB. Government and Politics in Latin America.

Spanish 121B. Survey of Spanish American Literature.

Portuguese 121B. Survey of Brazilian Literature.

Major Concentration Courses. Three courses in one of the above core disciplines, courses to be chosen from the M.A. modular programs listed below in Degrees III-B/C/D.
Major Elective Courses. Three courses chosen from electives listed below in Degrees III-B/C/D. Especially recommended are:

* Anthropology 119. Culture Stability and Culture Change.
* Chemistry 103. Environmental Chemistry.
Law 233. Law and Development in Latin America.
Portuguese 137. Contemporary Brazilian Literature.
* Psychology 168. Environmental Psychology.
Sociology 131. Latin American Societies.
Spanish 142B. Spanish American Literature in the 20th Century.

PROGRAM I-C: THE MODULAR PROGRAMS FOR GEOGRAPHY-ECOSYSTEMS in certain cases may serve as the basis for earning articulated B.A. degrees. Because of the divergence of many courses from those on the Latin American Studies Approved Course List (Chart 3), however, additional time may be required to earn the B.A. with a double major in Latin American Studies and Geography-Ecosystems. Nevertheless, this time may be reduced through careful coordination of College and Latin American Studies elective courses.

Students interested in this double major should consult with advisers in both programs, the Latin American Studies major described in Program I-A serving as one guide; the programs set forth in Ecosystems Plan 1 or 2 serving as the other. Plan 1 is designed mainly for students interested in following future non-academic careers. Plan 2 is designed mainly as a basis for future graduate work, but the career orientations of the plans are not mutually exclusive. The regulations read as follows:

The Modular Programs in Geography-Ecosystems

Plan 1

Preparation Required. Biology 2; Geography 1A, 1B, 5; and strongly recommended Geography 25 and History 2A-2B.

Major Requirements. Economics 100; Geography 100, 120, 121, 123, 124, 150, 173; Philosophy 150A or 150B.

Electives. Nine courses chosen from the following list with the assistance of a faculty adviser: Anthropology 123A-123B, 140, 153, 160; Economics 108, 110; Geography 108, 110, 114, 116A, 116B, 119, 122, 130; Geology 139; History 106B, 106C; Journalism 182A-182B; Political Science 141, M142; Public Health 117; Sociology 125, 126.

Although there is no foreign language or mathematics requirements for this plan it is recommended that each student do some work in a foreign language and acquire basic skills in elementary statistics.

Plan 2

Preparation Required. Biology 1A-1B; Geography 1A, 1B, 5; Mathematics 3A-3B-3C. Mathematics 60 and Engineering 11 are recommended.

Major Requirements. Biology 122, 124; Economics 100; Geography 100, 120, 121, 123, 125, 173.

Electives. Nine courses chosen from the following list with the assistance of a faculty adviser: Anthropology 153, 160; Biology 125, 126, 188; Economics 108; Engineering 184A; Geography 102, 104, 108, 110, 116A, 116B, 119, 122, 150; Geology 139; Philosophy 150A-150B;
Political Science 141, M142; Public Health 161; Sociology 126.

Competence in quantitative methods is required of all majors under Plan 2. This requirement may be satisfied by completion of Geography 176 or an alternative course of similar content.

Each student electing Plan 2 will be expected to have acquired a reading knowledge of a modern foreign language by the beginning of the senior year and also have a working knowledge of a computer language, e.g., FORTRAN.

*Special courses such as 197, 198, 199, 596, 597, 598 and any courses which occasionally have Latin American content (for example, Political Science 139, Management 297A, etc.) may be counted toward the degree by petition in which the student agrees to write a paper on a Latin American topic (see Chart 3). In regard to these petitions, students are encouraged especially to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
PROGRAM II-A: THE DEPARTMENTAL SCHOLAR PROGRAM involves exceptionally promising undergraduate students who are nominated as Departmental Scholars to pursue Bachelor's and Master's degree programs simultaneously. Nomination is made by the chairman of both the B.A. and M.A. Latin American Studies Committees. Students accepted into the program are thus enrolled concurrently as undergraduates and graduates, with elective requirements in excess of the B.A. requirements applicable toward the M.A. degree.

Since this concurrent enrollment is considered often to be a greater honor than that bestowed by enrolling in the undergraduate honors program, the former approach has been developed in contrast to the latter. Our students have found that application to graduate schools has been facilitated by having already been admitted to graduate status at UCLA, with the taking of graduate courses on an accelerated basis serving as a special recommendation in itself.

Students with at least a 3.8 average should consult with the Coordinator of Academic Programs in order to determine their eligibility; however, it should be noted that nomination as a Departmental Scholar is by no means automatic even with a 4.0 average. Rather, many other factors are taken into account, i.e., goals, seriousness of purpose, length of study, language ability, strong faculty recommendation, and personal interview.

PROGRAM II-B: MODULAR TEACHING CREDENTIALS. This program has been somewhat delayed in planning until new California State Teaching Credential requirements were clarified, but planning is now going forward. Credentials may be earned with or without a Master's degree.
Although the Program presently has ten alternative routes to obtain the Master’s Degree, one is in the process of being approved and four are in preparation. See Chart 4 for a summary of the programs and plans.

Basic requirements for all of the alternatives shown in Chart 4 read as follows:†

The M.A. Degree in Latin American Studies

Preparation. The B.A. degree in Latin American Studies or the equivalent constitutes the normal basis for admission. Applicants with Latin American field experience or special methodological studies will be given special consideration.

Admission. The Latin American Studies program requires three letters of recommendation, at least two of which must be from former professors.†† The statement of purpose is particularly important and should be carefully developed, especially in relation to goals. In addition to the application form, students should file the Supplementary Information Form (shown here in Chart 5).

The program encourages applicants to take the Graduate Record Examinations and/or provide as much information as possible, especially if their undergraduate average is less than 3.5. Information and applications for the Graduate Record Examination may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey, 08540.

Students may be admitted with subject deficiencies, but such deficiencies will have to be made up by taking courses in addition to requirements for an advanced degree program.

Plans. The comprehensive examination plan is followed, but in exceptional cases a student may petition to write a thesis. Both plans are designed to facilitate admission to Ph.D. programs.

Comprehensive Examination Plan A. A minimum of nine courses is required, among three disciplines either on a 4-3-2 or 3-3-3 basis (including five graduate courses, with at least one falling in each discipline). Students prepare for the examination by developing a graduate research paper in consultation with a professor in two of the three disciplines,† one professor of whom shall be the chairman under whose direction the paper is

† For basic Graduate Division Degree Requirements, see the UCLA Graduate Division’s Announcement; and its Standards and Procedures for Programs and Examinations in Graduate Programs (the latter reprinted here as Appendix A).

†† Concerning submission of non-academic letters, see Appendix A, Section 1.

Emeriti professors may serve on M.A. examination and thesis committees (see Appendix D for the Emeriti Advisory Board to the Latin American Center). All committee members must hold a regular or visiting appointment in the professorial or lecturer series; scholars holding research series titles are not eligible to sit on Master’s committees.
# Chart 5

**Supplementary Information to Application**\(^\dagger\) for Admission in Graduate Status

<table>
<thead>
<tr>
<th>Name</th>
<th>Send this Supplementary Information Form to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Programs</td>
</tr>
<tr>
<td></td>
<td>UCLA Latin American Center</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90024</td>
</tr>
<tr>
<td></td>
<td>Telephone (213) 825-3471 or</td>
</tr>
<tr>
<td></td>
<td>825-1057</td>
</tr>
</tbody>
</table>

| Mailing Address | |
| City | State | Zip |

| Telephone (Area Code) | | Proposed Date of Admission |
|-----------------------|-----------------|

<table>
<thead>
<tr>
<th>California Resident</th>
<th>My B.A. Degree is</th>
<th>My M.A. Degree is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am applying for (check as appropriate, given your present planning):

A. ______ M.A. in Latin American Studies

   Possible three disciplines of specialization:

B. Articulated Degree Programs:
   1. ______ Latin American Studies/Library Service (M.A./M.L.S.)
   2. ______ Latin American Studies/Management (M.A./M.B.A.)
   3. ______ Latin American Studies/Public Administration (M.A./M.P.A.)
   4. ______ Latin American Studies/Public Health (M.A./M.P.H.):
      a. ______ Population, Family, and International Health
      b. ______ Environment and Nutritional Sciences
      c. ______ Infectious and Tropical Diseases
      d. ______ Epidemiology
      e. ______ Health Administration
      f. ______ Behavioral Sciences and Health Education

C. M.A. in Latin American Studies and Subsequent Doctorate in

My language competency is as follows:\(^\dagger\)\(^\dagger\)

<table>
<thead>
<tr>
<th>I. For Non-Native Speakers:</th>
<th>Spanish</th>
<th>Portuguese</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarters or Semesters of College Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace Corps</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| II. For Native Speakers: | | |
|--------------------------|--------------------|
| Each language requirement may be met by completion of one year's regular study in | |
| a Latin American University | | |

\(^\dagger\)Send the application, transcripts and fee to: Graduate Division, UCLA, Los Angeles 90024.

\(^\dagger\)Two languages are required for graduation with the M.A. — they may be taken after admission.

In order to coordinate the application process, please have letters of recommendation sent directly to the Academic Programs Office. Copies of this form (to be returned to Academic Programs) may be obtained by writing to the address boxed above.
prepared, preferably in a seminar, topics course, or certain Special Courses.* These two professors form the examining committee charged with testing the candidate's ability to relate knowledge across disciplinary boundaries; a professor representing the third discipline will attend the examination mainly in the capacity of observer. In determining the result of the examination the three professors will take into consideration the candidate's (a) research paper; and (b) oral defense of the investigation and its implications; as well as (c) the rationale and record of course work for the M.A. For more complete information (including discussion of the M.A. honors program) consult Appendix A, Section 8.

Thesis Plan. A minimum of ten courses is required as follows: (a) Four courses (including three graduate courses) in one discipline, which constitutes the area of core concentration; (b) three courses each in two minor disciplines (including one graduate course in each field). An interdisciplinary thesis is written under the direction of a faculty member in the core area, with approval also required by one professor in each minor field. For more information, consult Appendix A, Section 7.

Professional Fields. In addition to the articulated degree programs (see Chapter 7), graduate students in Latin American Studies may choose, as one of their three areas of specialization, courses in education, urban planning, and law as well as in those professions with which articulated degrees are possible.

Field Requirements. At least one of the required three disciplines must fall in the social sciences (Anthropology, Economics, Geography, History, Political Science or Sociology).

Language Requirements. Proficiency equivalent to Spanish 25 and Portuguese 3 or Portuguese 25 and Spanish 5. In lieu of Portuguese 1-3 students may take Portuguese 102A-102B which is designed for persons with a background in Spanish. Because these courses do not count toward the M.A. degree, students are encouraged to pass these proficiency levels by examination. In certain cases a major Indian language may be substituted for either Spanish or Portuguese. All of these courses must be taken for letter grade, except lower division language courses.

Graduate courses usually may be repeated for credit, except graduate lecture courses.

Course Limitations. (1) Students may include only two independent graduate study courses (596, 597, 598)* in their program. (2) Selection of courses is dictated by the Center's List of Approved Latin American Courses, except that the following are not applicable: language courses (in contrast to linguistic and literature courses); and Special Courses, except by petition. (3) Courses numbered in the 100 and 400 series do not apply to the 5-graduate course requirement but may apply to the total course requirement. Graduate courses (200-series) usually may be repeated for credit, except graduate lecture courses.

Standards of Scholarship. Students in the M.A. in Latin American Studies program whose grade point average falls below 3.0 must bring the average up to 3.0 within one quarter or be dismissed.

Students whose aim is to enter a doc-

*Special courses such as 197, 198, 199, 596, 597, 598 and any courses which occasionally have Latin American content (for example, Political Science 139, Management 297A, etc.) may be counted toward the degree by petition in which the student agrees to write a paper on a Latin American topic. In regard to these petitions, students are encouraged especially to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
toral program following award of the M.A. in Latin American Studies are advised that most departments will consider only those applicants whose grade point average exceeds 3.5.

Time Limitation on Enrollment. All work for the M.A. degree must be completed in seven consecutive quarters (excluding summer sessions), as long as normal progress is being made toward completion of the degree. Students are expected to integrate thesis and examination studies into seminar, topic, and independent study courses. Students must be formally enrolled each quarter as they proceed to the M.A. degree in Latin American Studies, regardless of whether or not they have finished their course work. Only two exceptions are permitted: (1) Students who have completed all of their studies except their examination or thesis by the end of a Spring quarter are obligated to pay only a filing fee for completion of their degree provided that they complete their work before the beginning of a Fall quarter. (2) Students who are not using faculty time, the University libraries, or other University facilities must request a formal leave of absence.

Certificate of Resident Study for Foreign Students. This certificate may be issued to foreign students who do not seek the M.A. degree but (a) complete at least nine courses in full-time resident study with a grade-point average of at least 3.0; (b) conduct satisfactorily a program of organized studies; (c) have a student visa requiring return to their home country upon completion of study in the United States.

Notes. (1) Except for the general program requirements, all specific requirements (including prerequisites) are stipulated by each M.A. committee in negotiation with the student who has taken the initiative to form that committee. Modeled on the doctoral program, the Master's program in Latin American Studies provides for decentralized counseling, each student working out his/her program in consonance with individual background, goals, and professorial requirements. Thus particular courses are not as important as satisfactorily developing an interdisciplinary approach negotiated by the student and his committee.

(2) The successful student forms a committee with three professors who guide work in the three fields, courses being coordinated to develop the interdisciplinary paper; and whenever possible, drafts or portions of the paper may be written in seminars and/or topics courses. Students who take 9 courses and then begin their paper will encounter frustration when, in order to complete their paper, they find that they need to take seminars.

(3) Because students choose the committee with whom they plan work (within the limitations discussed in Appendix A), they should visit many professors (perhaps auditing several lectures) in order to select M.A. Committee members with similar interests.

(4) In following the Comprehensive Examination and Thesis Plans, students may elect to develop their own individualized program with appropriate consultation or choose to follow one of the modular degree programs in Environment, Population, or Culture. In either case, they may wish to direct their studies to earn articulated degrees.

PROGRAM III-A: THE OPEN-OPTION PROGRAM.

Since this is the most flexible of all Latin American studies programs, students following this route are expected to show independence and imagination in developing focus in their interests. Although this program falls within the general constraints of the Latin American Studies' carefully structured M.A. degree
program given above (see pp. 28-30), students who are not accustomed to thinking in terms of unlimited options should consider following one of the programs involving delineation of courses. One such program, for example, involves the study of Human Ecology, (Degree III-B/1). Or students may use Degrees III-B, III-C, and III-D as typical programs to be adapted to individual needs under this Open-Option Plan.

PROGRAMS III-B, III-C, III-D: THE MODULAR PROGRAMS IN ENVIRONMENT, SOCIETY, AND CULTURE.

One core of new programs for the Latin American Studies degree programs is found in the modular approach to ecological, population, and cultural problems. Students may now follow three divergent programs which allow for maximum flexibility within the overall guidelines of these specialized degree thrusts.

Specifically, by concentrating on Environment, the student develops a training and research focus dealing with problems of Ecology, i.e., humanity's relationship to its biophysical milieu in Latin America. (Considering the wide scope and complexity of the field of ecology, three subcurricula have been designed to address principal areas of concern: Human Ecology, Ecological Conservation, and Societal Strategies for Survival and Adaptation.) Concentration on Society centers on problems of Population, its vital statistics, migration and other aspects of population dynamics. A third curricular and research orientation is provided by problems of Culture, which require the humanistic study as well as specific politically-economic and value systems operative in Latin American societies. Chapter 2 puts these approaches into perspective.

PROGRAM III-B/1: MODULAR PROGRAM IN HUMAN ECOLOGY

The study of Human Ecology treats man, his psycho-biological state, and his relationship to the geographical-political and socio-cultural environment.

Eleven courses are required, including an elective course mixture of 4-3-3 in three different fields for both the Comprehensive and Thesis Plans.

Prerequisites. In addition to Spanish and Portuguese, students must take or have taken an approved course in statistics and the following:

Anthropology 105A. Peoples of South America
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
Political Science 163A, Government and Politics in Latin America
Political Science 163B, Government and Politics in Latin America
Sociology 131. Latin American Societies

Required course: Latin American Studies 200. Latin American Research Resources.

Elective courses are chosen from the following list:

Anthropology
*119. Culture Stability and Culture Change
*122C. Technology and Environment
*161. Development Anthropology
*242. Physical Anthropology
259AB. Contemporary Latin American Problems

†These programs may be followed closely or utilized as typical programs to be adapted to the Open-Option M.A. degree (see III-A).
*264. Selected Topics in Cultural Ecology
*272AB. The Individual in Culture: Selected Topics
*279. Seminar in Comparative Urbanization.
*280. Selected Topics in Principles of Human Ecology
*298. Research Colloquium

*Architecture and Urban Planning
252A. Human Lives in Development.
252B. Social Policy in Human Development.
254. Image and Cultural Symbolization
271ABC. History and Future of Environment

*Biology
120. Evolutionary Biology
122. Ecology
126. Analysis of Ecological Data
134. Human Genetics

Engineering (Eng), Management (Mgt), and Communications (Com)
*Eng. 107A. Principles of Biotechnology
226R. Computers, Science and Society
*Mgt. 281. Socio-Technical Systems
*Com. 130. Cultural Factors in Interpersonal Communication

Folklore
*118. Folk Art and Technology
M149. Folk Literature of the Hispanic World
*213. Folk Belief and Custom
248. Theory and Method in Latin American Folklore Studies
M249. Hispanic Folk Literature (same as Spanish and Portuguese M249)
M286B. Studies in Hispanic Folk Literature – Narrative and Drama (same as Spanish M286B)
M286C. Studies in Hispanic Folk Literature – Ballad, Poetry, and Speech (same as Spanish M286C)

Geography
*266. Seminar: Man and Environment
290B. Middle America
290C. South America
*292. Seminar: Humid Tropics

Law
233. Law and Development in Latin America
*339. Seminar: Law and Anthropology
348. Legal Development in Latin America

Psychology (P), and Political Science (PS)
*P 122. Language and Communication
123. Psycholinguistics
125. Personality
129B. Personality Dynamics
129C. Personality and Cognition
129D. Special Topics in Personality
135. Social Psychology
137B. Attitude Formation and Change
137D. Special Topics in Social Psychology
M228. Seminar in Political Psychology (Same as PS M224G)
231. Seminar in Language and Communication
234. Personality and Cognition
235. Personality
260AB. Psycholinguistics I and II: Seminars

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
Seminar in Cognitive Psychology

*PS M224G. Political Psychology
(Same as Psych M228)

Social Welfare (SW), and Sociology (S)
SW 210ABC. Social Ecology
*S 120. Social Change
122. Mass Communications
126. Social Demography
150. Collective Behavior
151. Culture and Personality
155. Intergroup Conflict and Prejudice
292ABC. Research Development

Program III-B/2: Modular Program in Ecological Conservation

This program of study focuses on the processes of preservation of the environment and of the methods of conservation utilized in planning.

Eleven courses are required, including an elective course mixture of 4-3-3 in three different fields for both the Comprehensive and Thesis Plans.

Prerequisites. In addition to Spanish and Portuguese, students must take or have taken an approved course in statistics and the following:

Anthropology 105A. Peoples of South America
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
Political Science 163A. Government and Politics in Latin America
Sociology 131. Latin American Societies
Geography 121. Conservation of Resources: Underdeveloped World

Required course: Latin American Studies 200. Latin American Research Resources.

Elective courses are chosen from the following list:

Architecture and Urban Planning (AUP), Political Science (PS), Law (L), and Psychology (P)

*AUP 207. Public Resource Allocation
260AB. Advanced Seminar in Environmental Planning and Management
M264A. Environmental Law and Policy (Same as Law M272)
M264B. Seminar on Air Pollution (Same as Law M346)

*PS 230. Comparative Development Administration

*L 272. Environmental Law Policy
275. Urban Housing and Redevelopment
346. Environmental Law: Seminar

*P 168. Environmental Psychology

*Biology
125. Plant Population Ecology
126. Analysis of Ecological Data
M127. Soil-Plant Relations (Same as Geography M127)
128. Plant Physiological Ecology
130. Behavior Research Problems
212. Conceptual Models in Ecology
213. Community Ecology
214. Physiological Ecology
216. Advanced Plant Ecology
217. Marine Ecology
218. Oceanology
266. Seminar in Plant Ecology
268. Seminar in Population Biology
270. Seminar in Environmental Physiology
272. Seminar in Marine Biology
275. Seminar on Behavior Research Problems

Chemistry (Chem), Engineering (Eng), and Geology (Geol)

*Chem 103. Environmental Chemistry
*Eng. 131C. Environmental Transfer Processes

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134C. Chemical, Nuclear and Thermal Pollution of the Environment
284E. Saline Water Conversion
284F. Selected Topics in Water Resources
285C. Soil Mechanics
286A. Earthquake Engineering
*Geol 139. Engineering and Environmental Geology

Geography
*M127. Soil-Plant Relations (Same as Biology M127)
*278D. Field Methods in Ecosystem Analysis and Conservation
290B. Middle America: Seminar
290C. Seminar: South America

PROGRAM III-B/3: MODULAR PROGRAM IN SOCIETAL STRATEGIES FOR SURVIVAL AND ADAPTATION

Specialization here involves the study of man’s organizing efforts to affect (1) his collective survival (and concomitant collective interests); (2) his dispersal and settlement over available territory; and (3) his socio-economic interests.

Eleven courses are required, including an elective course mixture of 4-3-3 in three different fields for both the Comprehensive and Thesis Plans.

Prerequisites. In addition to Spanish and Portuguese, student must take or have taken an approved course in statistics and the following:

Anthropology 105A. Peoples of South America
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
Political Science 163AB. Government and Politics of Latin America
Sociology 131. Latin American Societies

Required major course: Latin American Studies M200. Latin American Research Resources.

Elective courses chosen from the following list:

*Architecture and Urban Planning
207. Public Resource Allocation
250AB. Advanced Seminar in Social Development Policy
251. Planning for Multiple Publics
252AB. Human Lives in Development
257. Social Meaning of Space
258. Research in Man-Environment Relations (1/2 to 2 courses)
260AB. Advanced Seminar in Environmental Planning and Management
261B. Environmental Impact and Resource Management
269. Research in Environmental Planning and Management
271ABC. History and Future of Environment

Economics
*108. Economic Demography
*109. Economics of Poverty
110. Economic Problems of Underdeveloped Countries
*112. Policies for Economic Development
*178. Economics of Natural Resources

Engineering (E), Geology (G), and Meteorology (M)
*E 180A. Environmental Biotechnology
181A. Air Pollution Control

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>184D</td>
<td>Water Resources Quality Control Systems</td>
</tr>
<tr>
<td>284G</td>
<td>Engineering Economics of Water and Related Natural Resources</td>
</tr>
<tr>
<td>*G 139</td>
<td>Engineering and Environmental Geology</td>
</tr>
<tr>
<td>*M 144</td>
<td>Micrometeorology and Air Pollution Meteorology</td>
</tr>
</tbody>
</table>

**Geography (G), Biology (B), and Chemistry (C)**

| G *160 | Economic Production Systems                                                  |
|        | *162. Industry and Resources                                                |
|        | *163. Location and Space Economy                                             |
| *262. | Advanced Biogeography: Plants                                                |
| *265. | Seminar: Biogeography                                                       |
| *266. | Seminar: Man and Environment                                                |
| 290B. | Middle America                                                               |
| 290C. | South America                                                                |
| *291. | Geography of Arid Lands                                                      |
| *292. | Seminar: Humid Tropics                                                       |

**B *188. Seminar on Biology and Society**

**C *103. Environmental Chemistry**

**Law (L), and Political Science (PS)**

| L 233. | Law and Development in Latin America                                       |
|        | *272. Environmental Law and Policy                                         |
| *275. | Urban Housing and Redevelopment                                             |
| *339. | Seminar: Law and Anthropology                                              |
| *346. | Environmental Law                                                           |
| *M224G. | Political Psychology (Same as Psychology M228)                            |
| *230. | Comparative Development Administration                                      |

**Management**

| 276B. | Comparative and International Urban Land Studies                           |

**Psychology**

| 125. | Personality                                                                |
| 129B. | Personality Dynamics                                                       |
| 129C. | Personality and Cognition                                                  |
| 129D. | Special Topics in Personality                                              |
| 135. | Social Psychology                                                          |
| 137B. | Attitude Formation and Change                                              |
| 137D. | Special Topics in Social Psychology                                        |
| 168. | Environmental Psychology                                                   |
| 220. | Social Psychology                                                          |
| 221. | Seminar in Attitude Formation and Change                                    |
| 222AB. | Seminar in Group Behavior                                                  |
| 227. | Advanced Issues in Social Psychology                                       |
| M228. | Seminar in Political Psychology (Same as Political Science M224G)          |

**Public Health**

| *110. | Environmental Health                                                       |
| *113. | Nutrition                                                                  |
| *115. | Nutritional Requirements                                                   |
| *117. | Biotechnology of Air Pollution                                              |
| *142. | The World’s Population and Food                                            |
| *161. | Demography                                                                  |
| 203A. | Family Health and Biosocial Development                                    |
| 204. | Health and Economic Development                                             |
| 206. | Medical Care Systems in International Perspective                           |
| *208. | Law, Social Change and Health Service Policy                               |
| *210. | Advanced Environmental Health                                               |
| *211AD. | Advanced Nutrition                                                         |
| *226. | Environmental Health Planning                                              |
| *236. | Assessment in Planned Behavior Change                                      |

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PROGRAM III-C. MODULAR PROGRAM IN POPULATION

This program is designed to provide the student with a social science and natural science background in demographic problems as well as to provide the analytic and methodological tools necessary for the study of population in Latin America.

Twelve courses are required, including an elective course mixture of 4-3-3 in three different fields for both the Comprehensive and Thesis Plans.

Prerequisites. In addition to Spanish and Portuguese, students must take or have taken an approved course in statistics and the following:

Anthropology 105A. Peoples of South America
Geography 121. Conservation of Resources: Underdeveloped World
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
Political Science 163AB. Government and Politics in Latin America
History 162B. Latin America in the 20th Century
Sociology 131. Latin American Societies
Sociology 110A. Intermediate Quantitative Methods I
Sociology 110B. Intermediate Quantitative Methods II

Required courses:
Latin American Studies 200, Latin American Research Resources.

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
Latin American Studies 201. Statistical Resources for Latin American Research

Elective courses chosen from the following list:

*Economics
108. Economic Demography
199. Special Studies in Economics
596. Individual Study

*Geography
136. Population and Settlement
199. Special Study
596. Directed Individual Study or Research

*Public Health
161. Demography
240ABC. Biostatistics
248. Epidemiologic Studies in Human Populations
253AB. Field Project Seminar – Population, Family and International Health
269ABC. Seminar in Biostatistics
290E. Population, Family and International Health
596. Directed Individual Study or Research

*Sociology
126. Social Demography
213AB. Techniques of Demographic Ecological Analysis
256. Demography
292ABC. Research Development
596. Special Problems in Sociology

PROGRAM III-D/1: MODULAR PROGRAM IN HUMANISTIC CULTURE

Basic to an understanding of man, his relationship to the environment, to the polity, and to his fellow man, is the concept of culture. This modular program is designed to provide the student with a conceptual framework of Humanistic Culture as it relates to Latin America.

Thirteen courses are required, including an elective course mixture of 4-3-3 in the three fields for the Comprehensive and Thesis Plans.

Prerequisites. In addition to Spanish and Portuguese, students must take or have taken the following courses:

Anthropology 105A. Peoples of South America
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
History 162A. Latin America in the 19th Century
History 162B. Latin America in the 20th Century
Political Science 163AB. Government and Politics in Latin America
Sociology 131. Latin American Societies
Spanish 109 or Portuguese 101B. Advanced Composition
Spanish 121B. Survey of Spanish American Literature, or Portuguese 121B. Survey of Brazilian Literature

Required courses:
Latin American Studies 200. Latin American Research Resources
Latin American Studies 250AB. Seminar.

Elective courses must be chosen from the three core areas of (1) Literature and Folklore; (2) Fine Arts; (3) History and Dynamics of Culture.

(1) Literature and Folklore

Folklore
M149. Folk Literature of the Hispanic World (Same as Spanish M149)
248. Theory and Method in Latin American Folklore Studies
M249. Hispanic Folk Literature (Same as Spanish and Portuguese M249)
M286B. Studies in Hispanic Folk Literature — Narrative and Drama
M286C. Studies in Hispanic Folk Literature — Ballad, Poetry, and Speech (Same as Spanish M286C)
*596. Directed Studies in Folklore

Portuguese
127. Colonial Brazilian Literature
129. Romanticism in Brazil
135. Naturalism, Realism and Parnassianism in Brazil
137. Contemporary Brazilian Literature
*199. Special Studies
M200. Bibliography
243A. Colonial Literature
243B. 19th-Century Literature
243C. 20th-Century Literature
M249. Hispanic Folk Literature
253A. Special Studies in Brazilian Literature: The Novel
253B. Special Studies in Brazilian Literature: The Poetry
253C. Special Studies in Brazilian Literature: The Theater
253D. Special Studies in Brazilian Literature: The Short Story and Essay
*596. Directed Individual Study or Research

Spanish
137. The Literature of Colonial Spanish America
139. 19th-Century Spanish American Literature
141. Mexican Literature
142B. Fiction and the Essay.
143. Spanish American Literature in the 20th Century
145. Spanish American Drama
M149. Folk Literature of the Hispanic World
151. Folk Song in Spain and Spanish America
*199. Special Studies
M200. Bibliography
237. Chroniclers of the Americas

239. Neoclassic and Romantic Prose and Poetry in Spanish America
240. The Modernist Movement
243. Contemporary Spanish American Poetry
244. Contemporary Spanish American Novel and Short Story
245. Contemporary Spanish American Essay
246. Contemporary Spanish American Theater
M249. Hispanic Folk Literature
277. Studies in Colonial Spanish American Literature
278. Studies in 19th-Century Spanish American Literature
280A. Modernist Poetry
280B. Post-Modernist Poetry
280C. Novel and Short Story
280D. The Essay
M286B. Studies in Hispanic Folk Literature: Narrative and Drama (Same as Folklore M286B)
M286C. Studies in Hispanic Folk Literature
*596. Directed Individual Study or Research

(2) Fine Arts

Art
118B. The Arts of Pre-Columbian America
*199. Special Studies in Art
*201. Historiography of Art
220. The Arts of Africa, Oceania, and Pre-Columbian America

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
*596. Directed Individual Study or Research

Dance
146. Dance in Latin America
147. Dance in Indian Cultures of the Americas
171J. Dance of Mexico

Music
131AB. Music of Hispanic America
157. Music of Brazil
171J. Music and Dance of Mexico
*199. Special Studies in Music
259. Seminar in Music of Latin America
*596. Directed Individual Studies in Music

Theater Arts
106C. History of African, Asian and Latin American Film
*199. Special Studies in Theater Arts
*M209C. Seminar in Ethnographic Film (same as Anthropology M294A)
*596. Individual Study and Research

**3** History and Dynamics of Culture

Anthropology
*119. Culture Stability and Culture Change
*172. Methods and Techniques of Ethnohistory
*199. Special Studies in Anthropology
212. Anthropological Linguistics
259AB. Contemporary Latin American Problems
*261. Selected Topics in Ethnology
*266. Selected Topics in Myth and Ritual
*267. Selected Topics in Kinship
*270. Selected Topics in Culture Change
*271. Urban Anthropology
*M294A. Seminar in Ethnographic Film

History
162C. Topics in Latin American Cultural History Since 1900
163C. Brazilian Intellectual History
*199. Special Studies in History
*596. Directed Studies

PROGRAM III-D/2: MODULAR PROGRAM IN ANTHROPOLOGICAL CULTURE

Seventeen courses are required, including a course mixture of 5-5-5 in the three core areas for both the Thesis and Comprehensive Plans.

**Prerequisites.** In addition to Spanish and Portuguese, students must take or have taken the following courses:

Anthropology 105A. Peoples of South America
Geography 181. Middle America
Geography 182A or 182B. Spanish South America or Brazil
History 162A. Latin America in the 19th Century
History 162B. Latin America in the 20th Century
Political Science 163AB. Government and Politics in Latin America
Sociology 131. Latin American Societies

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
Spanish 121AB. Survey of Spanish American Literature
or Portuguese 121AB. Survey of Brazilian Literature.

 Required courses: Latin American Studies 250AB. Interdisciplinary Seminar in Latin American Studies.

 Elective courses must be chosen from the three core areas of (1) anthropology; (2) economics, society, and politics; (3) history and the popular arts (e.g., literature, art, music, dance, drama, folklore), as follows:

(1) Anthropology

Anthropology
*119. Culture Stability and Culture Change
*122A. Comparative Society
*122C. Technology and Environment
*140-148. Courses in Social Systematics
*150-155. Courses in Social Systematics
*199. Special Studies in Anthropology
*202. Ethnology
207. Indians of South America
*212. Anthropological Linguistics
*220. Social Anthropology
*221. Social Movements and Social Crisis
*223. Ideology and Utopia in Anthropology
*248. Psychological and Cultural Aspects of Cognition
257. South American Folklore and Mythology.
259AB. Contemporary Latin American Problems
*261-268. Selected Topics
*294-295. Visual Anthropology
596. Individual Studies for Graduate Students

(2) Economics, Society and Politics

Economics
*108. Economic Demography

Political Science
*115. Theories of Political Change
*167. Ideology and Development in World Politics
*169. Special Studies in Comparative Government
*199. Readings in Political Science
*224B-D. Studies in Politics
*M224G. Political Psychology (same as Psychology M228)
*224J-K. Mass Political Attitudes and Behavior
*225A-E. Studies in Comparative Politics
*235. Selected Topics in Comparative Politics
250A. Seminar in Regional and Area Political Studies: Latin America
*271. Seminar in Political Change
*596. Directed Individual Study and Research

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
Sociology
131. Latin American Societies
*140. Political Sociology
*151. Culture and Personality
*152. Group Processes
*153. Process and Socialization in the Family
*154. Social Psychology: Sociological Approaches
*199. Special Studies
*254AB. Sociology of Law
*257. Sociology of the Arts
*258. Sociology of Religion
*259. Social Structure and Economic Change: Historical and Comparative Perspectives
*262. Selected Problems in Urban Sociology
*272. Topics in Political Sociology
*291. Moral Solidarity in Communities
*292ABC. Research Development
*596. Special Problems in Sociology

(3) History and the Popular Arts

Art
118B. The Arts of Pre-Columbian America
*199. Special Studies in Art
*201. Historiography of Art
*202. Methods and Techniques of Art Historical Fieldwork and Research
220. The Arts of Africa, Oceania and Pre-Columbian America

Dance
146. Dance in Latin America
171J. Dance of Mexico
*199. Special Studies of Dance
*226. Dance Expressions in Selected Cultures
*596. Directed Individual Study or Research

Folklore
*111. The Literature of Myth and Oral Tradition
*118. Folk Art and Technology

*141. Oral Art and Drama of Non-Western Peoples
*142. Musical Arts of Non-Western Peoples
M149. Folk Literature of the Hispanic World (Same as Spanish M149)
*199. Special Studies in Folklore
*213. Folk Belief and Custom
*216. The Folktale
248. Theory and Method in Latin American Folklore Studies
M249. Hispanic Folk Literature (Same as Spanish M249 and Portuguese M249)
M286ABC. Studies in Hispanic Folk Literature (Same as Spanish M286ABC)
*596. Directed Studies in Folklore

History
162C. Topics in Latin American Cultural History Since 1900
163C. Brazilian Intellectual History
*197. Undergraduate Colloquia: Latin America
*199. Special Studies in History
M231. Latin American Research Resources (Same as Latin American Studies M200)
230I. Advanced Historiography: Latin America
240I. Topics in History: Latin America
*596. Directed Studies

Music
131AB. Music of Hispanic America
*137. Political Influence on Music
157. Music of Brazil
171J. Music and Dance of Mexico
*182. Sociology of Music
*199. Special Studies in Music
*254AB. Seminar in Field and Laboratory Methods in Ethnomusicology
259. Seminar in Music of Latin America
*596B. Directed Individual Studies in Musicology
Literature – Spanish American
*M118. History of the Portuguese and Spanish Languages (Same as Portuguese M118)
137. The Literature of Colonial Spanish America
139. 19th-Century Spanish America
141. Mexican Literature
142B. Spanish American Literature in the 20th Century: Fiction and the Essay
151. Folk Song in Spain and Spanish America
*199. Special Studies
*M203AB. The Development of the Portuguese and Spanish Languages (Same as Spanish M203AB)
240. The Modernist Movement
243. Contemporary Spanish American Poetry
244. Contemporary Spanish American Novel and Short Story
245. Contemporary Spanish American Essay
246. Contemporary Spanish American Theater
277. Studies in Colonial Spanish American Literature
280ABCD. Studies in Contemporary Spanish American Literature
*596. Directed Individual Study or Research

Literature – Brazilian
*M118. History of the Portuguese and Spanish Languages (Same as Spanish M118)
121AB. Survey of Brazilian Literature
127. Colonial Brazilian Literature
129. Romanticism in Brazil
135. Naturalism, Realism, and Parnassianism in Brazil
137. Contemporary Brazilian Literature
*199. Special Studies
M200. Bibliography
*M203AB. The Development of the Portuguese and Spanish Languages (Same as Spanish M203AB)
243B. 19th-Century Literature
243C. 20th-Century Literature
253ABCD. Special Studies in Brazilian Literature
*596. Directed Individual Study or Research

Theater Arts
106C. History of African, Asian, and Latin American Film
*112. Film and Social Change
*199. Special Studies in Theater Arts
*200. Bibliography and Methods of Research in Theater Arts
*201. Seminar in Theater History
*596A. Directed Individual Studies: Research

*Special courses which may be applied to B.A. and/or M.A. degree requirements by petition wherein the student agrees to write a paper on Latin America. In petitioning to count courses not listed here, students are encouraged to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
ARTICULATED MASTER'S DEGREES

The graduate program in Latin American Studies offers two articulated degree programs wherein a student may earn the M.A. in Latin American Studies and a professional degree in Public Health, Library Science, Management, or Public Administration. Articulated degrees and options for Education are in the planning stage.

Students complete the M.A. in Latin American Studies by selecting a professional field as one of their three areas of specialization. Upon acceptance to the professional degree program, students with an M.A. in Latin American Studies will have partially fulfilled the requirements for the professional degree. Chart 6 gives a typical example of the articulated Master's degrees.

PROGRAM IV-A: ARTICULATED MASTER'S PROGRAM IN LAS/PUBLIC HEALTH

The UCLA School of Public Health and Latin American Studies Program have arranged an articulated degree program, organized sequentially to permit specializations within the M.A. and M.P.H. degrees, and the award of both degrees after approximately two years of graduate study.

Qualified students must apply first to the Latin American Studies graduate programs, wherein one of their three fields of study is in one of the following areas of Public Health: (1) population, family, and international health; (2) environment and nutritional sciences; (3) infectious and tropical diseases; (4) epidemiology; (5) health administration; and (6) behavioral sciences and health education.

Upon admission to the Latin American Studies Program, students should consult the Graduate Advisor of the School of Public Health to arrange for appropriate course work which will facilitate admission to the School on completion of the M.A. degree in Latin American Studies. The M.A. in Latin American Studies will provide the basis for the Public Health specialty course requirements or electives. The M.P.H. degree program can be completed in one year of additional study after earning the M.A. in Latin American Studies.

Note: The benefits of the articulated degree programs do not derive from a reduction on minimum unit requirements for each degree; rather advantages derive from efficient dovetailing of requirements.

PROGRAM IV-B: ARTICULATED MASTER'S PROGRAM IN LAS/LIBRARY SCIENCE

Specializations: (a) Latin American Bibliography, (b) Library Development for Latin American Studies.

The UCLA Latin American Studies Program and the School of Library and Information Science have arranged a joint degree program, organized sequentially to permit degrees in approximately two years of graduate study.

Qualified students should apply to the Latin American Studies Program, with the M.A. under the comprehensive examination plan as their objective, selecting li-
Chart 6
A Typical Articulated Master’s Program

In a typical Latin Studies degree program articulated with Public Health (M.A./M.P.H.), the student meets two sets of requirements, as in the following example:

1. M.A. Requirements: Complete 9 courses in 3 fields; 4 in the first, 3 in the second, and 2 in a third field. One graduate course must be taken in each field, and one of the fields must be in social sciences (anthropology, economics, geography, history, political science, or sociology).

Decentralized Counseling: Because each student negotiates his specific program with the three professors whom he selects to guide his work in the three fields (and because the work and courses are coordinated to develop the interdisciplinary paper), it is not possible to list all courses applicable to every individual's degree (see Chart 3); Enterprising students will convince the professor that, with their background, principles or methods of a given course may be applicable toward the degree, providing an appropriate paper is written with orientation to Latin America. Thus, students are encouraged to petition to apply varied courses to their program, according to their particular needs.

Field 1: Public Health, 4 courses to be determined by the professor of public health, in negotiation with the student and the School. Courses should be chosen to facilitate later work toward the M.P.H.

Field 2: Any field chosen to facilitate preparation of the paper and M.A. exam.

Field 3: Although not included in the paper or exam, it may be chosen to backstop approaches in Fields 1 and 2.

2. M.P.H. Requirements: Students build upon Field 1 above to complete additional M.P.H. requirements.

Librarianship as one of the three fields of study, Library Science Courses 223 or 224, 596, and Latin American Studies 200 will satisfy the course requirements.

Upon admission to the Latin American Studies Program, students should also consult the Graduate Advisor of the School of Library and Information Science to arrange for admission to the School upon completion of the M.A. degree. The M.A. in Latin American Studies will provide the basis for the requirement of a field of specialization in the M.L.S. degree program, a program which can then be completed in one additional year of study.

Special admission requirements of the School of Library and Information Service are explained in Information Circular No. 1. These should be reviewed with the Graduate Advisor of the School of Library and Information Service at the time of application for admission to the Latin American Studies Program.

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PROGRAM IV-C: A PROPOSAL FOR A CONCURRENT DEGREE PROGRAM IN LATIN AMERICAN STUDIES AND MANAGEMENT LEADING TO THE AWARD OF THE M.A. DEGREE (LATIN AMERICAN STUDIES) AND M.B.A. DEGREE (MANAGEMENT)†

1) Introduction

There has been a long-standing need for graduate students trained in Latin American management also to have an understanding of Latin American culture. Because the UCLA Graduate School of Management is renowned for producing capable and confident managers and specialists who can meet the present and future managerial needs of organization of all kinds, the UCLA Latin American Center has had an informal working relationship with the School; and students from both programs have been able to enhance their Latin American expertise. With the growing demand for high-level manpower in Latin America and the realization that técnicos must also have a background in the social sciences and humanistic culture, it is now imperative that we develop more formally a concurrent degree program which will allow graduates to show articulated competence. Moreover, students from this country (or from Latin America) who desire to study Latin America in an academic manner must obtain the concepts and tools which will allow them to analyze the function of management in Latin America: profit and non-profit, private and public, national and international. The objective of this proposal is to give the students an opportunity to study management in a broad Latin American context by offering concurrent degrees in Management (M.B.A.) and Latin American Studies (M.A.).

That the study and practice of Management can best be undertaken within a societal framework is now apparent to our students. Also, it is clear that given the rapidly expanding pool of persons who hold Master’s degrees, special competence is necessary to set the extraordinary students off from the ordinary students. Hence we have a demand for graduates who earn an academic Master’s degree while at the same time qualifying for a professional degree. Indeed, the thrust of most students in Latin American Studies is to earn articulated degrees which give professional standing while at the same time providing the theory and methodology of interest to the academician: the latter may have the knowledge but lack the specific methodology and techniques to implement change, whereas the former has the technical background but lacks the general, well thought out models of social systems.

An excellent working relationship between the facilities of the School of Management and the interdisciplinary Latin American Studies program has been developed over the years not only because Management is one of the fields wherein Latin American Studies students have taken courses, but because the Graduate School of Management has had representatives on the Advisory Committees of the Latin American Center. (See, for example, Latin American Resources and Activities at UCLA, 1973-74, pp. 164-170). In addition, commencing with the academic year 1973-74, the Chairman of the School of Management (David Eiteman) has been a member of the Interdisciplinary Committee to Administer the Master’s Degree in Latin American Studies. Continued relations between faculty and students will serve to invigorate both programs as they develop in this era of international interest. Because aspects of these two disciplines are closely related,

†Approved by the UCLA Graduate Council, with notification January 10, 1975.
the concurrent degree program proposed will make available to students a carefully designed package that will allow them to earn two degrees in about three years.

Although normally concurrent degree programs between an interdisciplinary program and one of its constituent fields are discouraged, we believe that the present proposal constitutes a valid exception for several reasons:

1) The requirements to be met by concurrent students for the M.B.A. exceed the minimal requirements for non-concurrent students by eight units.

2) The requirements to be met by a concurrent student for the M.A. in Latin American Studies are the same as for any other student, except that the concurrent student (i) must write a dissertation, and (ii) must have Management as a field. These are options open to other students also.

3) The 16 units of work in Latin American studies that the concurrent student takes while working towards his M.B.A. and which will later count as one of the three fields for the interdisciplinary degree satisfy only elective requirements for the degree in Management. They do not reduce the core-requirements for his M.B.A. degree; indeed, the minimal core requirements for concurrent students are higher (cf. 1, above).

4) None of the work done for the Management field in satisfaction of the requirements for the M.A. in Latin American studies can be applied towards the M.B.A. degree. The work done for the Management field included in the interdisciplinary degree must be taken after the student has earned his M.B.A. and enrolled in Latin American Studies.

5) The program is not conceived of simply as a quicker way of earning two degrees but as an efficient way to earn two articulated degrees (students may dovetail requirements for both degrees so as to make the most of the opportunities of their study at UCLA).

6) Students will not only have acquired command of quantitative methods but will have the command of two foreign languages – no small feat in this day when such requirements are being phased out.

In sum, in order to capitalize on the existence of well-developed programs in Latin American Studies and in Management, we propose to formally mesh joint interests of the two programs into a concurrent program beneficial to the entire university community.

2) Budgetary Implications

The program will not impose additional strain on the budgets or faculties of the two programs. No additional staff, courses, equipment, or library facilities will be necessary to complete the concurrent degrees which will merely take advantage of established offerings and resources.

3) Program and Admission Procedures

The program is restricted to students who are working toward the M.B.A. in Management and M.A. in Latin American Studies. Students are first admitted to the Graduate School of Management and at the end of the first year apply for admission to the Latin American Studies program. Separate admission must be granted by both the Graduate School of Management (which requires the Admission Test for Graduate Study in Business) and the Latin American Studies Program (which utilizes the Graduate Record Exam). At all stages, however, each student will be guided in articulating the courses and applications by the advisors of each Program. Advisors in both programs will maintain a student's file.
A student’s program during the three years is outlined in the following proposed catalogue statement:

A concurrent degree program has been arranged between the Latin American Studies Program and the Graduate School of Management so that with approximately three years of study students sequentially may obtain the Master of Business Administration (M.B.A.) in Management and the M.A. in Latin American Studies. Students are admitted first to the Graduate School of Management wherein they take a maximum of 21 required and elective Management courses (two half courses, e.g., equal one course) and four elective courses (not in Management) from a field in Latin American Studies. The above courses satisfy the requirements for the M.B.A. The four elective courses, not in Management, also apply to the M.A. in Latin American Studies. Upon completion of the M.B.A., students then enroll for at least two additional quarters in the Latin American Degree Program to complete their remaining two fields for the M.A. degree—one of these fields comprising two courses in Management directly relevant to the required M.A. thesis.

Upon admission to the Graduate School of Management, during the first year students must take Management 440, 443A, 431A, 432A, 403, 433AB, 441AB, 432B, 442, 443B, 435, 430 and 205A as well as 3 courses in the Latin American area. During the second year, students take Management 436, 296A, 408, 444A, 410B, 411, 444B, 297A or 297B (both are recommended) and three electives in Management chosen from a pool of courses (Management 297A, 297B, 297C, 205B, 205C, 226, 233A, 255, 261B, 276B) as well as one Latin American area course. Because some course requirements may be met by examination (Management “Common Knowledge Courses” 430, 431A, 432AB, 433AB, 434, 435, 436) and/or because some courses may be taken in summer session, the M.B.A. program may take less than the six quarters usually required.

Upon admission to the Latin American Studies program, students complete their Latin American area course work (including language requirements if not yet satisfied) and write a thesis with major reference to a Latin American problem which they began to examine in their M.B.A. concentration requirements (Management 205A, 296A, 297A or 297B, and 200-level electives).

Information and admission forms may be obtained from either the Graduate School of Management or the Latin American Studies Program, both of which guide students through sequential enrollment. Applicants are required to take the Admission Test for Graduate Study in Business (ATGSB) in order to gain entrance to this concurrent program. All application materials should be sent directly to the Graduate School of Management.

The concurrent degree program for the M.B.A./M.A. is listed in Chart 7. Students take three Latin American area courses during their first year in Management and one course during their second year after which they receive the M.B.A. During their third year, students complete their second and third fields in Latin American Studies. The third year involves two independent study courses in Management wherein the thesis is developed in Latin American Studies.

The requirements for the M.B.A. (Chart 8) in this concurrent program exceed the minimum requirements for an M.B.A. by eight units. In the concurrent program, sixteen units are applied for credit to both the M.B.A. and the M.A.
## Chart 7
Concurrent Degree Program for M.B.A. in Management and M.A. in Latin American Studies

### FIRST YEAR

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>440-443A Individual Decision-Making</td>
<td>441AB Managerial Decision-Making</td>
<td>442-443B Complex Systems</td>
</tr>
<tr>
<td>430 Statistics</td>
<td>432A Managerial Economics: Forecasting</td>
<td>205A International Business Economics</td>
</tr>
<tr>
<td>431A Model Building</td>
<td>Latin American Studies Course: Field 1</td>
<td>435 Organizational Behavior and Management Processes</td>
</tr>
<tr>
<td>432A Managerial Economics: The Firm</td>
<td>Latin American Studies Course: Field 1</td>
<td>Latin American Studies Course: Field 1</td>
</tr>
<tr>
<td>403 Survey of Financial and Managerial Accounting</td>
<td>Latin American Studies Course: Field 1</td>
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<tr>
<td>433 Computing Laboratory</td>
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</table>

### SECOND YEAR

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>436 Policy and Organizational Environment</td>
<td>444A Integrative Study Project</td>
<td>444B Integrative Study Project</td>
</tr>
<tr>
<td>296A International Business Management</td>
<td>Constrained GSM Concentration Elective</td>
<td>297A Comparative Management or International Business Policy</td>
</tr>
<tr>
<td>408 Business Finance</td>
<td>410B Management of Operational System</td>
<td>Constrained GSM Elective</td>
</tr>
<tr>
<td>Constrained GSM Elective</td>
<td>411 Elements of Marketing</td>
<td>Latin American Studies Course: Field 1</td>
</tr>
</tbody>
</table>

- M.B.A. in Management

### THIRD YEAR

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SPRING</th>
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<tbody>
<tr>
<td>Latin American Studies Course: Field 2</td>
<td>Latin American Studies Field 2</td>
<td>Latin American Studies Field 3: Management</td>
</tr>
<tr>
<td>Latin American Studies Course: Field 2</td>
<td>Latin American Studies Field 3: Management</td>
<td>Optional</td>
</tr>
</tbody>
</table>

- M.A. in Latin American Studies

**NOTE:** Students passing common knowledge by examination, waiving prerequisites and/or attending summer session may accelerate this program.
# Chart 8
Professional M.B.A. Minimum Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Nucleus</strong> (required of all Students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mgt. 440-443 First Year Nucleus</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Mgt. 444AB Integrative Study Project</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>SUBTOTALS</strong></td>
<td>(20)</td>
<td>(20)</td>
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<tr>
<td><strong>B. Common Knowledge Requirements</strong></td>
<td></td>
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</tr>
<tr>
<td>Mgt. 430 Introduction to Managerial Statistics</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 431A Introduction to Model Building</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 432A Managerial Economics: The Firm</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 432B Managerial Economics: Forecasting</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 433 Computing Laboratory</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 435 Organizational Behavior and Management Processes</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mgt. 436 Policy and Organizational Environment</td>
<td>0&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>(0) (20)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Concentration</strong></td>
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<td></td>
</tr>
<tr>
<td>1. <em>Prerequisites</em></td>
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<td></td>
</tr>
<tr>
<td>Mgt. 403 Survey of Financial and Managerial Accounting</td>
<td>0&lt;sup&gt;d&lt;/sup&gt;</td>
<td>4</td>
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<tr>
<td>Mgt. 408 Business Finance</td>
<td>0&lt;sup&gt;d&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>Mgt. 411 Elements of Marketing</td>
<td>0&lt;sup&gt;d&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>Mgt. 410B Management of Operational Systems</td>
<td>0&lt;sup&gt;d&lt;/sup&gt;</td>
<td>2</td>
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<td><strong>(0) (14)</strong></td>
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<tr>
<td>2. <em>Concentration</em></td>
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<tr>
<td>Mgt. 296A International Business Economics</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Mgt. 296A International Business Management</td>
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<td>4</td>
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<tr>
<td>Mgt. 297A Comparative and International Management or</td>
<td></td>
<td></td>
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<tr>
<td>Mgt. 297B International Business Policy</td>
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</tr>
<tr>
<td>3 GSM Electives</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2 Latin American Studies Constrained Electives</td>
<td>8 (32)</td>
<td>8 (32)</td>
</tr>
<tr>
<td><strong>3. Free Elective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Latin American Studies (usually)</td>
<td>8 (8)</td>
<td>8 (8)</td>
</tr>
<tr>
<td><strong>(60) (94)</strong></td>
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</tbody>
</table>

<sup>a</sup>Prepare for common knowledge examination by means other than course

<sup>b</sup>Prepare for common knowledge examination by taking course

<sup>c</sup>Course for preparing for common knowledge examination

<sup>d</sup>Prerequisite satisfied by previous course work (waiver examination may be required)
Thus the overlapping credit toward minimum course requirements for the two degrees is eight units. However, the real advantage comes in the articulated counseling and phasing of requirements which would not be possible if students were able merely to take the degree sequentially.

The proposed program makes it possible to take two complex degrees in less time (one or two quarters) than if the degrees were taken sequentially. At the same time each degree is strengthened by carefully phased requirements which help to bridge the gap between professional and non-professional programs that must support each other if graduates are to be effective in their chosen line of endeavor. The professional managerial expert who knows the languages and has the research experience in the Latin American area, and who also has the mathematical background to develop analytic skills, will obviously be in a superior position to obtain a job in today's market which requires ever more careful career planning. Also, we believe that those candidates who now attempt to mesh Management and Latin American Studies while they obtain only one degree will be encouraged to maximize their opportunities by following a program leading to two degrees on their transcript. Thus, the transcript which previously listed a smorgasbord of courses and one degree will show an articulated plan of courses with two degrees.

PROGRAM IV-D: ARTICULATED DEGREE IN LAS/PUBLIC ADMINISTRATION

Abstract

This revised Master of Public Administration Program is designed to meet the basic professional training required for line managers in public agencies. It also reflects changes in the academic discipline of public administration and its contribution to professional training. The revised program increases the number of degree units, structures the program in demanding specific course requirements, and requires courses in quantitative methods, computer usage, and economics. The revised program is directly tied in with undergraduate education, though permitting specific program requirements to be met through examination on prior course content. The revised program specifically envisages articulated or joint degree programs with other campus units such as the Latin American Studies Programs (see Chart 9).

Introduction

The broad goal of the Master of Public Administration Program is the preparation of line managers for public agencies. It is recognized, however, that most graduates do not become managers, in the usual sense, until they are several years into their careers. Therefore, the Program also emphasizes the development of basic competence in those skills and knowledge required of able professionals at the staff support level. Moreover, the proposed curriculum is sufficiently flexible to allow those students who so desire to specialize in such staff functions as policy analysis, complex systems and program evaluation, and similar areas.

More specifically the proposed program's objectives are:

1. Basic knowledge of the public sector: (a) structure, processes and outcomes — and the interrelationships between governments; (b) management and organization theory; (c) the relationship of public administrators to chief executives, legislative bodies, and the publics served.

2. Basic knowledge of analytical and managerial methodologies, tools and ap-
proaches to problem formulation and solution in the public sector, including skills in quantitative methods.

3. Basic knowledge of the social and economic environments within which public agencies function.

4. Special knowledge of at least one public policy or functional program area (e.g., Public Health, Library Science, Social Welfare, Public Finance, etc.).

5. Integration of the academic course content with operational public policies and programs through a two-quarter practicum and an internship.

6. An awareness and appreciation of different value systems within the national and how they affect the society and the public administrator in search of the "public interest."

7. Sensitivity to human behavior in the working environment and the adaptive mechanisms employed in the selection and pursuit of organizational objectives.
## Chart 9
Typical Articulated Degree for the M.A. in Latin American Studies and M.P.A. in Public Administration

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>UNITS</th>
<th>WINTER</th>
<th>UNITS</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1</td>
<td>P.S. International or Comparative Latin American emphasis</td>
<td>4</td>
<td>P.S. International or Comparative Latin American Emphasis</td>
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<td>P.S. International or Comparative Latin American Emphasis</td>
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<td>Special Field†</td>
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<td>Special Field†</td>
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<tr>
<td></td>
<td>Latin American Studies</td>
<td>4</td>
<td>Latin American Studies</td>
<td>4</td>
<td>P.S. 218A The Public Admin. and Society</td>
<td>4</td>
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</tbody>
</table>

†To be selected in consultation with advisors in both the LAS and M.P.A. Programs, e.g., Public Health, Library Science, Social Welfare, Public Finance, etc.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SUMMER</th>
<th>UNITS</th>
<th>WINTER</th>
<th>UNITS</th>
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<tr>
<td>2</td>
<td>P.S. 401 Internship</td>
<td>4</td>
<td>Economics</td>
<td>4</td>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>P.S. International or Comparative Latin American Emphasis†</td>
<td>4</td>
<td>P.S. 254 Practicum</td>
<td>4</td>
<td>P.S. 218B Admin. System</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>UNITS</th>
<th>WINTER</th>
<th>UNITS</th>
<th>SPRING</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>P.S. 190 Theories of Organization/ or GSM 435 Organizational Behavior and Management Processes</td>
<td>4</td>
<td>P.S. Public Financial Management</td>
<td>4</td>
<td>P.S. 254 Practicum</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GSM 431B Mathematical Tools for Management</td>
<td>2</td>
<td>GSM 430 Introduction to Management Statistics</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GSM 433A Computer Laboratory</td>
<td>2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

RECEIVE M.A. IN LAS

ACCEPTED TO M.P.A. PROGRAM

RECEIVE M.P.A. DEGREE

††Recommended P.S. 596 in summer concurrently with Internship but in preparation for the LAS Master's Examination.
ARTICULATED MASTER’S/DOCTORAL DEGREES

The Master's degree in Latin American Studies is articulated at present in three ways, with one program yet to be developed (see Chart 4). Students build upon their strong base in the social sciences or humanities to take their doctorate in academic or professional fields, the M.A. meeting the basic requirements for admission to the field for the doctorate and/or meeting the doctoral outside field requirement. To take best advantage of this option, Master's students are urged to take at least four courses (and as many graduate courses as possible) in the field wherein they plan to pursue their doctoral work.

DEGREE V-A: ARTICULATED ACADEMIC M.A./Ph.D. PROGRAMS

Students earning the Master's degree most often go into one of the following fields wherein they come to know their M.A. and Ph.D. chairperson:

Anthropology
Economics
Education
Geography
History
Linguistics
Management
Music
Political Science
Sociology
Spanish and Portuguese
Theater Arts
Urban Planning

A student completing a Master's degree in Latin American Studies with emphasis on history and political science, for example, could then go on for the Ph.D. in history and would not only have a sound basis for the doctorate but would have begun work in a field outside of history — in this case political science. (Doctoral candidates in history are examined in four areas, or three areas in history and one related field outside the Department such as political science, sociology, economics, etc. In the latter case the “outside field examiner” also counts as one of two required “outside observers,” meaning that the qualifying examination will be conducted by five instead of six professors.)

PROGRAM V-B: ARTICULATED MASTER’S/DOCTORAL PROGRAM IN LATIN AMERICAN STUDIES/ENVIRONMENTAL SCIENCE AND ENGINEERING

This degree program leads to the academic M.A. in Latin American Studies and the new professional D. Env. in Environmental Science and Engineering. The M.A. not only counts toward and/or satisfies the social science breadth requirement for the doctorate, but in the sequential award of degrees, theory and methodology in environmental science and engineering are articulated with the Latin American area focus to offer a degree program of unique appeal to students of development.

Students with a B.S. degree (or its equivalent) in one of the natural sciences (chemistry, geology, physics, biology, etc.) public health, or engineering build upon their undergraduate training by sat-
satisfying the requirements for a Master’s degree in these same areas while at the same time qualifying for the Latin American Studies M.A., wherein two Latin American fields are related to environmental concerns. To be effective, environmentalists must appreciate the relationships between the different scientific aspects and the social aspects of the problems they seek to solve.

Upon completion of the M.A., students advance to the doctoral level. And, as doctoral students, they gain increasing responsibility and experience as a member of a multidisciplinary problem-solving team. In the subsequent internship (18 to 24 months) students work with private industry, governmental agencies, conservation groups, etc. on real environmental problems. Because the program is based upon the belief that many current environmental problems can be solved and future ones foreseen by using the knowledge and technology that we already possess, applied research is stressed. In short, the Environment Doctor is a new professional who can be compared to the medical doctor — both use their general background to diagnose problems which they treat themselves or refer to the appropriate specialist.

The M.A./D. Env. articulated program is developed in simultaneous consultation with advisors at both degree levels. Although programs are adapted to individual student needs, and the length of time required in the program depends on the strength of undergraduate training (which should at least include one year of calculus and one course in statistics), there are four typical programs listed below leading to the M.A. The M.A. itself involves the first of the five doctoral areas of required study; social science, earth science, biology, engineering and mathematics, and chemistry — any one of which may become the area of D. Env. specialty.

Typical M.A. 1: Students with an advanced background in engineering, for example, pursue the M.A. degree in Latin American Studies with a specialization in Ecological Conservation. In consultation with the doctoral advisor, at least four courses are selected in engineering to provide a basis for the specialty. Three and two courses would be taken respectively in economics and geography, for example, to complete the degree.

Typical M.A. 2: Students take the M.A. degree in Latin American Studies with a specialization in Societal Strategies for Survival and Adaptation. The four-course field would be chosen from the following:

- Environmental Chemistry
- Micrometeorology and Air Pollution
- Meteorology
- Air Pollution Control
- Engineering and Environmental Geology
- Environmental Biotechnology
- Water Resources Quality Control Systems
- Engineering Economics of Water and Related Natural Resources

Courses from the two academic fields might be concentrated in sociology and political science.

Typical M.A. 3: Students advance to the doctoral level after completing the articulated M.A./M.P.H. program, these academic and professional Latin American area master’s degrees serving as a strong basis for resolving vital Latin American problems.

Typical M.A. 4: The individualized Program in Latin American Studies is adapted to student needs, as in the following example of a candidate with a B.S. in Geology. Six graduate courses and three undergraduate courses would be chosen from the following list of courses:

- Geology 128. Mineral Deposits
- Geology 130. Isotope Geochemistry
- Geology 136. Geophysical Exploration

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For special information on fellowships available to this program, contact the Learning Fellowship on Social Change, Inter-American Foundation, 1515 Wilson Boulevard, Rosslyn, Virginia 22209.

Information and admission forms may be obtained from either the Latin American Studies Office or the Environmental Science and Engineering Office, both of which guide students through sequential enrollment (advancement from the master's to the doctoral level is not automatic but requires application at the appropriate time in the articulated program). Letters of recommendation should be sent directly to the Graduate Advisor, Latin American Studies, UCLA, Los Angeles, California 90024.

PROGRAM V-C: ARTICULATED M.A./Ed.D OR Ph.D. IN EDUCATION

The academic Master's degree in Latin American Studies meets the cognate field requirement of the School of Education. Thus, students who have emphasized Latin American education from any interdisciplinary point of view while completing their M.A. will be well advanced upon acceptance to pursue the doctorate in the School of Education.
SELECTED FACULTY PUBLICATIONS
ON LATIN AMERICA

This list of publications is intended to serve as a guide to faculty expertise and interests.

Each faculty member's entry (listed by discipline) includes current academic rank, higher degrees earned with date and place, and year of appointment to the UCLA faculty.

The list of scholarly publications on the twenty countries of Latin America excludes publications that do not apply to Latin America, short notes, encyclopedia articles, reprints (unless original is not readily accessible) book reviews, and works by UCLA research associates and visiting professors. Latest revised editions of works are listed with the original publication. Numbers immediately following journal titles refer to volume and number: for example, 13:1-2 is volume 13, combined numbers 1-2 (issue numbers supplied only when necessary); 13:58 is volume 13, number 58 (many Latin American journals number issues consecutively from the first issue onward).

Place of publication is omitted for U.S. publishers as are all items for which full publication information was not supplied by the author. Proceedings of some recurrent meetings are cited in journal form, the title of the meetings serving to identify the publication.

Anthologies and other edited books are identified with a dagger(†).

ANTHROPOLOGY AND ARCHAEOLOGY


Books/Monographs

1932 Comparative Ethnology of Northern Mexico before 1750, Ibero-Americana, 2, pp. 93-226.
1943 The Aboriginal Culture of the Cahita Indians. Ibero Americana, 19, pp. 1-94.
1945a Ethnology of the Western Mixe Indians, University of California Press.
1946 Chérán: A Sierra Tarascan Village. Smithsonian Institution.
1957 No Frontier to Learning: The Mexican Student in the United States. University of Minnesota Press. (With Norman D. Humphrey)
1966 Community in Transition: Nayón, Ecuador, UCLA Latin American Center Publications.
Anthropology and Archaeology (cont.)


Articles/Chapters/Special Studies

1933b  "Modern Serpent Belief in Mexico," Mexican Folkways, 8, pp. 71-81.
1934a  "A Possible Culture Sequence at Mitla, Oaxaca," American Anthropologist, 36, pp. 89-93.
1943c  "Problems of Mexican Indian Folklore," Journal of American Folklore, 56, pp. 8-16.
1944a  Houses and House Use of the Sierra Tarascans. Smithsonian Institu-
tion, Institute of Social Anthropology, Publication no. 1. (With Thomas McCorkle and Pedro Carrasco)

1944b

1944c
“Games of the Tarascan Indians,” American Anthropologist, 46, pp. 516-522. (With Pedro Carrasco)

1948

1950
“The Social Sciences in South America,” Items, 4:1, pp. 1-5.

1951

1953

1954

1961

1964

1967a

1967b

1967c

1967d
“Acculturation,” Handbook of Middle American Indians, 6, pp. 449-468.

1970a

1970b

1971
“Estudio de Poblados en la Sierra Zapoteca de Oaxaca, México,” América Indígena, 31, 671-691.

1975

Anthropology and Archaeology (cont.)

Books/Monographs

1968

Articles/Chapters/Special Studies

1969a

1969b

1969c

1971

1972

1974


Books/Monographs

1973
Moche Occupation of the Santa Valley, Peru. University of California Press.

1974
†Ethnoarchaeology. UCLA Institute of Archaeology. (Co-Editor.)

In press
Moche Art and Iconography. UCLA Latin American Center Publications.

Articles/Chapters/Special Studies

1964

1965

1968
"The Utilization of Flakes for Cleaning Fish," American Antiquity, 33, pp. 502-503. (Co-Author.)

1971

1972
Anthropology and Archaeology (cont.)

1974  “Shamanism in Moche Iconography,” in Ethnoarchaeology, pp. 50-77. (See 1974 above.) (Co-Author.)


Articles/Chapters/Special Studies


Books/Monographs


Books


Articles


61

"Individuality and Experimentation in Traditional Agriculture," *Human Ecology*, 1, pp. 149-159.


*Books/Monographs*

*In press*  
"Papers in Mayan Linguistics.* UCLA American Indian Culture Center.

*Articles/Chapters/Special Studies*

1967  
*The Perception of Peace Corps Volunteers by Spanish and Quechua Speakers in Cuzco and Chimbote, Peru.* Peace Corps. (With V. Steffire.)

1971  

1973  

1974  
Anthropology and Archaeology (cont.)


Books/Monographs

1968 *Excavations at Tizapan el Alto, Jalisco*. UCLA Latin American Center Publications. (Co-Author.)
1972 *Archaeology of the Morett Site, Colima*. University of California Press.
In press "Western Mesoamerican Native Historical Traditions and the Chronology of the Postclassic*. Seminar Press. (Co-editor.)

Articles/Chapters/Special Studies

1969a *Indian Art and History: The Testimony of Prehispanic Rock Paintings in Baja California*. Dawsons Book Shop.
In press “Archaeology of Guatacondo, Chile,” in *Prehistoric Trails of Atacama: Archaeology of Northern Chile*. Southwest Museum Papers, 25.

Anthropology and Archaeology (cont.)

**Books/Monographs**

1968

In press
 Origins of Religious Art and Iconography in Preclassic Mesoamerica. UCLA Latin American Center Publications.

**Articles/Chapters/Special Studies**

1953

1955a
“Montezuma’s Zoo,” *Pacific Discovery*, 8:4, pp. 3-11.

1955b

1956

1960a

1960b

1961a

1961b

1962

1963

1964a

1964b
“The Transition from Classic to Postclassic at Cerro Portezuelo, Valley of Mexico”, *XXXV Congreso Internacional de Americanistas, México*, 1962, *Actas y Memorias*, 1, pp. 493-506. (With Frederic Hicks.)

1966a

1966b
“The Significance of the ‘Looped Cord’ Year Symbol in Pre-Hispanic
Anthropology and Archaeology (cont.)

1967a
1967b
1967c
“A Fragment of an Aztec Relief Carving of the Earth Monster,” Journal de la Société des Américanistes, 56:1, pp. 81-94.
1969
1971a
“Major Sculpture in Pre-Hispanic Central Mexico,” Handbook of Middle American Indians, 10, pp. 92-134.
1971b
“Religion in Pre-Hispanic Central Mexico,” Handbook of Middle American Indians, 10, pp. 395-446.
1971c
1972a
1972b
1973a
1973b
1973c
1973d
1974
“Tepepocol, the Locale of the First Stage of Fr. Bernardino de
Anthropology and Archaeology (cont.)


1975


In press


In press

"Western Mesoamerican Native Historical Traditions and the Chronology of the Postclassic." In Clement W. Meighan and R. E. Taylor (eds.), *Chronologies in New World Archaeology*. Seminar Press. (Forthcoming.)

In press


In press


In press


In press


Articles/Chapters/Special Studies

1972


Books/Monographs

1959


1963

*Indios de la región Orinoco-Venturí*. Caracas: Fundación La Salle.
Anthropology and Archaeology (cont.)

1964a  Material Lingüístico Ye. Caracas: Fundación La Salle.
1969  Textos Folklóricos de los Indios Warao. UCLA Latin American Center Publications.
1970  Folk Literature of the Warao Indians. UCLA Latin American Center Publications.
1974b  Yupa Folktales. UCLA Latin American Center Publications.

In press  Folk Literature of the Selknam Indians: Martin Gusinde’s Collection of Selknam Narratives. UCLA Latin American Center Publications.

Articles/Chapters/Special Studies

1956a  “Los Instrumentos Musicales de los Warrau,” Antropológica, 1, pp. 2-22.
1957a  “Rasgos Culturales Circuncaribes entre los Warrau y sus Inferencias,” Memoria de la Sociedad de Ciencias Naturales La Salle, 16:45, pp. 237-239.
1957e  “Índice de las Tribus Suramericanas,” Antropológica, 2, pp. 1-25.


"Blood Group Antigens among the Paraujano," *American Journal of Physical Anthropology*, 18, pp. 131-139. (Co-Author.)


"Una corta Expedición a Tierras Motilona," *Memoria de la Sociedad de Ciencias Naturales La Salle*, 20:57, pp. 159-174. (Co-Author.)


"Blood Group Antigen Tests of the Yaruto Indians," *Southwestern Journal of Anthropology*, 17, pp. 198-205. (Co-Author.)

"New Rh Phenotype Ddeelf, Found in a Chibchan Indian Tribe," *Nature*, 191, pp. 503-504. (Co-Author.)


Anthropology and Archaeology (cont.)

1962g  "Notes on a Sanemá Vocabulary," Journal de la Société des Améri-


1962i  "Variedades genéticas de grupos sanguíneos en 12 tribus de Caribes
en Venezuela y Guayana Británica," XXXV Congreso Internacional
de Americanistas, 3, pp. 49-55. (Co-Author.)

1963a  "Blood Antigen Studies of Four Chibchan Tribes," American An-
thropologist, 65, pp. 140-166. (Co-Author.)

1963b  "Blood Groups of the Northern Continental Caribs," Human Biol-
ology, 35, pp. 235-245. (Co-Author.)

1963c  "Etapa alcanzada en los estudios del antiguo Diego (Día)," Acta Científica Venezolana, Suplemento 1, pp. 102-112.

1964a  "Vestido y Ornamentos de los Indios Warao," Antropológica, 12,
pp. 6-26.


1967  "Secular and Sacred Functions of the Fire among the Warao," Antropológica, 19, pp. 3-23.


1970  "Goajiro Kinship and the Eiruku Cycle," in Walter Goldschmidt and
Harry Hoijer (eds.), The Social Anthropology of Latin America: Essays in Honor of Ralph Leon Beals. UCLA Latin American Center


1972  "Tobacco and Shamanistic Ecstasy among the Warao Indians of

1974  "The Calabash of the Ruffled Feathers: Form and Function of the

In press  "Magico-Religious Use of Tobacco among South American Indians," Proceedings of the IX International Congress of Anthropological and

In press  "Eschatology in a Participatory Universe: Destinies of the Soul


In press  "Los Yukpa," in ibid. (With K. Ruddle.)

In press  "El Violín en la Cultura Warao: Un Préstamo Cultural Complementario," in Homenaje a P. Cesáreo de Armellada. Caracas: Univer-
sidad Católica Montalbán.

69
Anthropology and Archaeology (cont.)


Books/Monographs

1973  The Process of Medical Change in a Highland Guatemalan Town. UCLA Latin American Center Publications. (With T. Graves.)

In press  Culture Change. William C. Brown Company.

Articles/Chapters/Special Studies


BOTANY


Articles/Chapters/Special Studies

1936a  “The genus Hydrocotyle in northern South America,” Brittonia, 2, pp. 201-237.

1936b  “Studies in the Umbelliferae V.,” Brittonia, 2, pp. 239-245.


1951a  “Supplementary notes on South American Hydrocotyle,” Bull. Torrey Club, 78, pp. 330-309. (With L. Constance)


1952c  "Supplementary notes on the Genus Tauschia (Umbelilferae), American Journal of Botany, 39, pp. 652-655. (With L. Constance)


1957a  "Supplementary notes on American Labiatae – VI," Brittonia, 8, pp. 297-313. (With C. Epling)

1957b  "Four notable Umbelliferae from Peru," Bull. Torrey Club, 84, pp. 189-198. (With L. Constance)


1964b  "Pollen morphology of the subfamily Hydrocotyloideae (Umbelliferae)," Pollen et Spores, 6, pp. 479-514. (With W. S. Ting and C. C. Tseng)


71
Botany (cont.)


1971b  “A first revision of Huanaca Cav. (Umbelliferae-Hydrocotyloideae),” *Kurtziana*, 6, pp. 7-23. (With L. Constance.)


Articles/Chapters/Special Studies


Botany (cont.)


ECONOMICS


Books/Monographs

1965  Urban Migration and Economic Development in Chile. MIT Press.


Articles/Chapters/Special Studies


EDUCATION


Articles/Chapters/Special Studies


Books/Monographs

1975


Books/Monographs

1975

*Personality Development in Two Cultures: A Longitudinal Study of Schoolchildren in Mexico and the United States.* University of Texas Press. (Co-Author)


Books/Monographs

1972

*Education and Development: Latin America and the Caribbean.* UCLA Latin American Center Publications.

1973


1975

*Educational Alternatives in Latin America: Social Change and Social Stratification.* UCLA Latin American Center Publications.

Articles/Chapters/Special Studies

1973


1974

Education (cont.)


Books/Monographs


ENGINEERING


Articles/Chapters/Special Studies


Articles/Chapters/Special Studies

1970  “El Diseño de las Estructuras Educacionales.” University of Zulia, Venezuela, Working Text. (With Betty Rosenstein and Roger Nava.)


GEOGRAPHY

Geography (cont.)

Books/Monographs

1968
*Human Influences on the Zoogeography of Panama.* University of California Press.

Articles/Chapters/Special Studies

1962

1963a

1963b

1963c

1964a

1964b

1965a

1965b

1966a
“On the Location of the Nearctic-Neotropical Boundary in Mexico,” *Revista Geográfica* (Brazil), 64, pp. 7-16.

1966b

1967a

1967b

1969

1970

1973

Geography (cont.)

Articles/Chapters/Special Studies


Articles/Chapters/Special Studies


HISTORY


Books/Monographs

1966a  *The Unwritten Alliance: Rio-Branco and Brazilian-American Relations*. Columbia University Press.
1966b  *A Documentary History of Brazil*. Knopf.
### History (cont.)

1970  
*A History of Brazil.* Columbia University Press.

1972  
*Latin America; A Concise, Interpretive History.* Prentice-Hall.

1975  
*Latin American Cinema: Film and History.* UCLA Latin American Center Publications.

**Articles/Chapters/Special Studies**

1962  

1963  

1964a  

1964b  

1964c  

1965a  

1967  
“Tradition and Variation in Brazilian Foreign Policy,” *Journal of Inter-American Studies*, 9:2, pp. 195-212.

1969  

1971  

1973a  
“A Symposium: Carl Degler’s Neither Black Nor White,” *Reviews in American History*, 1:1, pp. 9-20. (With August Meier.)

1973b  

1974a  

1974b  

1974c  
“Panama’s Struggle for Independence,” *Current History*, 38, pp. 19-22.


**Books/Monographs**

1955  
†*Documents on Inter-American Cooperation*, 2 vols. University of Pennsylvania Press. (Co-editor.)

1961  

78
History (cont.)


Articles/Chapters/Special Studies


1955b  “An Appraisal of the Activities of the National History Section of the History of America Project,” *Revista de Historia de América*, 39, pp. 192-203. (Co-Author.)


79
History (cont.)


Books/Monographs

In press Letters and People of the Spanish Indies. (Forthcoming.) Cambridge University Press. (Co-edited and translated with Enrique Otte.)

Articles/Chapters/Special Studies


Books/Monographs

1969c Revolution in Mexico: Years of Upheaval, 1910-1940. Knopf. (Co-editor Albert L. Michaels.)
1969d Insurgent Mexico by John Reed. Simon and Schuster. (Co-editor Albert L. Michaels.)
History (cont.)

1973  Elit Lore. UCLA Latin American Center Publications.
1974a  Statistics and National Policy. UCLA Latin American Center Publications.
1974b  Measuring Land Reform. UCLA Latin American Center Publications.

Articles/Chapters/Special Studies

1974a  “Recentralization: The Budgetary Dilemma in the Economic Development of Mexico, Bolivia, and Costa Rica,” in David T. Geithman

81
History (cont.)


1974b "El Complejo Militar-Industrial en México durante la Década de 1930: Diálogo con el General Juan Andreu Almazán," Revista Mexicana de Ciencia Política, 20:77. (Forthcoming.)


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LAW


Books/Monographs

1966 †Latin American Legal Institutions: Problems for Comparative Study. UCLA Latin American Center Publications.

1973 The Evolution of Law in the Barrios of Caracas. UCLA Latin American Center Publications. (Co-author.)


Articles/Chapters/Special Studies


Law (cont.)

1969  

1970  

1971a  

1971b  

LIBRARY AND INFORMATION SCIENCE


Articles/Chapters/Special Studies

1962  

1973  
The Latin American Collections in the UCLA Library: A General Guide. Los Angeles: UCLA Latin American Center and University Library. (With Susan L. Poston)

LINGUISTICS


Articles/Chapters/Special Studies

1965  
“Hispanisms in a Modern Aztec Dialect,” Romance Philology, 18, pp. 444-452. (Co-author.)

1967  

1968a  

1968b  

Books/Monographs


Articles/Chapters/Special Studies

In press “Autogestión en los Países en Desarrollo,” Apuntes.


Books/Monographs


Articles/Chapters/Special Studies

Management (cont.)


*Articles/Chapters/Special Studies*

1967  
*Party, Government and the Labour Movement in Mexico: Two Case Studies*. UCLA Institute of Industrial Relations.


*Books/Monographs*

1964  
*Latin America: Myth and Reality*. Knopf.


*Articles/Chapters/Special Studies*

1971  

1973  

1974a  

1974b  

---

**MUSIC**


*Books/Monographs*

1952  
### Music (cont.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>La Música Colonial en Colombia. Cali: Instituto Popular de Cultura, Departamento de Investigaciones Folclóricas.</td>
<td></td>
</tr>
</tbody>
</table>

### Articles/Chapters/Special Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962c</td>
<td>“Comienzos de la Opera en el Nuevo Mundo,”</td>
<td>Boletín Interamericano de Música, 40, pp. 3-19.</td>
</tr>
<tr>
<td>1963</td>
<td>“Music in Quito: Four Centuries,”</td>
<td>Hispanic American Historical Review, 43:2, pp. 247-266.</td>
</tr>
<tr>
<td>1964b</td>
<td>“The First New World Opera,”</td>
<td>Américas, 16:2, pp. 33-34.</td>
</tr>
<tr>
<td>1968b</td>
<td>“La Música Chilena en la Época de Santa Cruz,”</td>
<td>Boletín Interamericano de Música, 67, pp. 3-16.</td>
</tr>
</tbody>
</table>
Music (cont.)


POLITICAL SCIENCE


Books/Monographs

In press  Comparative Urban Politics: A Performance Approach. Prentice-Hall. (With F. Rabinovitz.)

Articles/Chapters/Special Studies


Books/Monographs


Articles/Chapters/Special Studies


87
Political Science (cont.)


Articles/Chapters/Special Studies

1964  Public Contact, Chore or Challenge. Roundtable Productions.


Books/Monographs


Articles/Chapters/Special Studies


88

Books/Monographs

1967  † *The Latin American Political System in an Urban Setting: A Preliminary Bibliography.* Univ. of Florida, Center for Latin American Studies. (With F. Trueblood and C. Savio.)


In press *Comparative Urban Politics: A Performance Approach.* Prentice-Hall. (Forthcoming.) (With R. Fried.)

Articles/Chapters/Special Studies


PUBLIC HEALTH


Books/Monographs

1959

Articles/Chapters/Special Studies

1949

1950

1952

1955

1958a

1958b

1959
“Two Food Poisoning Outbreaks in Puerto Rico from Salt Preserved Codfish,” *Pub. Health Reports*, 14, pp. 265-270. (Co-Author.)

1962a

1962b

1962c

1965a
“The Problem of Induced Abortion in Chile,” *Milbank Found Quarterly*, 63:4, pp. 263-272. (Co-Author.)
Public Health (cont.)


Books/Monographs


Articles/Chapters/Special Studies


1975a  “Hypochromotrichia in Protein Calorie Malnutrition of Early Childhood,” Journal of Pediatrics. (Forthcoming.) (Co-Author.)

In press  “Lessons in Health Care that Developed Countries Could Learn from the Developing Countries,” Journal of Tropical Pediatrics and Environmental Child Health.

Derrick B. Jelliffe. Professor of Public Health and Pediatrics, M.D. 1945, Middlesex Hospital (England); Diploma in Tropical Medicine and Hygiene, 1947; London School of Tropical Medicine. Appointed UCLA 1971.

Books/Monographs

Public Health (cont.)

In press  

In press  
*Priorities in International Health and Health Program Management.* Oxford University Press. (With A. K. Neumann and I. Lourie.)

**Articles/Chapters/Special Studies**

1973a  

1973b  

1974  


**Articles/Chapters/Special Studies**

1968  
"Preparing Physicians for Field Work in Developing Countries," *Harvard School of Public Health Alumni Bulletin,* 25:1, pp. 12-16. (Co-Author.)

1969  

1973a  

1973b  
"Family Planning and Indigenous Medicine Practitioners," *Social Science and Medicine,* 7:7, pp. 507-516. (Co-Author.)


**Books and Monographs**

1951  

1956  

1963  
*Medical Care in Latin America.* Pan American Union.
Public Health (cont.)

1964 *Teaching of Medical Care and Hospital Administration in Latin American Schools of Public Health.* Pan American Health Organization.


1973b *Integration of Social Security and Ministry of Health Programs for Improved Delivery of Health and Family Planning Services in Panama.* American Public Health Association. (With Joseph Kessler.)

Articles/Chapters/Special Studies

1963 "Medical Care in Integrated Health Programmes of Latin America," *Medical Care.* 1, pp. 182-190.

1964 "Medical Care and Social Class in Latin America," *Milbank Memorial Fund Quarterly.* 42, pp. 54-64.


1968 "La Enseñanza de la Atención Médica en las Escuelas Latinoamericanas de Salud Pública," *Boletín de la Oficina Sanitaria Panamericana,* 64, pp. 204-218. (With Héctor Abad Gómez.)


1968d "Medical Care Travel in Latin America," *Medical Care.* 6, pp. 420-423.


Public Health (cont.)

1973a

1973b

1973c

1974

1975
“Organizational Issues Relating to Medical Priorities in Latin America,” Social Science and Medicine, 9, pp. 93-96.


Articles/Chapters/Special Studies

1971


Articles/Chapters/Special Studies

1962

1964

1967

1969

1972a

1972b

1973a
“Ecological Investigations of Vertebrate Hosts of Venezuelan Equine Encephalitis in South Florida,” American Journal of Tropical Medi-
Public Health (cont.)


1973b  

1973c  

---

SOCIOMETRY


Articles/Chapters/Special Studies

1968  


Books/Monographs

1963  
Cuba: Tragedy in our Hemisphere. New York: Grove Press. (With Robert Scheer.)

1964  

1967  

1968  
*Latin America: Reform or Revolution?* Fawcett Publications. (Co-editor with James Petras.)

1970b  
El Radicalismo Político de la Clase Trabajadora Chilena. Buenos Aires: Centro Editor de América Latina. (With James Petras.)

Articles/Chapters/Special Studies

1961  
“Die USA und die Revolution in Kuba,” Blatter fur Deutsche und Internationale Politik, 6., pp. 41-56.

95
1962b  "Interview with Ernesto 'Che' Guevara, September 14, 1961," Root and Branch: A Radical Quarterly, 1:1, pp. 50-56.
1966c  "Los Determinantes Sociales de la Democracia Política en Chile," Revista Latinoamericana de Sociología, 2:2, pp. 223-236.
1969a  "Los Mineros y el Radicalismo de la Clase Obrera en Chile," Revista Latinoamericana de Sociología, 5:1, pp. 121-126. (With James Petras.)
1974a  "'New Princes' for Old? The Large Corporation and the Capitalist Class in Chile," American Journal of Sociology, 80:1, pp. 87-123. (With L. A. Ewen and R. E. Ratcliff.)
1974d  "The Concentration and Coalescence of National and Foreign Capital in Chile," in K. Ellis (ed.), External Dependence and Problems of
Sociology (cont.)

Development in Latin America and the Caribbean. Toronto: University of Toronto Press. (With R. E. Ratcliff.)

SPANISH AND PORTUGUESE


Books/Monographs


Articles/Chapters/Special Studies

1970a “Aproximación a la prosa narrativa de J. L. Borges,” Symposium, 24, pp. 5-16.
1972a “Pablo Neruda, the Chronicler of all things,” Books Abroad, 46, pp. 49-54.


Books/Monographs

1966a The Left-Handed Chank. Follet.

Articles/Chapters/Special Studies

1968a “Spanish Proverbial Exaggerations from California,” Western Folklore, 30, pp. 229-253.
Spanish and Portuguese (cont.)

Helen Caldwell, Senior Lecturer in Classics, Retired. B.A. 1925 and M.A. 1939, UCLA. Appointed UCLA 1943.

Books/Monographs

1970 Machado de Assis: The Brazilian Master and His Novels University of California Press.

Translations of works by J. M. Machado de Assis

1963b What went on at the Baroness’: A Tale with a Point. Magpie Press.


Books/Monographs

1939 †Cuentos Hispánicos. Holt.
1940 †Horacio Quiroga: Los Persiguidos. Montevideo: Claudio Garcia.
1942 Latin America. Americana.
1943b Spanish American Life. Holt. (2d ed., 1965.)


Books/Monographs

1967 La Narrativa Uruguaya. University of California Press. (Co-Author.)
1968 †An Anthology of Spanish American Literature, 2d ed. Appleton-Century-Crofts. (Co-Editor.)
1971 †Los de Abajo by Mariano Azuela. Appleton-Century-Crofts. (Co-Editor.)
1972 †José Eustacio Rivera’s La Vorágine. Prentice Hall.


Books/Monographs

Articles/Chapters/Special Studies


Books/Monographs
Articles/Chapters/Special Studies

1956

1958

1959a

1959b

1960

1962

1963

1964

1965a

1965b

1972

In press


Books/Monographs

1971

1974
†*The Orgy: Modern One-Act Plays from Latin America*. UCLA Latin American Center Publications. (With Robert S. Rudder.)
Spanish and Portuguese (cont.)

Articles/Chapters/Special Studies

1970c “Permanencia y Renovación en el Teatro de Aguilera-Malta, Cuadernos del Guayas (Guayaquil), 32-33, pp. 36-43.


Articles/Chapters/Special Studies

1968  “Carta abierta a C. Fuentes a propósito de Cambio de piel,” Siempre, 767, pp. x-xi.
Spanish and Portuguese (cont.)


*Books/Monographs*

1954 † *Coloquios de Pastores from Jalisco, México*. University of California Press.
1960 *The Spanish of Rural Panama*. University of California Press.
1963 *Hispanic Riddles from Panama*. University of California Press.
1971a † *Mexican Tales and Legends from Veracruz*. University of California Press.
1971b † *Antología del Saber Popular*. Chicano Studies Center, UCLA.

*Articles/Chapters/Special Studies*

1939b "Final Consonant plus N-glide in Jalisco, Mexico," *Modern Language Notes* 54:2, pp. 439-442. (With Leavitt O. Wright.)

103
Spanish and Portuguese (cont.)

1957a  “The Relationship of Los Pastores to Other Spanish American Folk Drama,” *Western Folklore*, 16:4, pp. 281-287.

1957b  “Selective Bibliography on the Folk Drama in Hispanic America,” *Western Folklore*, 16:4, pp. 287-289.


Books/Monographs

1970  †*Homenaje a Rubén Darío*. UCLA Latin American Center Publications.

Articles/ Chapters/Special Studies

URBAN PLANNING


Books/Monographs

1965
1966

Venezuela: From Doctrine to Dialogue. Syracuse University Press.

Articles/Chapters/Special Studies

1958
1966a
1966b
1967
1969a
1969b
1970a
1970b
1970c
1971a
1971b

“The Uses of Regional Science: Policy Planning in Chile,” Papers of the European Regional Science Congress, 18, pp. 207-222. (With Walter Stöhr.)
“Hyperurbanization and National Development in Chile: Some Hypotheses.” Urban Affairs Quarterly, 2:4, pp. 3-29. (With Thomas Lackington.)
Chile: Contribuciones a las Políticas Urbana, Regional y Habitacional. Santiago: Centro de Desarrollo Urbana y Regional.
“Algunos Problemas de Política de Urbanización en la Región Capital de Chile,” Revista Latinoamericana de Estudios Urbanos Regionales (Santiago), 1:1, pp. 63-96. (With Andres Necochea.)


Books/Monographs

1950

Urban Planning (cont.)


Books/Monographs

1971    A Cognitive Atlas: Explorations into the Psychological Geography of Four Mexican Cities. Worcester: Place Perception Research Reports. (With D. Wood.)


Articles/Chapters/Special Studies

1968    “La Conducta Humana y el Diseño Urbano,” Revista de la Sociedad Interamericana de Planificación, September, pp. 12-16.

APPENDICES

Appendix A. Graduate Division Standards and Procedures for Progress and Examinations in Graduate Programs:
M.A. in Latin American Studies (January 1, 1975)

1. Admission Requirements

In addition to University minimum requirements, the B.A. degree in Latin American Studies or the equivalent constitutes the normal basis for admission. Applicants with Latin American field experience or special methodological studies will be given special consideration. The following items are required: (1) three academic letters of recommendation, unless the applicant has been away from academia for sometime (Peace Corps, etc.) in which case one of the letters may be from an employer; (2) a 3.00 or "B" average in the junior-senior years of college; and (3) a statement of purpose discussing, in concrete terms, why the applicant desires to major in Latin American Studies and why he feels he should be considered for admission. We are particularly interested in knowing the candidate's long-range plans including comments on further study, occupation, goals, etc. The Graduate Record Examination is required. Early arrangements to forward the results will help us to expeditiously submit the completed application to the admission committee. A resume or curriculum vitae describing both academic and Latin American experience would also be of assistance. We admit students each quarter; application deadlines are: Winter Quarter (Nov. 1st); Spring Quarter (Feb. 1st); Fall Quarter (July 1st). Fellowship applications for the Fall Quarters are due on Dec. 15th prior to the Fall Quarter for which application is made.

2. Advising

Address: Coordinator, Academic Programs, Latin American Studies
10359 Bunche Hall, University of California, Los Angeles 90024
Telephone: (213) 825-3471 and 825-1057

Students are advised by a full-time student advisor who serves under the direction of the Chairman of the Latin American Studies program. In matters of policy, petitions, and special advisement, the Chairman and the Interdisciplinary Committee to Administer the M.A. Degree in Latin American Studies have the authority and responsibility for action. Advisors for the articulated degree programs are located in the respective graduate schools.
Orientation sessions are held for all new incoming students at the beginning of each quarter. New students are assigned a "student sponsor" already enrolled in the program who has similar background and interests.

3. **Screening Examination**

It is highly desirable that students take the Graduate Record Examination as stated above. (See also p. 28.)

4. **Normal Progress toward the Degree**

<table>
<thead>
<tr>
<th>Academic Quarters</th>
</tr>
</thead>
<tbody>
<tr>
<td>From graduate admission to completion of required and prerequisite courses</td>
</tr>
<tr>
<td>From graduate admission to approval of the Thesis or the Comprehensive Examination and award of the degree</td>
</tr>
<tr>
<td>Upper time limit for completion of all requirements</td>
</tr>
<tr>
<td>a. under Comprehensive Examination Plan</td>
</tr>
<tr>
<td>b. under Thesis Plan</td>
</tr>
</tbody>
</table>

5. *During the period July, 1969 – July 1, 1972, 42 M.A. degrees were awarded and the average period of study was 1.3 academic years, with an average of 5 quarters from admission to award of the degree.*

6. **Foreign Language Requirement.**

Proficiency equivalent to Spanish 25 and Portuguese 25 or Portuguese 25 and Spanish 5. Because these courses do not count toward the M.A. degree, students are encouraged to pass these proficiency levels by examination. In certain areas a major Indian language may be substituted for either Spanish or Portuguese. Students must fulfill the foreign language requirement by examination or petition for a waiver of the examination if they have gained demonstrated competency in another manner (i.e., native speaker, upper division course work, Peace Corps service etc.).

7. **Thesis Plan.**

Although generally students are expected to follow the M.A. Comprehensive Examination Plan, in special cases they may be encouraged to follow the Thesis Plan. The Thesis Plan is especially justified when it involves fieldwork or when it is developed in relation to the Latin American Studies Seminar 250AB.

Students desiring to follow the Thesis Plan should develop a carefully prepared petition directed to the Chairman of the Latin American Studies program. To be approved, petitions must show convincing justification and sound rationale (including provisions for funding any field research). Before preparing this peti-
tion, students interested in the Thesis Plan should consult with the Chairman especially with regard to fieldwork and financial opportunities.

Students permitted to follow the Thesis Plan option are required to choose a committee of three professors representing a minimum of three fields.

8. **Comprehensive Examination Plan.**

Successful completion of the Comprehensive Examination constitutes the usual means of obtaining the M.A. degree in Latin American Studies. The examination is intended to provide a framework by which students study in two specific disciplines to develop a genuinely interdisciplinary research paper. Upon completion of the study, professors from each of the two disciplines will meet with the student to examine the candidate’s ability to relate knowledge across disciplinary boundaries as revealed in the research paper. A professor from the student’s third discipline will participate in the examination in the capacity of observer. *It is important to note that the research paper should not be confused with a thesis: rather the research paper is intended to serve as a “springboard” for discussion of the student’s interdisciplinary studies.*

In exceptional cases, if the committee unanimously believes that the research paper has been prepared in such a sophisticated manner as not to require a defense of the ideas as well as implications of the study, committee members may decide that the oral part of the examination be waived.

*Responsibility of the student.* — As soon as possible after entering the Program (and preferably by the middle of the second quarter), the student should decide upon the topic of the research paper (which may be an outgrowth of one of the first courses elected after admission) and determine the fields in which to develop an interdisciplinary study. The student must consult with various professors in those disciplines in order to choose a chairman and to negotiate individual requirements necessary for successful completion of the research paper.

Students should attempt not only to work with professors who will be on campus at the time of the projected examination, but also to choose courses in which the paper might be written from the vantage point of various disciplines. It is to the student’s advantage to be examined by those professors who have directed and are familiar with his or her work. The student (in consultation with his chairman and the Latin American Studies Program chairman) is responsible for finding faculty members (from the more than 50 member professors associated with the Program) who are free to accept added responsibilities. Prior to the examination, each professor would be appraised as to status, be it examiner or observer.

*Responsibility of the faculty.* — Professors may or may not choose to work with any student (depending upon a variety of factors such as leave status, number of students they are directing already, and judgment that a student is not adequately prepared to undertake work under their direction). Even if professors are unable to direct a student’s course work, however, they may choose to sit on the M.A. degree committee, especially if other professors in their field are
unavailable, for example, because of leaves or scheduling conflicts. In this latter case, however, both professor and student may find it advantageous to have several conferences prior to the exam, even when a professor serves mainly as an observer.

*The research paper.* — The paper may not exceed 50 pages in length (double-spaced, including bibliography and footnotes), and must be presented in a scholarly format with title page and evaluation form as prescribed by the M.A. Committee.

*Schedule for completing the examination.* — Before the end of the second quarter of study, the student will have chosen the M.A. degree committee (composed of one faculty member from each of three disciplines.)

By the end of the quarter prior to that of graduation, the student must file for advancement to candidacy with the Graduate Division. The form must be signed by the M.A. degree committee chairman and by the Chairman of the Latin American Studies program or the Student Advisor.

During the quarter before that of graduation, the student is to consult with the committee (either as a group or individually) to discuss the nature and status of the research paper.

The committee advises the student of the length of time necessary for them to read and evaluate the paper prior to the oral examination (three to six weeks).

*Results of the examination.* — Two positive votes among the three professors constitute a pass on the examination. The committee will evaluate the examination in the following terms: Honor Pass (a unanimous vote), Pass, and Fail. The Latin American Studies Office will forward the candidate's file to the committee chairman before the exam, with the evaluation form for recording the result of the exam placed after the title page on the paper. *No re-examinations are permitted.*

9. *Course Requirements*

*Comprehensive Examination Plan.* — A minimum of nine courses is required among three disciplines either on a 4-3-2 or 3-3-3 basis (including five graduate courses, with at least one course in each discipline). Students prepare for the examination by developing a graduate research paper for the professor in two of the three disciplines, one professor of whom shall be the chairman under whose direction the paper is prepared, preferably in a seminar, topics course, or certain Special Courses.* These two professors form the examining committee charged

*Special Courses such as 199, 596, 597, 598 and any courses that occasionally have Latin American content may be counted toward the degree by petition in which the student agrees to write a paper on a Latin American topic. Students are encouraged especially to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
with testing the candidate’s ability to relate knowledge across disciplinary boundaries; a professor representing the third discipline will attend the exam mainly in the capacity of observer. In determining the result of the examination the three professors will take into consideration the candidate’s (a) research paper; and (b) oral defense of investigation and its implications; as well as (c) the rationale and record of course work for the M.A.

Thesis Plan. – A minimum of ten courses is required in the following mixture: (a) four courses (including three graduate courses) in one discipline which constitutes the major; and (b) three courses each in two minor disciplines (including one graduate course in each field). One interdisciplinary thesis is written under the direction of a faculty member in the major, with approval also required by one professor in each minor field.

Articulated degree programs. – See Chapters 6, 8, and 9 above.

10. 500-Series Courses

Grading of courses taken in cooperating Departments, Schools, and Programs is subject to the rules of those academic divisions.

Latin American Studies 500-series courses:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Unit value</th>
<th>Type of grading</th>
<th>Number of times may be repeated</th>
</tr>
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<tbody>
<tr>
<td>596</td>
<td>2-8</td>
<td>Satisfactory/Unsatisfactory</td>
<td>No limit</td>
</tr>
<tr>
<td>597</td>
<td>2-8</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Normally only one repeat</td>
</tr>
<tr>
<td>598</td>
<td>2-8</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Normally only one repeat</td>
</tr>
</tbody>
</table>

Number of 500-Series quarter units that may apply toward the total course requirement: 8 units

Toward the minimum graduate course requirement: No more than 4 units of all types of 500-series courses may be applied toward the minimum graduate course requirement.

11. Teaching Experience.

None Required.

12. Other Relevant Information

Field Requirement. – At least one of the required three disciplines must fall in the social sciences (Anthropology, Economics, Geography, History, Political Science, or Sociology.)
**Course information.** -- Selection of courses is dictated by a List of Approved Latin American Studies Courses† except that the following cannot be applied to the M.A. degree: language courses (in contrast to linguistics and literature‡ courses); and Special Courses, except by petition.* Courses numbered in the 100 and 400 series do not apply to the 5-graduate course requirement but may apply to the total course requirement. Graduate courses (200-series) generally may be repeated, with the exception of graduate lecture courses.

**Certificate of Resident Study for foreign students.** -- This certificate may be issued to foreign students who do not seek the M.A. degree but (a) complete at least nine courses in full-time resident study with a grade-point average of at least 3.00; (b) conduct satisfactorily a program of organized studies; (c) have a student visa requiring return to home country upon completion of studies in the United States.

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† See the UCLA General Catalog for the List of Approved Courses in Latin American Studies; this list is given on pp. 13-20 above.

‡‡ Linguistics and Literature courses may be counted in the nine required courses, except for Spanish 160B.

* Special Courses such as 199, 596, 597, 598 and any courses which occasionally have Latin American content (for example, Political Science 139, Business Administration 297A, etc.) may be counted toward the degree by petition in which the student agrees to write a paper on a Latin American topic. In regard to these petitions, students are encouraged especially to relate theoretical or methodological courses in the various disciplines to the study of Latin America.
Appendix B. Support Committees for the UCLA Latin American Center

1. Statistical and Computer Science

James Ward Keesling (Education), Chairman
Howard Freeman (Institute for Social Science Research)
Raymond J. Jessen (Graduate School of Management)
Luis Laosa (Education)
Thomas S. Weisner (Anthropology)
James W. Wilkie (History)

2. Library

1974-1975
Ludwig Lauerhass, Jr. (Latin American Bibliographer), Chairman
Ruben A. Benitez (Spanish and Portuguese)
Charles F. Bennett, Jr. (Geography)
Henry J. Bruman (Geography)
E. Bradford Burns (History)
Robert N. Burr (History)
Norman Dudley (Library)
Philip D. S. Gillette (Sociology)
Claude L. Hulet (Spanish and Portuguese)
Mildred Mathias (Botanical Sciences)
Lorraine Mathies (Education/Psychology Library)
Henry B. Nicholson (Anthropology)
Susan Poston (Student - Education)
Fred Smith (Law Library)
James W. Wilkie (Latin American Center)

1975-1976
Ludwig Lauerhass, Jr. (Latin American Bibliographer), Chairman
Charles F. Bennett (Geography)
Robert N. Burr (History)
Fred Smith (Law Library)
Norman Dudley (Research Library)
Philip Gillette (Latin American Center)
Susan K. Purcell (Political Science)
Clement W. Meighan (Anthropology)
Christopher Donnan (Anthropology)
Richard M. Reeve (Spanish and Portuguese)
Robert M. Stevenson (Music)
Leide Gilman (Biomedical Library)
Susan Stuart (Student - Public Health)
James Lockhart (History)
Gerardo Luzuriaga (Spanish and Portuguese)
John Friedmann (Architecture and Urban Planning)
Telford H. Work (Public Health)
Appendix C. Publication Programs of the Center

(Institutional Affiliation is UCLA unless Otherwise Noted)

Publications Committee

Ludwig Lauerhass, Jr.
Johannes Wilbert
James W. Wilkie, Chairman

Latin American Studies Series: Johannes Wilbert, Editor

Editorial Committee

Robert N. Burr
Gerardo Luzuriaga
Susan K. Purcell
James W. Wilkie

Statistical Series: Abstract and Supplements: James W. Wilkie, Editor

Advisory Board

Frank Safford (Northwestern University)
John J. TePaske (Duke University)

Reference Series and Library Guide Series: Ludwig Lauerhass, Jr., Editor

Musical Recording Series: Robert S. Stevenson, Editor

Journal of Latin American Lore

Johannes Wilbert, Editor
Paulo de Carvalho-Neto, Associate editor
Consulting editors: Peter T. Furst, Robert A. Georges, Gerardo Reichel-Dolmatoff,
James W. Wilkie
Advisory Board
Folklore: Alan Dundes (Berkeley), Stanley L. Robe, Richard Evans Schultes
(Harvard), Douglas Sharon
Ethnology: Lyle C. Brown (Baylor), Albert L. Michaels (Buffalo), Edna Monzón de Wilkie
Appendix D. Emeriti Advisory Board

Robert A. Rogers, Chairman
Meridian R. Ball
Ralph Beals
Helen F. Caldwell
John Caughey
Gladys A. Emerson
John E. Engelkirk
J. A. C. Grant
Wayland D. Hand
Mildred E. Mathias
Wesley L. Orr

Latin American Center
Bacteriology
Anthropology
Classics
History
Public Health
Spanish and Portuguese
Political Science
Folklore and Mythology
Biology
Engineering
Appendix E. Dean's Advisory Committees  
For 1974-1975

Policy Committee  
(Chairpersons of the eight Dean's Advisory Committees)

Susan K. Purcell, Chairperson  
Theodore Anderson  
George Ellis  
Kenneth Karst  
Thomas J. La Belle  
Alfred Neumann  
Richard L. Perrine  
Lois Smith  
Johannes Wilbert (ex-officio)

College of Letters and Science  
Graduate School of Management  
College of Fine Arts  
School of Law  
Graduate School of Education  
School of Public Health  
School of Engineering and Applied Science  
Latin American Center

Graduate School of Education

Thomas J. La Belle, Chairman  
Marvin C. Alkin  
Charlotte Crabtree  
Gary Fenstermacher  
John Hawkins  
Luis Laosa  
John McNeil  
Val Rust  
Bob Verhine, Student Representative  
Dean John I. Goodlad (ex-officio)

School of Engineering and Applied Science

Richard L. Perrine, Chairman  
Bertram Bussell  
Alfonso F. Cárdenas  
Andrew F. Charwat  
C. Martin Duke  
J. Morley English  
Allen B. Rosenstein  
William D. Van Vorst  
C. Koeneke, Student Representative  
Dean R. R. O'Neill (ex-officio)

University Extension

Lois Smith, Chairperson  
Robert Barrett  
Dean Phillip E. Frandson  
Clement Meighan

College of Fine Arts

George Ellis, Chairman  
Alma Hawkins  
Richard Hawkins  
Gerardo Luzuriaga  
Robert Stevenson  
Raúl López, Student Representative  
Dean Charles Speroni (ex-officio)
School of Law

Kenneth Karst, Chairman
William Felstiner
George Fletcher
Frederic Kirgis
Melville Nimmer
David Parker, Student Representative
Dean Murray L. Schwartz (ex-officio)

College of Letters and Science

Susan K. Purcell, Chairperson
E. Bradford Burns
Charles F. Bennett
Claude L. Hulet

Henry B. Nicholson
Stanley L. Robe
Susan Stuart, Student Representative
Dean John G. Burke (ex-officio)

Graduate School of Management and Department of Economics

Theodore Andersen, Chairman
David Eiteman
Bruce Herrick
R. H. Mason
H. Schollhammer
Jerry E. Tompkins, Student Representative
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For 1975-1976

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(Includes Dean's Advisory Committee for College of Letters and Science)

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David Sanchez
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Department of History
Department of Spanish & Portuguese
School of Engineering & Applied Science
Graduate School of Management
College of Fine Arts
Department of Political Science
School of Law
Graduate School of Education
Department of Sociology
School of Public Health
Department of Spanish & Portuguese
Student Representative, Latin American Studies
University Extension

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Derrick Jelliffe
Alfred H. Katz
Jane Kurtzman
Milton Roemer
Telford Work
Susan Stuart, Student Representative
Dean Lester Breslow (ex-officio)
Appendix F. Chairmen of Latin American Studies, 1946-1976

1. Bachelor's Committee

1947-48 Ralph L. Beals (Anthropology)
1948-50 Russell H. Fitzgibbon (Political Science)
1950-51 Henry J. Bruman (Geography)
1951-56 Marion Zeitlin (Spanish and Portuguese)
1956-57 Ralph L. Beals (Anthropology)
1957-63 Henry J. Bruman (Geography)
1963-64 Robert N. Burr (History)
1964-65 Claude L. Hulet (Spanish and Portuguese)
1965-67 Earl T. Glauert (History)
1967-69 Charles F. Bennett (Geography)
1969-70 Charles F. Bennett (Geography), Fall and Winter Quarters
1969-70 James W. Wilkie (History), Spring Quarter
1970-71 Clement W. Meighan (Anthropology)
1971-73 John E. Englekirk (Spanish and Portuguese)
1973-74 James W. Wilkie (History)
1974-75 Gerardo Luzuriaga (Spanish and Portuguese)
1975-76 Fadwa El Guindi (Anthropology)

2. Master's Committee

1956-57 Russell H. Fitzgibbon (Political Science)
1957-61 Marion A. Zeitlin (Spanish and Portuguese)
1961-63 Henry J. Bruman (Geography)
1963-64 Robert N. Burr (History)
1964-66 José R. Barcia (Spanish and Portuguese)
1966-70 Johannes Wilbert (Anthropology)
1970-74 James W. Wilkie (History)
1974-75 Thomas J. La Belle (Education)
1975-76 Edward Gonzalez (Political Science)
Appendix G. Organizers and Directors of the UCLA Latin American Center

Chairmen of the Predecessor Campus-Wide Latin Americanist Group

1934-1946 Joseph B. Locke (History)
1946-1949 Ralph L. Beals (Anthropology)
1949-1950 Russell H. Fitzgibbon (Political Science)
1950-1951 Henry J. Bruman (Geography)
1951-1955 Ralph L. Beals (Anthropology)
1955-1957 Russell H. Fitzgibbon (Political Science)
1958-1959 Roland Hussey (History)
1958-1959 Robert N. Burr (History), Winter and Spring Quarters

Directors of the Center

1959-1962 Russell H. Fitzgibbon (Political Science)
1962-1963 Henry J. Bruman (Geography)
1963-1968 Johannes Wilbert (Anthropology)

Associate Directors of the Center

1963-1965 Henry J. Bruman (Geography)
1965-1968 Kenneth L. Karst (Law)
1968-1970 Charles Bennett (Geography)
1969-1970 James W. Wilkie (History), Spring Quarter
1970-1971 James W. Wilkie (History)
Appendix H. UCLA Latin American Center Personnel

Director, Johannas Wilbert
Associate Director, James W. Wilkie
Associate Director — Administration, Robert A. Rogers
Assistant Director and Latin American Bibliographer, Ludwig Lauerhass, Jr.
Coordinator for Research on Education, Thomas J. LaBelle
Educational Outreach Coordinator, John N. Hawkins
Journal Editor, Paulo de Carvalho-Neto
Research Associates: Peter T. Furst
                    H. Dieter Heinen
                    Maria-Barbara Watson
                    Edna Monzon de Wilkie
Research Consultant, George Hall
Research Professor, Gerardo Reichel-Dolmatoff
Postgraduate Research, Douglas Sharon
Language Associate in Quechua, Jaime L. Daza

Administrative Assistant, Clara Mann
Assistant to the Director, Carol Starcevic
Coordinator of Academic Programs, Philip D. S. Gillette
Principal Editor and Publications Manager, Teresa Joseph
Editor, Colleen Trujillo
Coordinator of Media Productions, Gerry Larmie
Secretary to Director (Research Division), Nelly Williams
Secretary to Associate Director (Academic Services), Clarissa Dong
Secretary-Receptionist, Sofia Speth
Staff Research Associate, Karin Simoneau
Bibliographer, Machiko Endo Ngwenyama
Library Assistant, Vera Haugse