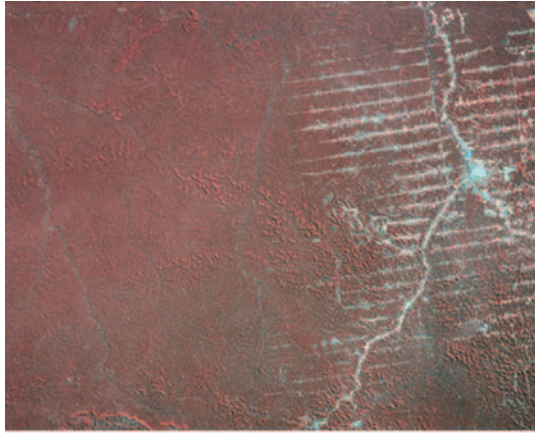


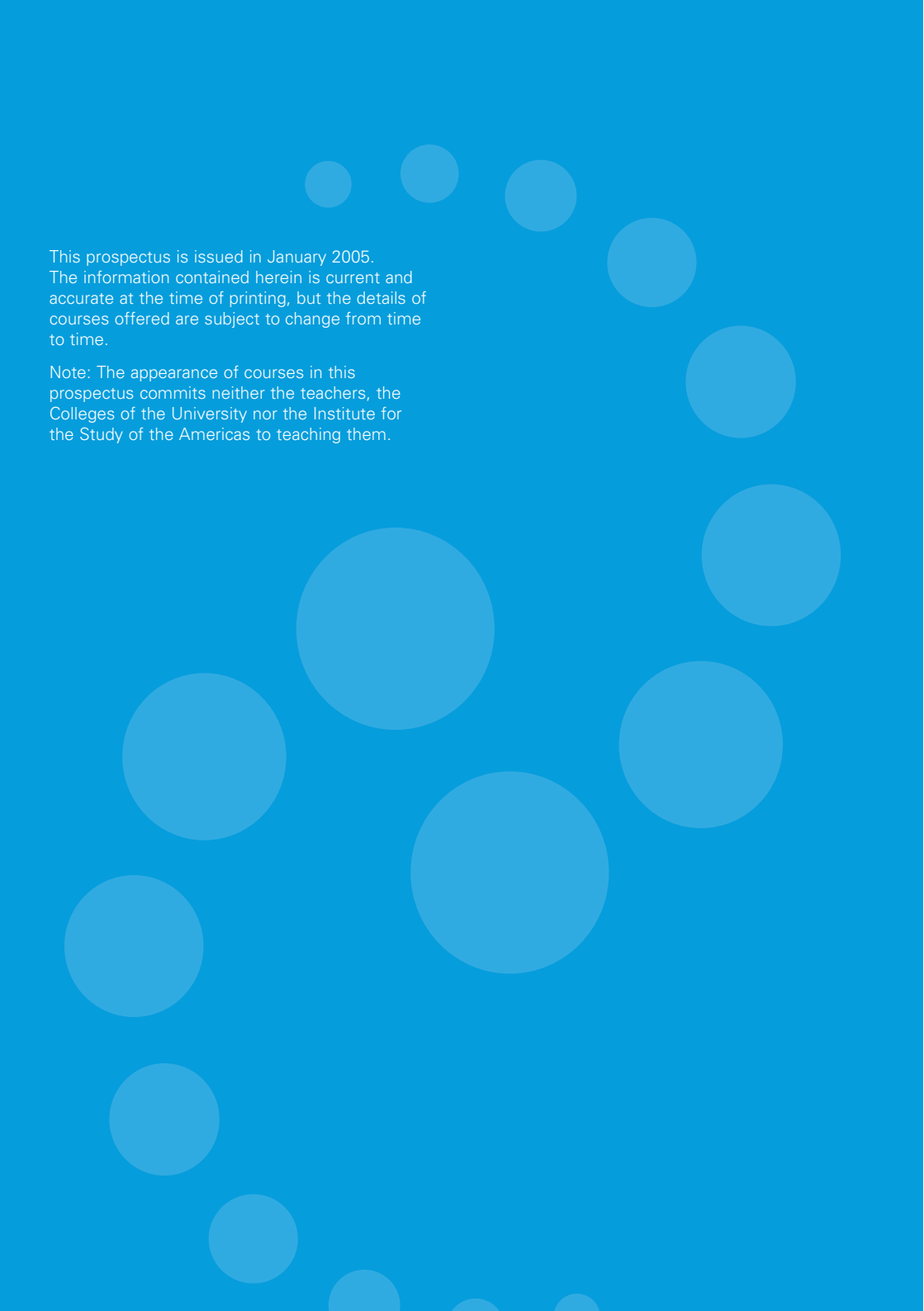


INSTITUTE FOR THE STUDY OF THE
A M E R I C A S

UNIVERSITY OF LONDON · SCHOOL OF ADVANCED STUDY



Postgraduate Prospectus
2005-06



This prospectus is issued in January 2005.
The information contained herein is current and accurate at the time of printing, but the details of courses offered are subject to change from time to time.

Note: The appearance of courses in this prospectus commits neither the teachers, the Colleges of the University nor the Institute for the Study of the Americas to teaching them.



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A Message from the Director



The Institute for the Study of the Americas (ISA) is a unique institution within Europe. Its overall programme seeks to provide academic understanding of the western hemisphere as a whole, whilst maintaining separate postgraduate courses on Latin America, the United States of America, and (from 2006-07) Comparative American Studies, including Canada and the Caribbean. The Institute is a member of the prestigious School of Advanced Study and an integral part of the federal University of London.

In addition to having access to our own Latin American Studies library, you will be able to use the University Library at Senate House as well as those of any College of the University in which the courses you have chosen are taught. You will also be able to attend one of the most extensive and dynamic seminar and conference programmes in Europe, involving leading Latin American, US and international political and literary figures as well as academics. No other university offers this range.

The degrees we offer have been designed to permit both multi-disciplinary and specialist study. This combination allows a range of intellectual choices. It also enables small group teaching which is vital at postgraduate level, so that ISA core staff can teach alongside colleagues from elsewhere in the University, including King's College, the London School of Economics, Goldsmiths College, Royal Holloway, University College and Queen Mary. The teaching programme encompasses over twenty scholars from six disciplines and eight institutions. This means that our staff-student ratio is exceptionally good, allowing plenty of scope in discussion and consideration of written work in what are undoubtedly very rigorous and highly reputable degree programmes. You can be sure of close attention and careful supervision.

Such a concentration of experts should give you a special advantage in planning and preparing your dissertation – an important part of all our degrees, and one that students generally find the most rewarding.

We look forward to hearing from you.

Professor James Dunkerley
Director



The Institute for the Study of the Americas, a member institute of the School of Advanced Study, was established in 2004 as the result of a merger between the Institute of Latin American Studies and the Institute of United States Studies. Both parent institutes were established in 1965 to promote, coordinate and provide a focus for research and postgraduate teaching on the Americas – Canada, the US, Latin America and the Caribbean – in the University of London. It will build on the strengths of its predecessors and play a national and international role as a coordinating and information centre for all sections of the hemisphere at the postgraduate level in the universities of the United Kingdom

Academic programme

The Institute organises conferences, workshops, study groups and seminars involving international scholars of distinction and figures from public life throughout the world.

Location

The Institute occupies two Georgian houses in Bloomsbury, close to the main University complex. In 2005-06 it is expected that the Institute will relocate to new premises in nearby Senate House. This central location allows easy access to the academic, sporting and other facilities – and the varied social life – of the University and enables students to take advantage of the rich cultural amenities of London.

Being based in London, the Institute gains greatly from the participation of people



working in government, diplomacy, business and development, and from regular visitors from Latin America, the rest of Europe, the United States and other parts of the world.

Library

Students and staff of the Institute have access to the following collections on the Americas among the University of London's holdings, as well as to general humanities and social sciences collections in the Senate House Library:

Latin American Studies Library of the Institute for the Study of the Americas

Latin American/Caribbean Studies Collection, Senate House Library

United States Studies collection, Senate House Library

Canadian and Caribbean Studies collections, Institute of Commonwealth Studies Library

History of North and South America, Institute of Historical Research Library

Publications

The Institute has a very active publications programme, including a range of in-house publications, as well as titles published through Palgrave-Macmillan's series on 'Studies in the Americas'. The Institute provides the editorial office for the *Journal of Latin American Studies*, one of the leading international journals on Latin America.

Academic staff

The Institute's academic staff have distinguished research records. All the staff are involved in the Master's and research degree programmes. In addition a number of teachers from Colleges of the University and outside contribute courses to the Master's programmes as Associate Fellows of the Institute.

Student population

The Institute attracts an internationally diverse body of students, with approximately 80 students registered as Master's or research students. The Institute welcomes international students and pays particular attention to their academic and practical needs. (Applicants whose first language is not English should refer to the section Competence in English, on page 40).



Postgraduate Study at ISA

Master's Degrees



Individually and collectively, the countries and regions of the Americas are of great interest and importance, whether political, historical, social, economic or cultural, in the twenty-first century. The Institute provides the opportunity to study the United States or Latin America in depth, and will be broadening its offerings to include comparative elements as well as the study of Canada and the Caribbean in order to promote the study of the Americas as a whole.

MASTER'S DEGREES

Degrees on offer:

MA in **Area Studies (Comparative American Studies)** – from 2006-07*

MA in **Area Studies (Latin America)**

MA in **Area Studies (United States)**

MSc in **Globalisation and Latin American Development**

MSc in **Latin American Politics**

MSc in **US Politics and Contemporary History**

For students who are looking for a broad-based degree, covering more than one academic subject, the Institute offers two multidisciplinary Master's degrees in Area Studies centring on either Latin America or the United States. The MA in Area Studies (Latin America) is the largest of its kind in the United Kingdom, both in the options available within it and the numbers of students enrolled, and has been offered by the Institute since 1966. The MA in Area Studies (United States) (formerly

known as the MA in United States Studies) is the longest-established degree programme of its kind in Europe. A new Area Studies degree on Comparative American Studies will be introduced in 2006-07 to allow the study of the region on a comparative basis, with the inclusion of course offerings on Canada and the Caribbean as well as Latin America and the US.

The Institute also offers more specialised programmes: the MSc in Globalisation and Latin American Development, the MSc in Latin American Politics, and the MSc in US Politics and Contemporary History. All degrees have a broad range of options, made possible by the concentration of academic expertise on the Americas in the Colleges and Institutes of London University. The Master's degrees are one-year (12 months) full-time programmes, but they may be taken over two years part-time (see page 6).

Descriptions of the degrees together with brief course descriptions are given on pages 8-30. Introductory reading lists for each course can be found on the Institute's website at www.americas.sas.ac.uk.

* subject to the formal approval of the University

Teaching and Assessment

The courses in the Master's programmes are taught through lectures and seminars. There is usually a two-hour lecture/ seminar each week for each course. Students make regular seminar presentations, based on extensive reading, and subsequently present these as essays for assessment. In addition, students are strongly encouraged to attend the seminars, conferences and lectures arranged by the Institute, and those organised within the Colleges and Institutes of the University.

Latin American Degrees

The Latin American programmes consist of three full-year taught courses together with a dissertation of 12,000 words. The Master's degrees are assessed on the basis of nine essays (three for each course) making up 25% of the final mark, three exams making up 50% of the final mark and the dissertation making up 25% of the final mark. The essays are submitted at fixed dates towards the end of November, January and March. The examinations are held in May. The dissertation is submitted at the end of August.

United States Degrees

The United States programmes consist of six one-term taught courses together with a dissertation of 12,000 words. The Master's degrees are assessed on the basis of nine essays (two for each Autumn term course and one for each Spring term course), three exams (one for each Spring term course only) and the dissertation. The essays are submitted at fixed dates in November, January and March. The examinations are held in May, and the dissertation is submitted at the end of August.

Students on all programmes are permitted to proceed to the dissertation only if they have passed all the required courses. Students who fail one or more courses, or the dissertation, may be permitted to re-enter for assessment, on one occasion only, normally in the following year.

Part Time Study

All degrees may be taken part-time over two years. Most courses take place during the daytime, although a small number may be held in the early evening.

Latin American Degrees

Part-time students normally take two courses, including examinations, in their first year and complete the programme, including the dissertation, the following year.

United States Degrees

Part-time students normally take four one-term courses or equivalent in their first year and complete the programme, including the dissertation, the following year.



RESEARCH DEGREES

The Institute provides programmes of study for MPhil and PhD degrees in the history, politics and sociology of Latin America, and in US history and politics according to the research specialisms of the academic staff. Associate Fellows of the Institute who are members of academic staff of the Colleges of the University of London also supervise students for research degrees.

Research Training

The Institute organises a research training programme in the first two terms of the academic year. MPhil/PhD students registered at the Institute are required to attend the core training programme. The programme is also open to research students in the Colleges of the University of London and in other universities.

The programme includes an introduction to library resources and use and is particularly concerned with methodology and issues related to fieldwork. Staff-Student research seminars are also organised on a regular basis, complementing the research training programme. The Institute arranges further research training according to each student's specific needs with respect to language or discipline. The Institute also collaborates with other member-Institutes of the School of Advanced Study, so that students have the opportunity to take part in as broad a range of research training as possible.



PhDs Awarded 1998-2004

For a full list of PhDs awarded 1998-2004, see the Institute's website. Topics have included Brazilian trade policy; the health sector in rural Peru; regional integration between Argentina and Brazil; Argentine foreign policy; working-class feminism and fascist movements in Argentina, Brazil and Chile; Federalism, Sovereignty and Subsidiarity in the US; US history; and ethnic communities in the US.

Master's Degrees



MA in Area Studies (Latin America)

MSc in Latin American Politics

MSc in Globalisation and Latin American Development

MA in AREA STUDIES (LATIN AMERICA)

This is a multidisciplinary degree. Students select one course as their Major; this will usually determine the area in which they will write their dissertation (and, where relevant, their College of registration). The Minor courses are selected from the range of courses available.

N.B. Courses must be taken from at least two disciplines. Options that require a high level of competence in Portuguese are marked **(P)**.

A. Major course

B. **Two Minor courses** (courses that may be taken as a Minor only are marked *****)

C. **Dissertation** (normally written on a topic within the field of the Major course)

History

The Latin American Colonial Experience | Latin America: From Liberalism to Neo-liberalism | Latin America, 1750-1950: From Colony to Modernity | Nationalism and National Identity in Twentieth-Century Latin America

Politics and International Relations

The Comparative Politics of Latin America | The International Politics of Latin America | The Politics of Human Rights in Latin America

Sociology

Society and Development in Latin America

Anthropology

Indian and Peasant Politics in Latin America

Cultural Studies and Literature

Latin American Cultural Studies | Culture and Identity in Brazil **(P)** | Brazilian Poetry and Popular Song ***(P)**

Development

Transnational Corporations and Neoliberalism in the Americas

Economics

The Economics of Latin America

Geography and Environmental Studies

Environment and Development in Latin America

Multidisciplinary

Politics and Society of the Modern Caribbean

MSC in LATIN AMERICAN POLITICS

A. Compulsory course:

The Comparative Politics of Latin America

B. **Two courses** selected from the following:

The International Politics of Latin America | The Politics of Human Rights in Latin America | Society and Development in Latin America | Transnational Corporations and Neoliberalism in the Americas | Politics and Society of the Modern Caribbean

C. Dissertation

MSC in GLOBALISATION AND LATIN AMERICAN DEVELOPMENT

A. Compulsory course:

Globalisation and Development: Latin America in the 21st Century

B. **Two courses** selected from the following:

Indian and Peasant Politics in Latin America | The Economics of Latin America | Environment and Development in Latin America | Latin America: From Liberalism to Neo-Liberalism | The Comparative Politics of Latin America | The International Politics of Latin America | The Politics of Human Rights in Latin America | Transnational Corporations and Neoliberalism in the Americas | Society and Development in Latin America | Politics and Society of the Modern Caribbean

C. Dissertation



MA in Area Studies (United States) MSc in US Politics and Contemporary History



MA in AREA STUDIES (UNITED STATES)

- A. **Six courses** (three in each Term)
- B. **Dissertation**

Autumn Term:

Cultural Studies and Literature

American History on Film | American Modernism

History

The Rise of the Sunbelt since 1945

Also see below

Politics and International Relations

American Political Institutions | Cold War US Foreign Policy | Politics of US Foreign Policy

Spring Term:

Cultural Studies and Literature

Hollywood Genres | Postwar American Literature

History

Conspiracy in American Culture

Also see below

Politics and International Relations

Post-Cold War US Foreign Policy | Case Study in US Foreign Policy | US Political Economy | US Presidents and the Presidency

Two-Term Double Modules:

History

African American Civil Rights and the US Federal Government 1896-1975 | Abraham Lincoln and the Civil War (not in 2005-06)

Sociology

Race, Ethnicity and Immigration in the United States: 1965-2005

Multidisciplinary

Politics and Society of Modern Canada

MSc in US POLITICS AND CONTEMPORARY HISTORY

- A. **Compulsory course:**
Research Methods (Autumn Term)
- B. **Five courses**
(two in Autumn Term, three in Spring Term)
- C. **Dissertation**

Autumn Term:

American Political Institutions | Cold War US Foreign Policy | Politics of US Foreign Policy | The Rise of the Sunbelt since 1945

Spring Term:

Post-Cold War US Foreign Policy | Case Study in US Foreign Policy | US Political Economy | Conspiracy in American Culture | US Presidents and the Presidency

Two-Term Double Modules:

African American Civil Rights and the US Federal Government 1896-1975 | Abraham Lincoln and the Civil War (not in 2005-06) | Transnational Corporations and Neoliberalism in the Americas (*see Latin American Programmes for course outline*) | Race, Ethnicity and Immigration in the United States: 1965-2005 | Politics and Society of Modern Canada

Course Outlines (Latin American Programmes)

Brief outlines of the courses available on the Latin American Programmes are given on the following pages.

Short lists of introductory reading material can be seen on the Institute's website at www.americas.sas.ac.uk. Full course reading lists are normally issued at the beginning of the session.

N.B. The courses listed are offered subject to availability of staff, and may change without notice. The Institute will endeavour to enable students to take their preferred combination of courses, subject to quotas and timetabling.

Courses that are available as Minor courses only are indicated.

Courses requiring a high level of Portuguese language competence are marked (Portuguese required) accordingly.



ANTHROPOLOGY

Indian and Peasant Politics in Latin America

Olivia Harris and Stephen Nugent

This course is concerned with some of the key issues in the emergence of new forms of Indian and peasant identity and politics in the Andes, in Guatemala Chiapas and in Brazilian Amazonia. Against a background of colonial history, ethnohistory and ethnographic studies, the course considers contemporary movements in light of new configurations of power. Detailed themes include cultural identity and memory of the past; the impact of development programmes and globalisation; eco-politics; debates over citizenship and democracy.



CULTURAL STUDIES AND LITERATURE

Latin American Cultural Studies

*Catherine Boyle, Luis Rebaza-Soraluz,
David Treece and other teachers of
the University of London*

This course provides both a broad introduction to some of the available approaches to the study of Latin American culture, and an opportunity for more focused, specialist study of particular themes and modes of cultural expression. As such, it may be taken equally by those who have some previous experience of cultural or literary studies and by those who do not.

The course is divided into two term-long modules. The first term is a compulsory, core module, Cultural Icons of Latin America: Approaches, Themes, Histories, which focuses on a number of key, defining figures and themes of Latin American culture, and introduces some of the methodological and disciplinary approaches that may be taken forward in the second term. Examples of themes studied in this first module include: "The Construction of the Symbols of Femininity", "Macunaíma: the hero without any character" and "Exotic America, Primitive America".

For the second term, the student chooses from one of several specialist optional modules with a more sharply defined disciplinary, thematic or geographical focus, drawing on the individual expertise of teachers across the University of London. These will include two to three of the following in any given year: Approaches to Latin American Culture; Female Figures and Icons in Latin America; Encounters and Interpretations of the Native and the Western in Latin American Art 1950-2000; Brazilian Populism, Culture and the State: the Vargas years.

Culture and Identity in Brazil (Portuguese required)

David Treece

The course explores critically the notion of cultural identity in Brazil as constructed and debated historically in literary writing, political and sociological texts and cultural movements from the colonial period through to the 1960s. The key moments examined are the rise of indianist writing and nationalism before and after independence, the abolitionist movement, state and society under the First Republic, 1920s modernism, 1930s regionalism, the avant-garde and revolutionary cultural movements of the 1950s and 1960s. The notion of cultural identity is therefore studied from a variety of perspectives: ethnic, class, national, regional and popular.

Brazilian Poetry and Popular Song

(Available as a Minor course only)

(Portuguese required)

David Treece

The course traces the development of two distinct, but closely related, traditions within Brazilian culture – lyric verse writing, and urban and rural popular music, in particular popular song. Specific topics studied include: popular music and song before samba; the rise of samba as a national-popular tradition; the role of poetry in the Modernist revolution and the avant-garde; samba and poetry under the Estado Novo; rural and North Eastern traditions in lyric and song and their influence; post-War modernisation, the new formalist avant-garde poets and bossa nova; protest poetry and song, the military coup and tropicalismo; dictatorship and crisis, poesia marginal and Música Popular Brasileira (MPB).

DEVELOPMENT

Globalisation and Latin American Development: Latin America in the XXIst Century

Coordinated by Maxine Molyneux

This is a team taught interdisciplinary course. It takes as its central concern the ways in which Latin American development is bound up with global processes. It examines, from different disciplinary perspectives, how Latin America has positioned itself in relation to changing historical and economic circumstances, and it will consider what is new about the present phase of globalisation. It will identify the institutions, practices and arenas through which global processes are mediated, and analyse how Latin America is affected by them and what role its states, economies and civil societies play within them.

Particular attention will be paid to how the effects of globalisation are present and contested within international, national, local and micro level institutions. The main questions that the course will address are:

- How has Latin America responded to globalisation over the course of its recent history?
- How is globalisation transforming state power and politics in Latin America?
- What impact have international development institutions had on Latin America?
- How has economic restructuring affected the workplace and employment?

"I studied the MSc in Globalisation and Latin American Development and it has helped me to better understand the current reality of Mexico. Living in London was a lifetime experience. Now I have got a job in the Ministry of Economy as "Sub director of Multilateral and Regional Negotiations". My main task is to represent Mexico in the negotiations within APEC."

Monica Contreras
MSc GLAD 2003-04



- What have been the main environmental consequences of globalisation in Latin America?
- How have Latin American societies been affected by globalisation?

Lectures and seminars are taught in a series of clustered themes by specialist lecturers from different disciplinary perspectives. Policy issues and case studies will be selected according to staff interest and availability. The main thematic units are: theoretical and Latin American perspectives on globalisation; international and regional economic institutions and policies; globalisation, state power and politics; Economic restructuring; the transformation of work and labour rights; Environmental issues; Social Change.

Transnational Corporations and Neoliberalism in the Americas

Diego Sánchez-Ancochea

Transnational corporations (TNCs) have expanded tremendously in the Americas since the 1950s, becoming the main driving force behind the process of economic globalisation. They have been responsible for a large share of the technological innovation and productivity growth that have taken place in the United States, and they have contributed to shaping political and economic patterns of development in Latin America.

The impact of TNCs has been one of the most debated issues in development studies. Defenders of TNCs emphasise the contribution that they can make to employment creation, investment expansion and technological upgrading in the region. Critics, however, argue that TNCs create few linkages with the rest of the economy and reduce the opportunity to achieve technological autonomy. They have also emphasised that TNCs are contributing to low wage growth in many sectors in industrialised countries by reallocating and outsourcing production, while exploiting poor labour conditions and low wages in developing countries.

This course explores the birth and evolution of TNCs and their changing productive strategies, setting them within the broader context of the economic policies and socio-economic structures of both the United States (the home country for many TNCs) and Latin American countries (the host countries for TNC operations). It will also discuss the contributions of TNCs to economic development (or underdevelopment) in Latin America during the current neoliberal era, including issues such as corporate social responsibility, the impact of TNCs on labour conditions and the environment, and the relationship between transnational corporations and the state.

The class will be organised around lectures that present the main theoretical issues and students' presentations of case studies on specific firms, sectors and countries. No prior knowledge of economics or of theories of globalisation is required.

ECONOMICS

The Economics of Latin America

Diego Sánchez-Ancochea

The aim of this course is to examine the main economic features and trends in Latin America. The course provides an understanding of the evolution of the region in the last few decades as well as a basic grounding in economic analysis. In particular, we try to understand how the long term characteristics of the region's economies have interplayed with short-term shocks and how external factors have influenced domestic actors. We also explore the commonalities and differences between the different countries of the region in recent times.

The class begins with a brief discussion of some economic concepts and theories as well as a presentation of some structural features of the region. We then study the two models that characterised Latin American development during most of the twentieth century: export-led growth and import substitution industrialisation. The largest part of the course is devoted to the analysis of the new model of development that Latin American countries have implemented since the 1980s. What have been the driving forces behind the new model? What is the theory behind such a model? What has been its impact in terms of economic growth, industrial upgrading and income distribution? These will be some of the questions we will address in this part of the course.

This introductory course assumes no background in economics and is mainly designed for students with no training in economics.

"Warning: ISA can change your life! I embarked on the MA at the Institute purely out of interest, with no thoughts at all of a career change. However, a few months after finishing, here I am packing up life in London and setting off for Guatemala City to eke out a living and volunteer for a legal research institute."

Ellen Kenny

MA Area Studies (Latin America) 2002-04

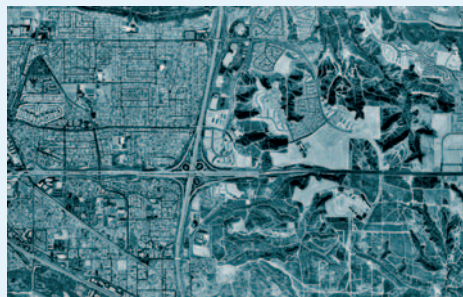


GEOGRAPHY AND ENVIRONMENTAL STUDIES

Environment and Development in Latin America

Graham Woodgate

Concern about the environmental impacts of development increased dramatically during the second half of the twentieth century. In the early twenty-first century, assessment, minimisation and mitigation of the environmental impacts of development are key activities of development professionals. This course has two key aims – first, to illuminate the complex and dynamic character of interactions between human societies and the material environments they construct and inhabit; over time, these interactions have produced significant changes in the structure and functioning of the material world, and in human culture, knowledge, technology and social organisation, and second, to explore the character and dynamics of these processes in the social and geographical context of Latin America.



These aims will be achieved by reviewing a broad range of intellectual frameworks in order to shed light on the various ways in which the concepts of, and interactions between, 'environment' and 'development' may be understood. Your understanding of these different philosophical approaches to the generation of insight into environment-development interactions will be enhanced through a series of case studies from Latin America. Once you have completed the course you will have a sound overview of environment development interactions and be able to make positive contributions to policy discourse on environment and development in Latin America.

HISTORY

The Latin American Colonial Experience

Linda Newson

The course examines the economic, social and demographic consequences of Spanish and Portuguese rule in Latin America. It considers the character and distribution of indigenous cultures at the time of the Iberian conquest, Iberian aims in the New World and the colonial bureaucratic systems they established. It goes on to discuss aspects of economic development – notably the evolution of the hacienda, mining, labour systems and trade. The course also considers the region's demographic history, the changing racial and social structure of colonial Latin America, and the role of the Church and missions in the colonial period.

Latin America: From Liberalism to Neo-liberalism

Colin M. Lewis

The course examines the social welfare implications of post 1900 patterns of growth and development: namely, the liberal export model of the early decades of the century, autocratic developmentalist programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s, heterodox attempts at stabilisation in the 1980s, neo-liberal reform projects of the 1990s, and the emerging 'post-neo-liberal' paradigm.

The structure is thematic. The first part addresses methodological issues such as defining and measuring growth, development, poverty and social welfare. This is followed by an examination of key topics. These include the political context within which economic policy was applied; the determinants – and ideological underpinnings – of growth and development; institutional arrangements relating to social security, health care and employment; political participation and civil rights; changing patterns of employment; wages and income distribution; absolute and relative levels of poverty. The geographical focus of the course will be on Argentina, Brazil, Chile, Colombia, Cuba and Mexico.





Latin America, 1750-1950: From Colony to Modernity

James Dunkerley and Caterina Pizzigoni

How we understand 'modernity' (even 'modernisation' and 'postmodernity') depends vitally upon our knowledge and interpretation of the past. In the seventeenth century all the Americas were thought by Europeans to have more of a future than a past. By the end of the nineteenth century the USA was matching the economies of northern Europe and fully confident of its wider place in the world; Latin America had somehow 'fallen behind'. In the brief post-Cold War period that we have lived so far historical debate over the Latin American past has been unusually rich and controversial, challenging many established assumptions about process and power.

This course considers the political and social history of the region from the start of the 'Age of Revolutions' through to the onset of the Cold War. We focus on the varieties of colonialism; political independence; state formation and the emergence of national cultures; the contradictory pursuit and experience of 'progress' in the nineteenth century; and the unstable constitution of mass society and politics at the start of the twentieth. There is only modest overlap with other history courses, which may be taken together with this one.

Nationalism and National Identity in Twentieth-Century Latin America

Nicola Miller

This course introduces students to debates in the theory of nationalism, and tests the main approaches (primordialism, modernism and post-modernism) against Latin American experiences. Concepts such as race and ethnicity, the state, and post-modernism will also be analysed in the context of Latin America. The course is organised around themes and debates in twentieth century Latin American politics – for example, cultural nationalism, economic nationalism, anti-imperialism and the relationship of populism to nationalism. Coverage will be brought up to the present to incorporate the question of whether the concept of the nation-state is still a valid tool of political analysis. Four core case studies will be adopted: Argentina, Mexico, Chile and Peru, which will be used selectively for different topics. Other Latin American countries will be brought in to illustrate particular issues.

Primary source material will be taken mainly from the writings and speeches of politicians and intellectuals, and from official documents, although evidence of non-elite views will be included where possible. Secondary material will be drawn from a range of disciplines: political theory, politics, international relations, history, cultural studies, and anthropology. A background in Latin American politics is desirable but not essential.

POLITICS AND INTERNATIONAL RELATIONS

The Comparative Politics of Latin America

Kevin J. Middlebrook and Rachel Sieder

This course provides a broad survey of contemporary Latin American politics, examining both key analytic themes and the national experiences of individual countries.

Discussions will focus on such topics as the causes and legacies of social revolution in the region; civil-military relations; the reasons for the breakdown of civilian regimes in many Latin American countries in the 1960s and 1970s, the character and impact of authoritarian rule, and the domestic and international forces that subsequently led to transitions to political democracy after the 1970s and 1980s; and obstacles to the consolidation of more fully participatory, socially equitable forms of governance. Readings and lectures illuminate these larger questions by analysing comparatively the experiences of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, El Salvador, Guatemala, Mexico, Nicaragua, Peru, and Venezuela. There are no formal prerequisites for the course.

The International Politics of Latin America

Kevin J. Middlebrook

This course examines the international politics of Latin America, with primary emphasis upon the period since 1945 but with attention to the legacies of earlier political and economic developments affecting the region.

The course begins with an overview of key concepts and issues from the general international relations literature, and, following an assessment of major trends during the nineteenth and early twentieth centuries, it then turns to Latin America's changing position in the international political economy since World War II; major phases in relations between Latin American and the United States (including case studies of Cuba and the Central American crisis of the 1980s); Latin American relations with the former Soviet Union, the European Union, and East Asian countries; case studies of the foreign relations of Argentina, Brazil, Chile and Mexico; economic regionalism and interstate conflict in the Americas; and the impact of human rights and drug trafficking on inter-American relations.

"The year that I spent at the Institute doing the MSc on Latin American Politics was important to give theoretical solidity to the experience that I had gained previously whilst working as a journalist in Brasilia. Since graduating, I have worked in the BBC World Service, covering mainly Latin America, and travelling to the Continent to report on major stories. I have realised the importance of the readings, classes and discussions that I had with colleagues and professors during my time at the institute. "

Augusto Gazir

MSc Latin American Politics 2000-01



The Politics of Human Rights in Latin America

Rachel Sieder

This course aims to provide a comprehensive introduction to contemporary human rights issues in Latin America. This involves an understanding of the principal analytical debates on human rights; how and why the idea of human rights came to play an important role in the domestic and international politics of Latin American countries; the role of human rights in the transition from authoritarian to democratic rule; the nature of contemporary human rights issues in the region, including institutional dimensions of efforts to secure the rule of law and debates relating to citizenship, democracy and human rights; and contemporary trends towards the transnationalisation of rights enforcement.

The focus of the course is thematic rather than country-based, but examples will be drawn principally from the Southern Cone and Central America. The course is interdisciplinary, drawing on politics, law and anthropology.

SOCIOLOGY

Society and Development in Latin America

Maxine Molyneux

This is a course in the Sociology of Development. It begins by examining the debate over development and modernity in Latin America, from the rise and decline of early Liberalism to the spread of alternative state forms and state-society relations, among them corporatism,

nationalist populism and state socialism. The virtual collapse of these alternatives and the turn to a new era of Liberal governance in the 1980s and 1990s provides the central analytic theme for the rest of the course. The second part of the course reviews the political, international and social context within which new policy agendas are being applied. It examines the social consequences of structural adjustment and globalisation and the changing patterns of work and production.

The third part focuses on how these developments have changed the nature of poverty, and brought about or deepened different forms of social exclusion. The varied social effects of poverty and the survival strategies of the poor are examined with reference to the role of the household, the informal sector and social capital. Part four examines new policy approaches to poverty-alleviation and the role of NGOs in welfare delivery and rights-based development initiatives. It considers some of the positive developments in tackling poverty against continuing trends of deepening social inequality and marginalisation.

Finally, the relationship between democracy and development is considered in the light of two issues: first, the role and character of civil society is discussed against claims that it can serve as an effective counterweight to 'mis-development'; second, we return to examine the changing role of the state in Latin America to consider the implications for development policies of trends such as decentralisation, popular participation, and the international emphasis on human rights and good governance.

MULTIDISCIPLINARY

Politics and Society in the Modern Caribbean

Kate Quinn

This new course will provide a critical survey of the many states and societies located in and around the Caribbean Sea. The course will outline the singularity of the region's history in the formation of the modern world, focusing on its plantation economies based on slavery, before considering the contemporary challenges of development for widely differing groups occupying a shared natural region. All the main cultures of the Caribbean – Anglophone Francophone and Hispanic – will be considered, as will the particular international and cultural features of a zone of the world that is seldom afforded the scholarly attention it deserves.

This course can be taken as part of the MA in Area Studies (Latin America) and, from 2006-07, the MA in Comparative American Development.

"To me the attractiveness of the Institute as an academic institution lies in its size; sufficiently small to create an atmosphere of congeniality yet large enough to offer diversity. The opportunity to immerse oneself in a wide range of disciplines at the guidance of an enthusiastic and challenging faculty undeniably holds the promise to translate into a stimulating experience. The accessibility of the staff – both academic and administrative – is, at least for me with a prior degree at a large university, truly remarkable. The small-sized seminars that encourage student participation is another sizeable advantage of the Institute, whilst the great number of seminars and conferences that take place in London each week provides for an exceptionally stimulating environment overall."

Pär Engstrom
MSc GLAD 2002-03



Brief outlines of the courses available on the United States Programmes are given on the following pages. Short lists of introductory reading material can be seen on the Institute's website at www.americas.sas.ac.uk. Full course reading lists are normally issued at the beginning of the session.

N.B. The courses listed are offered subject to availability of staff, and may change without notice. The Institute will endeavour to enable students to take their preferred combination of courses subject to quotas and timetabling.



Research Methods (Autumn Term)

Iwan Morgan

This is a core course for students taking the MSc in US Politics and Contemporary History. It introduces students to the conceptual and practical tools needed to undertake research in US politics, foreign policy, and contemporary history. It examines the main traditions of American political science, international relations, and historiography to illustrate how these disciplines have addressed the fundamental academic questions of what and how to study. To this end it will provide an introduction to the research methods of these disciplines. Practical guidance will be given on how to identify a research topic, how to choose an appropriate methodology, and how to locate and evaluate data sources.

The course also provides an introduction to library resources, notably those of the University of London, the British Library, and the British Library of Political and Economic Science, which are all located near the Institute for the Study of the Americas. In addition, students will receive guidance on the use of electronic research sources, including databases and the Internet.

The course will provide the foundation for the undertaking of the dissertation topic of the student's choice. It will also equip students intending to progress to doctoral research with the elements of research skills. By taking this course, students should be able to identify, describe and analyse the different traditions in American political science (including IR) and American historiography and to design and write a research proposal.

CULTURAL STUDIES AND LITERATURE

American History on Film

(Autumn Term)

Melvyn Stokes

This course will focus on varied attempts to represent aspects of American history on film. Among the issues analysed will be: the Civil War, late nineteenth-century immigration, the coming of sound in the film industry, the Depression of the 1930s, the anti-Communist campaigns of the late 1940s and early 1950s, Watergate, 1960s radicalism, racial intermixture, and the boom economy of the 1980s. In order to contextualise these questions, the course will also examine matters such as Hollywood's own view of its audiences, the Production Code Administration, HUAC and Hollywood, landmark legal cases in movie history and the role of ethnic and the racial groups in American cinema. Each discussion will be preceded by a film screening.

Hollywood Genres

(Spring Term)

Melvyn Stokes

In this course several major Hollywood genres will be examined. These will include westerns, silent and screwball comedies, 'populist' films, crime movies, film noir, the 'new wave' of the 1960s, and 'feminist' film. The aim will be to explore the strategies behind each genre, the reasons for its development and (often) decline, and its significance in the context of its time.

Topics that relate to these issues will also be covered, including the working of the studio system, the methods by which stardom was constructed, Hollywood's knowledge of its own audiences, and the nature of the movie-going experience. A film will be shown before each seminar discussion.

American Modernism

(Autumn Term)

Timothy Armstrong

The course aims to give a selective overview of American literature (focusing mainly on fiction) in the period 1900-1939, and to provide students with an insight into both the historical contexts and main aesthetic elements of that literature. With the Armory Show in 1913, and the arrival Duchamp, Mina Loy and other exiles in America, European Modernism had arrived, sending its shock waves through all the arts, and producing a demand for new art forms to match the new and largely urban world of speed, technology and relativity. In the work of William Carlos Williams and others, modernism was





given a pragmatic, American slant; in the 1930s Surrealism had an important impact.

The course deals with the arrival of modernism in America, but it also considers what could be seen as the distinctively American contribution of the Harlem Renaissance and the 'Jazz Age', as well as other issues including the relationship between literature and politics and literature and mass culture. A small number of films will be studied, alongside the novels, poetry, plays and essays which form the core of the course.

Postwar American Literature

(Spring Term)

James Annesley

This course examines literature and society in post war America, emphasising works published in the last two decades. Beginning with literatures linked to the Civil Rights Movement, Vietnam protest, and the birth of identity politics in the 1960s, it moves from there to consider the origins of postmodernism in the 1970s. Later texts examined enable us to explore issues of 'race', ethnicity and gender in America in the last two decades; to consider America's troubled post war history and national mythology; and to examine consumer culture and modern communications as they are reflected in literary texts and in selected contextual films.

"The opportunity I was given when I was accepted onto the course resulted in a greater confidence in my ability and, though the subject of the United States was a personal interest, the intellectual rigour and discipline required to get through the course, has had a very positive impact professionally.

For example: presentations to class, particularly those where there is a quick turnaround from being given the topic, article or book one week, to presenting the next; writing coherent essays of several thousand words, culminating in the dissertation; having to put that extra effort in by attending two classes each night for the first year, on top of the day job. These generic skills were developed by the course and, as a bonus, I was actually interested in the subject too. So, when I was on my first module of an MBA course this year I could draw on all this experience."

Simon James

MA United States Studies 2000-02

HISTORY

The Rise of the Sunbelt since 1945

(Autumn Term)

Iwan Morgan

Since 1945 the states of the South and Southwest have been transformed from relative underdevelopment into the Sunbelt, America's most dynamic region in political, economic and cultural terms. Since 1964 every US president (excepting the unelected Gerald Ford) has come from this region. Sunbelt cities like San Diego, Phoenix, Albuquerque, Las Vegas, and Miami are the fastest growing in the nation. The region has also become home to the new industries driving economic growth – aerospace, defence, IT electronics – in contrast to the declining heavy industries of the North-eastern 'rustbelt'.

This course seeks to explain the rise of the Sunbelt and its political, economic and social significance. It explores the role of the Sunbelt in transforming American conservatism into a populist, middle class and antiestablishment phenomenon and in making this a significant force in national politics. It examines the paradox between the region's antigovernment politics and the federal government's primary role in the region's development (through defence and aerospace programmes, farm programmes, tax breaks for regional business such as the oil industry, and social security that helped build the region's retirement homes and golf courses). It assesses the significance of the Sunbelt in the so-called culture wars between 'red' and 'blue' America and the shaping influence of religious beliefs on

the region's conservatism. Finally, the module examines the implications of Hispanic regional population growth both for the Sunbelt itself and more broadly the United States. To this end it evaluates claims that the Hispanicisation of the Southwest 'threatens to divide the United States into two peoples, two cultures, and two languages.' [Samuel Huntington]

Conspiracy in American Culture

(Spring Term)

Mara Keire

The course focuses on the powerful role that conspiracy theories have played in American society from the Revolutionary era of the late eighteenth century to the 9/11 attacks on New York and Washington DC. Students will analyse ideas about alien outsiders, subversive insiders, the evils of the Federal Government, and the threat of organised crime. Starting with Richard Hofstadter's seminal essay, 'The Paranoid Style in American Culture', the course will use a range of primary and secondary sources to examine a persistent discourse of 'dissent,' which Americans across the political spectrum have used to critique contemporary society. Within this framework, it considers issues such as: late eighteenth-century anti-federalism; mid nineteenth-century Know Nothing ideas of a 'slave power' conspiracy; anti-monopolism in industrial America; the 'discovery' of organised crime; McCarthyism; the Kennedy assassination; Watergate; the war on drugs; the Oklahoma City bombings; the Roswell affair, aliens and UFOs; and the 9/11 plot.



African American Civil Rights and the US Federal Government 1896-1975

(Two-Term Course)

John Kirk

This course examines the relationship between African American civil rights and the US federal government through the age of segregation to the civil rights and black power era. It looks at the role played by the three branches of the federal government in both at times denying and at other times securing African American civil rights and considers how this federal role shaped and was itself shaped by the changing nature of African American activism.

The course is divided into three sections. The first section examines the Supreme Court and focuses on how this judicial body initially provided the legal underpinning for segregation, how the National Association for the Advancement of Colored People challenged segregation through the courts, and why the Supreme Court finally reversed its earlier stance to challenge the constitutionality of segregation. The second section looks at the presidency and asks why presidents ignored the issue of African American civil rights until the 1930s, why the Roosevelt administration was the first to tackle the issue, and how subsequent presidential administrations dealt with the issue. The final section looks at Congress and asks why it was the most reactionary branch of federal government on the issue of African American civil rights and why that changed in the 1960s. On finishing this course, students should be able to display an understanding of the interrelated nature of politics, law and

African American civil rights in the United States and to explore these concepts through research-based essays that are grounded in an understanding of both primary materials and a substantial secondary literature.

To be confirmed.

Abraham Lincoln and the Civil War

(Two-Term Course)

(Available from 2006-07)

"The Institute, with teachers from both sides of the Atlantic and students from around the world, has a truly international feel. Its wide range of academic subjects gives the student the opportunity to specialise in a chosen field through the dissertation. My studies at the Institute have given me the confidence to go on to further postgraduate work."

Ellen Williams

MA United States Studies 2000-02

POLITICS AND INTERNATIONAL RELATIONS

American Political Institutions

(Autumn Term)

Philip Davies

This course introduces, explores and examines the operation of the major domestic political institutions of the USA. The constitutional framework is a constant presence, including the ideas used by the framers that have become defining concepts of American government – such as: checks and balances, separation of powers, federalism, consent of the governed. The course looks at contemporary links between citizens, office-holders, and political decision-making, both by examining the major formal institutions (Executive, Legislature, Judiciary, other parts of the nation's distributed political authority), and the structures that aggregate public participation, such as political parties, the elections process, and interest groups.

Cold War US Foreign Policy

(Autumn Term)

(To be advised)

This course examines US foreign policy aims in the Cold War era in terms of its great-power and ideological rivalry with the Soviet Union and its allies, the strategy it followed in pursuit of these aims, and the reasons for its eventual success in its struggle with the Soviets. It also considers the nature of American power – military, economic and ideological – in the Cold War, the changing strategic balance between it and the Soviet Union, and

the significance of the alliance systems built up by the United States as free-world leader.

Within this framework, the course examines the differing interpretations of the origins of the Cold War, the initial US commitment to contain communism in Western Europe by political and economic means, and the evolution of containment into a global and military strategy in response to the 'loss' of China. It also evaluates the success of containment in Europe and the problems that it encountered in the developing world, particularly in East Asia, Africa and Cuba. In this regard, particular attention is paid to the Vietnam War as an outgrowth of containment and the strategic reassessment necessitated by US failure to contain communism in South-East Asia. The course also examines the intermittent periods of détente in US-Soviet relations, notably the Nixon-Kissinger strategy of dialogue with Russia and China, and explains why such relaxations in tension proved temporary. It concludes by examining Ronald Reagan's rebuilding of American power in the early 1980s and assessing the different theories as to why the Cold War ended during his presidency.



Politics of US Foreign Policy

(Autumn Term)

(To be advised)

This module examines foreign policy politics, namely the process by which the choices of foreign policy strategy are made. The foreign policy consensus that pertained in the early Cold War era gave rise to the belief that political, partisan and institutional differences stopped 'at the water's edge,' but the pre-World War II and post-Vietnam history of US foreign policy indicate that internal dispute and disagreement over America's role in international affairs have been commonplace.

This course provides a structural framework for understanding the dynamics of foreign policy politics. It reviews competing visions of the national interest which provide the context for understanding America's foreign policy choices. It explores the leadership role of the president as commander-in-chief and chief diplomat in giving direction to US foreign policy and his interaction with the executive branch agencies involved in national security. It also examines the role and institutional interests of Congress in the foreign policy process and assesses its capacity to restrain executive primacy in this field. In addition, it assesses the influence of societal factors on the making of foreign policy by political elites. To this end it analyses: the differing types of foreign policy interest groups, their strategies, and the extent of their influence; the role of the media both as agenda-setter and conduit; and the nature and significance of public opinion with regard to the foreign policy process.

Post-Cold War US Foreign Policy

(Spring Term)

(To be advised)

This course explores the main trends in US foreign policy since the end of the Cold War in 1991. It examines America's interests within the changing international system and analyses the complementarity and trade-offs between the four core national interest goals [with corresponding international relations paradigm in parenthesis]: power (realism); peace (liberalism); prosperity (international political economy); and principle (democratic idealism).

Within this framework, the course evaluates: the changing nature of the threats facing the United States and America's response to these; the nature and limitations of American power, both 'hard' and 'soft,' in the 'unipolar' era; the debate over unilateralism and multilateralism; America's relations with European powers, Russia, and the People's Republic of China; America's problematic relationship with the United Nations; the growing significance of trade in US diplomacy; and the extent to which the United States has promoted democracy and human rights in the post-Cold War era. The course also assesses the Bush Doctrine as the first significant strategic restatement of how the US should wield power and organise world order since the promulgation of containment doctrine in the early Cold War.

Case Study in US Foreign Policy (Spring Term)

(To be advised)

The subject and content of this course will change from time to time in accordance with the specialities of Institute for the Study of the Americas (ISA) permanent and visiting faculty. It aims to provide students who have studied at least one (and preferably two) of the other US foreign policy courses the opportunity for further specialised study in this field.

The course curriculum will assume that students have a solid foundation of knowledge about US foreign policy and will focus on a specific case study, which may involve a geopolitical issue, for example US Relations with China, or a thematic issue, for example Ethics and US Foreign Policy. Details of the case study to be offered in the Spring Term of 2006 will be posted on the ISA website in due course.

US Political Economy (Spring Term)

Iwan Morgan

Prosperity and abundance have been shaping influences on the American national character and the development of Americans' self-identity as 'the people of plenty.' As originally conceived, the American Dream envisaged individual enterprise as the mainspring of material wellbeing, but in modern times the federal government has become increasingly involved in promoting the growth and stability of the US economy in order to ensure widespread prosperity. This course examines the role of the national government in economic management from the 1930s to the present.

The syllabus reviews the changing role of the federal government in response to changing economic conditions both at home and abroad and explains why US economic policy in both its domestic and – more recently – international dimensions has been such a contestable political issue. It links the influence of particular economic doctrines – Keynesianism, monetarism, supply-side ideas – to the shifting ideological dimensions of American politics and the political battles between modern liberals and conservatives.



It also explores the central importance of economic growth in modern America's efforts to reconcile individualism with egalitarianism and how economic growth has served a variety of political causes, such as domestic liberal reform (the New Deal of the 1930s, the Great Society of the 1960s), conservative restoration (Nixon, George W Bush) national rehabilitation (Reagan, Clinton), and world leadership (all presidents since 1945).

US Presidents and the Presidency (Spring Term)

Iwan Morgan

The leadership responsibilities of the modern US presidency include those of commander-in-chief, chief diplomat, chief legislator, manager of prosperity, and party leader. Each president brings his own leadership style and personal attributes to the presidency. Each has his own strengths and weaknesses. Franklin D. Roosevelt was famously described as possessing a 'second-rate intellect but a first rate temperament,' which enabled him to provide strong leadership during a period of unprecedented economic crisis but did not save him from pursuing economic policies with contradictory ends. Bill Clinton, by contrast, was one of the most intelligent occupants of the White House. He could master the specifics of complex policy, but this mastery did not translate into a clearly defined and consistent vision.



This course examines the leadership of US presidents from Franklin D. Roosevelt to George W. Bush. It analyses their different approaches to presidential leadership, such as the 'hidden-hand leadership' of Dwight Eisenhower, the 'chairman of the board' approach of Ronald Reagan, and the 'chief executive officer' approach of George W. Bush (the first president to possess an MBA). It assesses the personal attributes of all the modern presidents and how they have deployed these in pursuit of their policy goals. It also focuses on the role of political beliefs, vision, cognitive skills, organisational skills, communication skills, and emotional intelligence in presidential leadership.

SOCIOLOGY

Race, Ethnicity and Immigration in the United States: 1965-2005

(Two-Term Course)

Natasha Kumar Warikoo

This course looks at contemporary (post-1965) immigration and race relations in the United States. It places issues of immigrant incorporation in the context of the Civil Rights Movement, the changing economy, and overall increasing racial diversity.

MULTIDISCIPLINARY

Politics and Society in Modern Canada

(Two-Term Course)

(To be advised)

This new course will provide a critical survey of modern Canadian society and politics, including a brief historical overview of its development as a colony, Dominion, and member of the British Commonwealth. The course will include consideration of English- and French-speaking societies as well as Canada's Native American populations and cultures. The country's important economic and political relations with the USA, and its increasing profile within hemispheric affairs will be considered alongside the constitutional challenges of recent years. This course can be taken as part of the MA in Area Studies (United States) and, from 2006-07, the MA in Comparative American Development.

"Life at the Institute flew by before I knew it, and set me up for some of the great challenges in life. Studying part time whilst working meant that I had to be very disciplined, so when later in the working world strict deadlines were set I would breeze through most of them whilst my colleagues would slowly turn into nervous wrecks trying to multi task.

Aside from that I made some great friends whilst I was at the Institute. Some have gone on to form their own companies, become teachers, or even continue studying. We made each other laugh during times of frustration at our workloads, and these good times have not stopped since we left.

My course allowed to read some great books I may have never got around to reading like 'Slaughterhouse Five', 'Native Son', 'Naked Lunch' and many others. The knowledge I gained from the History on Film course was amazing and incomparable to what you could get through a normal textbook course-never can I watch 'Gone with the Wind' in the same way again.

I am really, really glad I did my MA in United States Studies. There I realised there is so much I still don't know and want to begin to research."

Richard Ashiagbor

MA United States Studies 2000-02

Academic Staff of the Institute



James Dunkerley, BA, MPhil, DPhil

Director of the Institute and
Professor of Politics, Queen Mary

Research interests: Modern History and politics of the Americas, particularly the USA, Bolivia and the Southern Cone; comparative political thought and history.

Publications include: *Rebellion in the Veins: Political Struggle in Bolivia, 1952-82* (London, 1984); *Power in the Isthmus: A Political History of Modern Central America* (London, 1988); *Political Suicide in Latin America and other essays* (London, 1992); *The Pacification of Central America* (London, 1994); with V. Bulmer-Thomas (eds.), *The United States and Latin America: the New Agenda* (London, 1999); *Americana. The Americas in the World, around 1850* (London, 2000); *Warriors and Scribes, Essays on the History and Politics of Latin America* (London, 2000); (ed.), *Studies in the Formation of the Nation-State in Latin America* (London, 2002); with Maria D'Alva Kinzo (eds), *Brazil since 1985: economy, polity and society* (London, 2003); Co-editor of the *Journal of Latin American Studies*.

Kevin J. Middlebrook, AB, PhD

Reader in Latin American Politics

Research interests: Comparative and international political economy (institutional dimensions of regional economic integration, transnational industrialisation and labour alliances); democratic regime change in Latin America; U.S.-Latin American relations.

Publications include: (co-editor) *The United States and Latin America in the 1980s: Contending Perspectives on a Decade of Crisis* (Pittsburgh University Press, 1986); (editor) *Unions, Workers, and the State in Mexico* (Center for U.S.-Mexican Studies, University

of California-San Diego, 1991); (co-editor) *The Politics of Economic Restructuring: State-Society Relations and Regime Change in Mexico* (Center for U.S.-Mexican Studies, 1994); *The Paradox of Revolution: Labor, the State, and Authoritarianism in Mexico* (Johns Hopkins University Press, 1995); (editor) *Electoral Observation and Democratic Transitions in Latin America* (Center for U.S.-Mexican Studies, 1998); (editor) *Conservative Parties, the Right, and Democracy in Latin America* (Johns Hopkins University Press, 2000); (editor) *Party Politics and the Struggle for Democracy in Mexico: National and State-Level Analyses of the Partido Acción Nacional* (Center for U.S.-Mexican Studies, 2001); (co-editor) *Confronting Development: Assessing Mexico's Economic and Social Policy Challenges* (Stanford University Press and Center for U.S.-Mexican Studies, 2003); (editor), *Dilemmas of Political Change in Mexico* (Institute of Latin American Studies / University of London and Center for U.S.-Mexican Studies / University of California-San Diego, 2004).

Maxine Molyneux, BA, PhD

Professor of Sociology

Research interests: Poverty and social inequality; gender; development policy; the Southern Cone, Central America and Cuba.

Publications include: *Women's Movements in International Perspective* (London, 2000); with E. Dore, *The Hidden Histories of Gender and State in Latin America* (Durham, N.C. and London, 2000); with N. Craske (eds.), *Gender, Rights and Justice in Latin America* (Basingstoke, 2002); with S.Razavi, *Gender Justice, Development and Rights* (Oxford, 2003); with S. Lazar *Doing the Rights Thing: Latin American NGOs and Rights Based Development* (London, 2003); 'The Politics

of the Cuban Diaspora', in V. Bulmer-Thomas and J. Dunkerley (eds.), *The United States and Latin America: the New Agenda* (London, 1999); 'Ethnography and Global Processes', in *Ethnography* 1:2 (2001); 'Social Capital: A Post-transition concept: Questions of Context and Gender from a Latin American Perspective', in *Development and Change* 33:2 (2002)

Iwan Morgan

*Professor of US Studies and
Deputy Director of the Institute*

Research interests: US political economy; the US presidency; the Sunbelt.

Publications include: *Eisenhower versus 'the Spenders': The Eisenhower Administration, the Democrats and the Budget 1953-1960* (1990); *Beyond the Liberal Consensus* (1994); *Deficit Government: Taxing and Spending in America* (1995); *Nixon* (2002); and numerous articles, most recently 'Jimmy Carter, Bill Clinton and the New Democratic Economics,' *Historical Journal* (Dec. 2004).

Caterina Pizzigoni, PhD, MA

*Research Fellow in History
(Leverhulme Early Career Fellowship)*

Research interests: Indigenous populations in colonial Latin America, principally Mexico: everyday life; processes of resistance/assimilation in terms of culture and society; family relationships. Gender issues: women's everyday life in colonial Latin America, with special attention to indigenous women. Nahuatl: study of the language, translation and analysis of colonial documents, mainly testaments, or mundane documents.

Publications include: 'Sources for Indigenous Women and Men in the Valley of Toluca, Eighteenth Century' in *Methods and Sources in the Ethnohistory of Mesoamerica*, edited by

Lisa Sousa and James Lockhart (Publication arrangements pending with the UCLA Latin American Center); "'Como frágil y miserable mujer': vida cotidiana de las mujeres nahuas del Valle de Toluca", in *Historia de la vida cotidiana en México*, Pilar Gonzalbo Aizpuru (editor), (Mexico DF, El Colegio de México and Editorial Planeta, forthcoming 2005); "'Para que le sirva de castigo y al pueblo de ejemplo'. El pecado de poligamia y la mujer indígena en el valle de Toluca (siglo XVIII)", in *Las mujeres en la construcción de las sociedades iberoamericanas*, Berta Ares Queija and Pilar Gonzalbo Aizpuru (editors), Seville and Mexico DF, Consejo Superior de Investigaciones Científicas - Escuela de Estudios Hispano-Americanos, and El Colegio de México - Centro de Estudios Históricos, 2004); 'Amid Idealisation and Practice: Archbishops, Local Clergy, and Nahuas in the Toluca Valley, 1712-1765', *Swedish Missiological Themes* 91:2 (2003); 'Between Assimilation and Resistance: the Role Played by Nahua Women in the Communities of the Valley of Toluca, Eighteenth Century', (special publication of the XXIII International Congress of Americanists, Perugia, Italy, 4-6 May 2001); 'Account of the Relationship Between Friars and Nahua Women in Early Colonial Valley of Mexico', *Voices of Mexico* 50 (2000); 'La evacuación de la Costa de los Mosquitos 1783-1790', *Memoria* 122 (1999).

Kate Quinn, BA, MA

Research Fellow (Caribbean Studies)

Research interests: Contemporary culture, politics and history of the Caribbean, particularly Cuba and Guyana; civil society in the contemporary Caribbean.

Publications include: 'New nationalisms, new regionalisms: the Caribbean in the global political economy,' *Nations and Nationalism* (forthcoming 2006).



Diego Sánchez-Ancochea, BA, MA, PhD

Lecturer in the Economics of Latin America

Research interests: Public policies and the economic role of the state, state-society relations and its impact on capital accumulation and income distribution, industrial policy, Central America and the Caribbean.

Publications include: 'The Role of the State in Structural Change: an Institutional Approach', *Transregional Center for Democratic Studies Working Papers* (New York, 1999); 'Globalisation and Inequality in the Developing World: Potential Benefits with Real Costs', *CEPA Working Paper* (New York, 2003). 'The Impossible Task? Building a Successful Heterodox Graduate Program in Economics', *New School Research Review*, Fall 2004, 1(1): 11-20; 'Following the East Asian export miracle? The Limitations of Manufacturing Specialisation of Small Latin American Countries in the New Global Economy' *paper delivered at the XXV International Congress of the Latin American Studies Association*, Las Vegas, Nevada, October 7-9, 2004 'Capital Accumulation, Income Distribution and Exports in Economic Development. Applying the East Asian Success to Small Latin American Countries', *paper presented at the 2004 Conference of the Latin American and Caribbean Economic Association*, San José, Costa Rica, November 2004.

Rachel Sieder, BA, MA, PhD

Senior Lecturer in Politics

Research interests: Law and politics, human rights, citizenship and globalisation; comparative politics of Central America; indigenous rights with particular reference to legal pluralism, access to justice and judicial reform.

Publications include: *El derecho consuetudinario y la transición democrática en Guatemala* (Guatemala, 1996); (ed.),

Guatemala After the Peace Accords (London, 1998); with P. Domingo (eds.), *Rule of Law in Latin America: The International Promotion of Judicial Reform* (London, 2001); (ed.), *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy* (Basingstoke, 2002); with L. Schjolden and A. Angell (eds.), *The Judicialisation of Politics in Latin America* (New York, forthcoming).

Natasha Kumar Warikoo, ScB, AB, EdM

Lecturer in United States Studies

Research interests: Race, ethnicity and immigration in the United States; youth cultures in multi-ethnic schools in London and New York.

Publications include: 'Towards a Post-Ethnic South Asian American Identity: Lessons from the Identity Formations of Indo-Caribbean Youth,' *The Subcontinental: A Journal of South Asian American Political Identity*, 2003; 'Cosmopolitan Ethnicity: Second Generation Indo-Caribbean Identities,' in *Becoming New Yorkers: Ethnographies of a New Second Generation* (New York, 2004); 'Race and the Teacher-Student relationship: Interpersonal Connections between West Indian Students and their Teachers in a New York City High School,' *Race, Ethnicity and Education*, 2004; 'Gender and Ethnic Identity among Second Generation Indo-Caribbeans,' *Ethnic and Racial Studies* (forthcoming 2005).

Lecturer in United States Foreign Policy

To be appointed

Lecturer in Canadian Studies

To be appointed

Additional teachers on the Master's Programmes

James Annesley

Senior Lecturer, Department of English,
Kingston University

Publications include: *Blank Fictions: Consumerism, Culture and the Contemporary American Novel* (NY: St Martin's, 1998) and a number of articles on recent American fiction. His current project, *The Fictions of Globalisation*, examines the representations of globalisation in the contemporary American novel.

Timothy Armstrong, BA, MA

Professor of Modern English and American Literature, Royal Holloway, University of London

Publications include: *Modernism, Technology and the Body: A Cultural Study* (Cambridge University Press, 1998), *Haunted Hardy: Poetry, History, Memory* (Palgrave, 2000), and *Modernism: A Cultural History* (Polity, 2005). Editor of *American Bodies: Cultural Histories of the Physique* (New York University Press, 1996) and co-editor of *Beyond the Pleasure Dome: Writing and Addiction from the Romantics* (Sheffield Academic Press, 1994).

Catherine Boyle, BA, MA, PhD

Reader in Latin-American Cultural Studies,
King's College

Research interests: Latin American theatre; theatre production during the Pinochet regime; cultural transmission and translation; memory, cultural expression and political change.

Publications include: *Marginality, Power and Selfhood* (1992); Editor, *Journal of Latin American Cultural Studies*.

Philip Davies

Professor of American Studies, De Montfort University and Director of the Eccles Centre for American Studies, British Library

Publications include: *US Elections Today*, (Manchester University Press, 1999); *Political Parties and the Collapse of Old Orders* (SUNY Press, 1999); *History Atlas of North America* (Macmillan NY, 1998); *Representing and Imagining America* (Keele University Press, 1996); *American Quarter Century: US Politics from Vietnam to Clinton* (Manchester University Press, 1996). Recent articles include "Motivating the US 'motor voter'", *Politics Review*, 2000; "Crowded Out: American Political Conventions", *Contemporary Review*, 2000; "Ethnicity, Race and 1990s US Politics: A nation of immigrants", *Politics Review*, 1998.

Olivia Harris, MA

Professor of Anthropology,
London School of Economics

Publications include: with B. Larson and E. Tandeter (eds.), *Ethnicity, Markets, and Migration in the Andes: At the Crossroads of History and Anthropology* (Durham, N.C., 1995); *To Make the Earth Bear Fruit: Ethnographic Essays on Highland Bolivia* (London, 2000); with T. Bouysse-Cassagne and T. Platt Qaraqara-Charka: *Mallku Inka y Rey. Historia de una confederación aymara en la "Provincia de Charcas", siglos XV-XVII* (La Paz, 2005).



Mara Keire, BA, MA, PhD

Programme Co-Director for the MA in Intellectual and Cultural History, Queen Mary

Research interests: Nineteenth and twentieth century American cultural history, particularly, vice, criminality and social control; the history of red-light districts in early twentieth-century America.

Publications include: 'Dope Fiends and Degenerates: The Gendering of Addiction in the Early Twentieth Century', *Journal of Social History* (1998); 'The Vice Trust: A Reinterpretation of the White Slavery Scare in the United States, 1907-1917', *Journal of Social History* (2001).

John Kirk, BA, PhD

Senior Lecturer in US History

Research interests: Twentieth Century US history: African American history; history of the US South; the Age of Segregation and the Civil Rights Movement.

Publications include: *Martin Luther King, Jr.* (Longman, 2004); *Redefining the Color Line: Black Activism in Little Rock, Arkansas, 1940-1970* (Florida, 2002); 'Massive Resistance and Minimum Compliance: The Origins of the 1957 Little Rock School Crisis,' in Clive Webb (ed.) *Massive Resistance: Southern Opposition to the Second Reconstruction* (New York, forthcoming April 2005); 'Daisy Bates, the NAACP and the Little Rock School Crisis: A Gendered Perspective,' in Peter Ling and Sharon Monteith (eds.) *Gender in the Civil Rights Movement* (Garland Press, 1999; reprinted Rutgers University Press, 2004)

Colin M. Lewis, BASS, PhD

Reader in Latin American Economic History, London School of Economics

Publications include: *Argentina: a short history* (Oxford, 2003); with C. Abel (eds.), *Exclusion and Engagement: social policy in Latin America* (London, 2002)

Nicola Miller, BA, MPhil, DPhil

Reader in Latin American History, University College

Publications include: *In the Shadow of the State: Intellectuals and the Quest for National Identity in Twentieth-Century Latin America* (London, 1999); *Soviet Relations with Latin America, 1959-1987* (Cambridge, 1989).

Linda Newson, BA, PhD

Professor of Geography, King's College

Publications include: *The Cost of Conquest: Indian Decline in Honduras under Spanish Rule* (Boulder, 1986); *Indian Survival in Colonial Nicaragua* (Norman, 1987); *Life and Death in Early Colonial Ecuador* (Norman, 1995).

Stephen Nugent, BA, PhD

Reader in Social Anthropology, Goldsmiths College

Publications include: *Big Mouth: The Amazon Speaks* (London, 1990); *Amazon Caboclo Society* (Providence, 1993); with C. Shore (eds.), *Anthropology and Cultural Studies* (London, 1997); with C. Shore (eds.), *Elite Cultures: Anthropological Perspectives* (London, 2002).

Luis Rebaza-Soraluz, BA, MA, PhD

Senior Lecturer in Latin-American Poetry & Art,
King's College

Melvyn Stokes, MA, DPhil

Senior Lecturer, Department of History,
University College London

Publications include: *Race and Class in the American South since 1890* (Berg, 1994); *The Market Revolution in America: Social, Political, and Religious Expressions* (University Press of Virginia, 1996); *The State of U.S. History* (Berg, 2004). Editor (with Richard Maltby) of *American Movie Audiences* (British Film Institute, 1999); *Identifying Hollywood's Audiences* (BFI, 1999); *Hollywood Spectatorship* (2001) and *Hollywood Abroad* (2004). Recent writings include 'The Civil War in the Movies,' in Susan-Mary Grant and Peter J. Parish, eds., *Legacy of Disunion: The Enduring Significance of the American Civil War* (Louisiana State University Press, 2003).

David Treece, BA, PhD

Professor of Brazilian Studies, King's College

Publications include: with M. Gonzalez, *The Gathering of Voices: The Twentieth Century Poetry of Latin America* (London, 1992); with R. Keenoy (eds.), *The Babel Guide to the Fiction of Portugal, Brazil and Africa in English Translation* (London, 1995); *Exiles, Allies, Rebels: Brazil's Indianist Movement, Indigenist Politics, and the Imperial Nation-State* (Westport/London, 2000). Co-editor, *Portuguese Studies journal*.

Graham Woodgate, PhD

Lecturer in Environmental Studies

Publications include: *The International Handbook of Environmental Sociology* (Cheltenham, 1997).

See also the list of Associate Fellows of the Institute on page 46. Associate Fellows are mainly University of London academics working on relevant areas of the Americas who participate in the intellectual activities of the Institute.

Facilities for Students

Library Resources | Computers | Office Space
Common Room | Language Training



LIBRARY RESOURCES

The Institute's Latin American Studies Library is an important national bibliographical resource for Latin American studies. It includes an extensive collection of academic journals and news sources, and maintains a collection of essential books available for loan to students on the Master's and Research degree programmes.

The United States Collection is housed within the Senate House Library, and is one of the largest general collections on the United States in the UK, providing broad coverage of the history, institutions and culture of the United States. It also has very extensive periodical holdings.

All students of the Institute also have access to the University of London Research Library Services (comprising all libraries within the School of Advanced Study and the Senate House Library), and to the unrivalled collection of books and journals in the major college libraries of the University, as well as to other collections held at the British Library (including the Eccles Centre for American Studies) and Canning House (the Hispanic and Luso-Brazilian Council). All Postgraduate students are automatically eligible for a Reader's Pass at the British Library.

Library orientation sessions are held at the start of the academic year, and Master's students receive resource and methodological advice specific to their dissertation topic.

COMPUTERS

The Institute provides computer rooms for Master's and research students, with e-mail and Internet connections. A free e-mail address on the School of Advanced Study server is given to students who would like one – students who wish to retain existing e-mail accounts may access these via the Institute's computers.

OFFICE SPACE (MPhil/PhD)

Research degree students are assigned working space in one of several shared rooms. In addition to the computer room dedicated to MPhil/PhD students (see above), computer connections for e-mail and the Internet are available in research rooms, subject to approval. MPhil/PhD students have access to other facilities such as telephone and fax, and photocopying.

COMMON ROOM

There is a common room for all students in the basement of No. 31 Tavistock Square. A coffee machine is provided. Notice boards advertise events and accommodation.

LANGUAGE TRAINING

The Institute organises language courses in Brazilian Portuguese and Latin American Spanish for students on the Latin American Master's programmes. Research students may also attend these classes at either General or Advanced level. (A fee is charged for language classes. As a guide, in 2004-05 this fee is £200.) See Entry Requirements for further information.

Services for Students

Accommodation | Health Services | Careers Service

ACCOMMODATION

Some students at ISA, particularly those from overseas, choose to live in one of the University's Halls of Residence. Some halls provide meals, others are self-catering with kitchen facilities. Most are within easy reach of the Institute and Central London.

Alternatively, the University's accommodation office can help students find suitable rented housing. Students will receive information on accommodation from the Institute or from the College where they will be registering. Applicants wishing to contact the Accommodation Office direct may do so at the following address: University of London Accommodation Office, Senate House, Malet Street, London WC1E 7HU (tel: 020 7862 8880, <http://housing.lon.ac.uk>).

HEALTH SERVICES

All students, including overseas students (and their dependants) are entitled to health care under the NHS (National Health Service). Students registered at the Institute have access to the University's Central Institutions Health Service (CIHS) which is located at 20 Gower Street, London WC1 (tel: 020 7636 7628). Each of the Colleges also has a medical centre for students.

CAREERS SERVICE

For a comprehensive service students should visit the Careers Group, University of London, the largest university careers service in the UK. The majority of careers resources are free to all students. The Careers Group runs seminars on writing CVs, targeting employers and interview skills etc. Reference materials are available in the Occupational Library. The office is at 50 Gordon Square, WC1H OPQ (tel: 020 7554 4500, www.careers.lon.ac.uk).

"As a Latin American studying abroad, it was an eye-opening experience to study at the Institute. It was an objective and diverse exposure to the various perspectives of students regarding things that I experience as a Latin American. The professors demonstrate their sincere interest in the dynamics of Latin American politics, culture and history and they have dedicated their careers to exploring these elements and presenting them through intriguing and energetic classroom conversations. My experience at the Institute encouraged me to pursue a career related to the Latin America region. I was lucky enough to gain a post at the Smithsonian Institution in Washington, D.C., where I work with fellow anthropologists and Latin American Indigenous communities in the National Museum of the American Indian."

Veronica Velez-Paschke

MA Area Studies (Latin America) 2003-04



STUDENTS' UNION (ULU)

The University of London Students' Union (ULU) provides a wide range of social, welfare, sporting and catering facilities. Most of the facilities are based at the ULU Building, which is only a few minutes walk from the Institute. Facilities include bars and snackbars, shops, games rooms, printshop, advice centre, a weekly book market, Endsleigh Insurance, STA Travel, and opticians. There is also a membership-based health and fitness centre, Energy Base, with a 60-station gym, 33 metre swimming pool and over 50 fitness classes a week.

ULU also offers a diverse range of societies from Ballroom and Latin American Dance through to martial arts, sports and religious societies. For unrestricted access to the facilities of the Students' Union, students must join and get an ID card. Cards are free to University of London students and available from the ULU building. See www.ululon.ac.uk for more information.



STUDENTS WITH DISABILITIES

The Disability Statement of the School of Advanced Study is posted on its website (www.sas.ac.uk/Postgraduate_Study/Disability.asp), including information on welfare services available in the University, on accommodation, and on the Disabled Students' Allowance.

The Institute for the Study of the Americas currently occupies Georgian premises where wheelchair access is not generally available. However, during the Christmas break 2005-06 the Institute is expected to relocate to Senate House, the University of London's central building, which is fully compliant with the Disability Discrimination Act.

Students are invited to discuss with academic staff any special needs and how these might be met. Any information given by a student remains confidential and will not be passed on without the student's agreement.

General Information

Entry Requirements

ENTRY REQUIREMENTS

Master's Degrees

The normal minimum entrance requirement is a First or Upper Second Class Honours degree from a university in the United Kingdom, or an overseas qualification of an equivalent standard. Applications may also be considered from candidates who do not meet the formal academic requirements, but who offer alternative qualifications or who have considerable work experience in or related to Latin America or the United States (as applicable). UK applicants are normally asked to attend for interview at the Institute. Overseas applicants may be asked to submit a piece of written work in English, on a relevant aspect of their proposed studies, in lieu of an interview.

Research Degrees

The normal minimum entrance requirement is an undergraduate qualification as for Master's degrees (above), or a Master's degree in an appropriate subject, or a relevant professional or other qualification obtained by written examination (including degrees from overseas or other relevant qualifications of equivalent standard). The Institute usually requires applicants for MPhil/PhD admission to hold a taught Master's degree.

UK applicants are normally asked to attend for interview at the Institute. Overseas applicants may be asked to submit a piece of written work in English, on a relevant aspect of their proposed studies, in lieu of an interview.

Competence in English

Students whose first language is not English must be able to demonstrate competence in English, both written and spoken, to an appropriate level to carry out their studies. The Institute for the Study of the Americas requires one of the following:

Either a minimum overall score of 7.0, and no less than 6.0 in each category (academic reading, academic writing, listening and speaking), in the English Language Testing Service test administered by the British Council

or a TOEFL score of at least 610 in the paper based test plus 5 in the test of written English,

or a score of 253 in the computer based test plus an essay rating of 5

or a Grade C or above in the Cambridge Certificate of Proficiency in English

or a Grade A in the Cambridge Certificate in Advanced English.

Other qualifications or proof of competence may be accepted. A degree at a UK university by an overseas student is not accepted as automatic evidence of adequate competence in English. Students from an overseas background may be required to submit a piece of written work (e.g. an essay from their undergraduate degree) with their application.



Competence in Spanish and Portuguese

(For applicants for the MA in Area Studies (Latin America), MSc Latin American Politics and MSc Globalisation & Latin American Development)

Language skills are an important element in the effective study of Latin America, and are an obvious prerequisite for more advanced study and research, or for employment in the area. The Institute strongly encourages all students on the Latin American programmes to improve their competence in Spanish and/or Portuguese, alongside their discipline-based study. The Institute organises language training courses in collaboration with the King's College Modern Language Centre.

Students must have at least a basic reading competence in Spanish or Portuguese prior to enrolment on a Master's or MPhil/PhD programme. This is a pre-requisite for registration for all degrees on the Latin American programmes.

“Studying as a PhD student at the Institute was a rewarding and stimulating experience. I enjoyed the international environment and relaxed atmosphere, as well as the intellectual exchange with both the academic staff and my fellow students. If I had to make up my mind again concerning the right place for my PhD, I would take the same decision.”

Marcus Klein
PhD 1995-2000

In order to be awarded the degree, however, students must have achieved an acceptable level of language competence demonstrated in one of the following ways:

Appropriate academic qualifications at the time of application (such as 'A' level or equivalent, first degree study etc; evidence of experience in a Spanish or Portuguese speaking country may be accepted as an alternative);

or a pass in the pre-session test organised by the Institute. Students will be informed in advance if they are required to take this test;

or a pass in the end-of-course test organised by the Institute.

Students who are required to take the pre-session test and who do not achieve a satisfactory standard in that test will be expected to take one of the language courses organised by the Institute in collaboration with King's College Modern Language Centre. To satisfy the requirements for the degree such students must pass the end-of-course test organised by the Institute.

There is an additional fee for language courses. As a guide, in 2004-05 this fee is £200 per course.

Students taking certain Cultural Studies and Literature options in the MA in Area Studies must have a high level of competence in either Spanish or Portuguese, as appropriate. As a general rule, they must either have included Spanish or Portuguese language study in their undergraduate degree or have another acceptable qualification.

Registration and Fees | Term Dates 2005-06

REGISTRATION AND FEES

Students are registered either at the Institute or at one of the Colleges of London University. Students on one of the MAs in Area Studies normally register with the College or Institute where the tutor of their major course is based. Students on the specialist Master's degrees and the MPhil/PhD programme register at ISA.

Fees are payable where the student is registered. Self-financing students registering at the Institute may pay in two equal instalments, due at the start of the Autumn and Spring terms. The fees for 2005-06 are as follows:

Tuition Fees (2005-06)

Standard Home/EU fee

Home/EU students (full-time)	£3,300
Home/EU students (part-time)	£1,650

Overseas tuition fee

Overseas students (full-time)	£9,205
Overseas students (part-time)	£4,603

N.B. The fees stated here are for students registered at the Institute for the Study of the Americas. Students who are registered at other Colleges of the University of London should note that fees vary from one College to another.

For the purposes of fees assessment, students are classified as 'Home' (which includes the European Union) or 'Overseas'. The definition of Home and Overseas students is governed by the government's Fees and Awards Regulations, 1997. It is not a question only of nationality – the Regulations also take account of the immigration status of the student and the purpose and extent of his or her residence in the UK. Contact the Postgraduate Administrator for further information.

Deposits

Offers of standard fee places are subject to a time limit on acceptance which will be advised when the offer is made. You will be asked to send a deposit (£100 for home/EU students, £500 for overseas students) within the time limit in order to secure your place. The deposit is non-refundable but will be deducted from the total tuition fee payable.

TERM DATES 2005-06

Autumn term:

3 October 2005 – 9 December 2005

Spring term:

9 January 2006 – 24 March 2006

Summer term:

24 April 2006 – 16 June 2006

Grants and Scholarships



GRANTS AND SCHOLARSHIPS

Details of financial help from educational trusts, charities or foundations can be found in the following publications:

- *The Grants Register* (Palgrave).
- *Awards for Postgraduate Study at Commonwealth Universities*
Contact the ACU, John Foster House,
36 Gordon Square, London, WC1H 0PF
- *Prospects – Postgraduate Funding Guide*
From your careers service or order online
from www.prospects.csu.ac.uk.

School of Advanced Study bursaries

The School of Advanced Study offers a limited number of bursaries. Please contact the Postgraduate Administrator for further details.

Awards for home students

AHRB Studentships

(www.ahrb.ac.uk)

The Institute is recognised by the AHRB for studentships for research degrees and for the MA in Area Studies (Latin America) for full-time students majoring in a humanities subject (i.e. History in non-social science areas, Literature and Culture). The awards are granted on a competitive basis and applicants need to demonstrate their potential for a research career. Master's applicants should apply for the Research Preparation Studentships.

AHRB application materials are normally available from the beginning of February and they will be sent to candidates after they have been accepted onto the course. The AHRB closing date is end April 2005.

The Scottish Education Department

The Scottish Education Department runs studentship schemes for applicants with the necessary Scottish residence qualifications.

ISA Bursaries and Fieldwork Grants

The Institute for the Study of the Americas offers a number of bursaries each year, available to home and overseas students.

The Institute will inform successful applicants, basing the decision on references, personal statement and degree result (or expected degree result), normally by the middle of June.

The Institute also offers a number of fieldwork grants, allocated on a competitive basis, to enable students to carry out fieldwork for their dissertations. Allocation of grants takes place in the course of the academic year.

'Access to Learning' Funds

(www.dfes.gov.uk/studentsupport/index.shtml)

UK students who have already commenced their degree are eligible to apply for assistance from ALF. The student's needs are assessed by a School of Advanced Study panel. Funds are awarded up to £500. Applicants should have applied (although not necessarily been accepted) for a Career Development Loan.

Career Development Loans

(www.lifelonglearning.co.uk/cdl)

Career Development Loans help UK students to pay for vocational education or training by offering a deferred repayment bank loan. Students can apply to borrow between £300 and £8,000 during their studies.

Advice on Immigration | Regulations

Awards for overseas students

The competition for scholarships and grants to study in the UK is very strong. You should apply for a grant at least one year before your course starts. Please note that it is virtually impossible to make arrangements for financial support once you have left your own country.

British Chevening Scholarships

(<http://chevening.fco.gov.uk/>)

These are awards to enable overseas/EU students to study in the United Kingdom. The scholarships are offered in more than 150 countries and enable talented graduates and young professionals to become familiar with the UK and gain skills which will benefit their countries. These scholarships are mainly awarded to MA students.

For information contact your local British Embassy, High Commission, or the British Council (www.britishcouncil.org).

The Overseas Research Students Awards Scheme (ORSAS)

(www.universitiesuk.ac.uk/ors/)

ORSAS awards are granted on a competitive basis to overseas research students of outstanding merit and research potential. The award covers the difference between the full-cost overseas tuition fee and that charged to a home or EU postgraduate student. Subject to the satisfactory progress of the award holder, awards will be renewed for a second or third year.

The ORSAS closing date is 4 February 2005. You must make your application to the Institute by 14 January to allow time for the forms to be processed.

United States Department of Education Federal Family Loan (FFEL) Programs

American students can apply for an FFEL or Stafford loan through their local State funding body or guaranty agency. The Institute's registration code is 00669600. You should discuss maintenance and fee costs with the Institute to plan your budget. You should then apply for a loan and send your SAR and Promissory Note to the relevant Institute along with the School Certification form. Applications usually take 4-6 weeks to be processed so you should apply as early as possible before starting your degree at the Institute.

ADVICE ON IMMIGRATION

Overseas students (except those from EU countries) must comply with the immigration rules and should consult the nearest British Embassy or Consulate to obtain entry clearance in good time before coming to the UK. EU nationals require a residence permit for a stay of more than six months.

For further information see www.homeoffice.gov.uk.

REGULATIONS

Study for a degree at the Institute for the Study of the Americas is subject to the regulations of the University of London and of the School of Advanced Study, and to the student guidelines issued by the Institute. Copies are available from the Postgraduate Administrator as well as via the Institute website.

How to Apply

Master's Degrees | Research Degrees

Deferral for Master's Students | Further Information



MASTER'S DEGREES

Application must be made on the application form issued by the Institute or via the Institute's website (www.americas.sas.ac.uk). The closing date for the first round of applications is Friday 4 March 2005. Applications will be considered before this date if you have a funding application deadline. The closing date for the second round of applications, if places are still available, is Friday 3 June 2005. Applications made after this date will be considered if places are available, but the choice of courses will be limited.

RESEARCH DEGREES (MPhil/PhD)

The Institute normally requires applicants for MPhil/PhD degree study to possess a taught Master's degree.

Applicants are required to write an outline research proposal, giving some indication of the relevance of their chosen topic and current state of the work in that field. This is normally discussed at interview with the prospective supervisor(s). Informal interviews prior to application are welcomed. In the case of an applicant living outside the UK and being unable to attend an interview, particular attention will be paid to the research proposal.

Students are required to commence their candidature at the beginning of the academic year (late September/early October).

DEFERRAL FOR MASTER'S STUDENTS

In exceptional circumstances admission may be deferred for one year only. Such deferred admission will be subject to any quota restrictions in force at the time.

FURTHER INFORMATION

Further information may be obtained from:

**The Postgraduate Administrator
Institute for the Study of the Americas
31 Tavistock Square
London WC1H 9HA**

Tel: **020 7862 8873**

Fax: **020 7862 8886**

e-mail: americas@sas.ac.uk

www.americas.sas.ac.uk

Associate Fellows of the Institute

Canadianists

Phil Buckner,
Research Fellow,
Institute of Commonwealth Studies

Richard Dennis,
Reader in Geography,
Department of Geography, UCL

Itesh Sachdev,
School of Languages, Linguistics & Culture,
Birkbeck College

Caribbeanists

Jean Besson, PhD
Senior Lecturer in Anthropology, Goldsmiths

David Lambert, PhD
Lecturer in Human Geography, Royal Holloway

Patricia Murray, PhD
London Metropolitan University

Tina Ramnarine, GRSM, MMus, DPhil, LRAM
Lecturer in Music, Royal Holloway

Patria Roman-Velazquez, PhD
Department of Sociology, City University

Bill Schwarz, PhD
School of English and Drama, Queen Mary

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Professor of Caribbean Studies,
London Metropolitan University

Mary Turner, PhD
Senior Research Fellow,
Institute of Commonwealth Studies

Latin Americanists

Christopher Abel, BA, MA, DPhil
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University College

Jens Andermann, MA, PhD
Lecturer in Spanish and Latin American Studies,
Birkbeck

Helga Baitenmann, PhD
Independent Researcher

Catherine Boyle, BA, MA, PhD
Reader in Latin American Cultural Studies,
King's College

Sylvia Chant, BA, PhD
Professor of Development Geography, LSE

Patricia D'Allemand, LicFil, PhD
Senior Lecturer in Hispanic Studies, Queen Mary

Julio D. Dávila, BSc, MSc, PhD
Senior Lecturer, Development Planning Unit,
University College

Madeleine Davis, BA, MA, PhD
Lecturer in Politics, Queen Mary

Klaus Dodds, BSc, PhD
Senior Lecturer in Geography, Royal Holloway

Jean-Paul Faguet, PhD
Lecturer in the Political Economy of Development,
Development Studies Institute, LSE

Felipe Fernández-Armesto,
Professor Global Environmental History, Queen Mary

Evelyn Fishburn, DipTrad, BA, PhD
Honorary Senior Research Fellow,
University College London and Professor Emeritus
London Metropolitan University

Alan Gilbert, BSocSci, PhD, DLitt
Professor of Geography, University College London

Elizabeth Graham,
Institute of Archaeology, University College London

Miriam Haddu, BA, PhD
Lecturer in Hispanic Studies, Royal Holloway

Anthony Hall, BA, MPhil, PhD
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Countries, LSE

Olivia Harris, MA
Professor of Anthropology, LSE

Stephen Hart, BA, MA, PhD
Professor of Hispanic Studies, University College
London

Gill Hey, BA, PhD, MIFA, FSA
Senior Archaeologist, Oxford Archaeology Unit

Gareth Jones, BSc, PhD
Senior Lecturer in Development Geography, LSE

Colin M Lewis, BASS, PhD
Reader in Economic History, LSE

Claire Lindsay, PhD
Lecturer in Literature, English and Comparative
Literature Department, Goldsmiths

Fiona Macaulay, BA, MPhil, DPhil
Centre for Brazilian Studies, University of Oxford

Luciana Martins, BA, MA, PhD
Lecturer in Luso-Brazilian Studies, Birkbeck

Colin McEwan, PhD
Curator for Latin American Collections,
British Museum

Cathy McIlwaine, PhD
Senior Lecturer in Geography, Queen Mary

Nicola Miller, BA, MPhil, DPhil
Reader in Latin American History, UCL

Jay Mistry, PhD
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Nancy Naro, BS, MA, PhD
Reader in Brazilian History, King's

Linda Newson, BA, PhD
Professor of Geography, King's

Stephen Nugent, BA, PhD
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Eduardo Ortiz, DMathSc
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George Philip, BA DPhil
Professor in Latin American Politics, LSE

Luis Rebaza-Soraluz, BA, MA, PhD
Senior Lecturer in Latin-American Poetry & Art,
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Professor of Geography, King's

Nanneke Redclift, PhD
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William Rowe, MA, PhD
Anniversary Professor of Poetics, Birkbeck

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Independent Researcher

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Bruce Baker,
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Helen Carr,
Reader in English, Goldsmiths

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Mick Cox,
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Philip Davies,
Eccles Centre, British Library and Professor of
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Peter Dickinson,
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Professor of War Studies, Department of War
Studies, King's College London

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