

BIBLIOGRAPHIC INSTRUCTION IN LATIN AMERICAN STUDIES

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My experience in teaching reference and research tools in the field of Latin American studies began in 1966, when I was a researcher and bibliographer at the UCLA Latin American Center. I was approached by approximately fifteen doctoral candidates in Latin American history who had completed all of their course work and needed orientation in beginning dissertation research.¹ During the two months that followed, I met this group weekly for a two-hour period. I began by introducing them to the terminology (including definitions of the various types of reference tools) of library science. The second meeting was devoted to library research in general.

During the balance of the six classes that followed, students were made aware of general reference tools, as well as general and specialized sources in history, political science, geography, sociology, and economics (the specialized sources dealt solely with Latin America). Additionally, those students whose dissertation topics dealt with one nation or region in the area were instructed in methods of locating sources vital to their research. The social sciences (mentioned above) other than history were covered because the interdisciplinary approach in research is essential today (as it always has been).² Furthermore, general and specialized "organizations in the field,"³ including government agencies (Organization of American States, UNESCO), specialized information centers (such as the Colombia Information Center and Center for Inter-American Relations, both in New York City), professional associations (Conference on Latin American History), foundations dealing with Latin America (Ford, Rockefeller, Tinker, etc.), and special library collections (such as the Latin American Collection of The University of Texas at Austin, and New York Public Library's History of the Americas Collection) were discussed.

At the eighth and final meeting, the students spoke of the immense practical value of the course, especially to seniors and candidates for master's degrees. I realized then the need for a one-semester course for majors in Latin American studies, available to juniors, seniors, and graduate students. This led to my building and successfully teaching such a course at the UCLA Latin American Center from 1966 through 1968. (I understand that from 1968 to 1978, enrollment in the course has multiplied greatly.)

In teaching the course (entitled "Latin American Research Resources") at the University of Wisconsin—Milwaukee, I added the humanities disciplines,

so that the course currently treats all types of reference tools in the social sciences in general.⁴ Also the social, political, and economic conditions of Hispanic (Latino) citizens and residents of the United States are dealt with (under sociology). Significant reference tools, periodical titles, and organizations in the field are studied. There are approximately sixteen million Spanish speakers resident in the United States, hence the significance of this topic, which also includes the literature of Chicanos, Puerto Ricans, and Cubans here.⁵

There are two basic methods of teaching reference tools:

1. The instructor displays the sources in class and lectures on the significant points in describing each tool: purpose, users, authority, scope, arrangement, indexes, special features, and a general evaluation of physical features and usefulness. Students compose reference questions from these sources to be exchanged with classmates for practice "library lab" sessions during or outside class time.

2. The students are assigned a given number of reference sources for description. On one 4 x 6 file card are noted full bibliographic data and one- or two-sentence descriptions of each point (as per the individual features listed in no. 1 above). The instructor assigns in advance a given number of tools to be studied in this manner, to be reported on orally. The instructor assigns his/her own reference questions, based on the sources covered in class recitations, for later classes.

I prefer the first method because it stresses use of the work in *composing questions and seeking answers*, and as a result the emphasis is on *reference use of the given tool*. Whichever method is ultimately adopted, it is vital to schedule several "library lab" sessions at the beginning of the semester (coupled with pertinent prior lectures), so that *searching methods* might be learned as a result of actual practice.

Other assignments, in order to present a well-balanced course for Latin American studies majors, include the completion of a bibliography on a topic in any of the social sciences or humanities. A sample bibliography (containing books and chapters of books, pamphlets, periodical articles, conference proceedings, theses, etc.) is handed out to each student and a part of one lecture is devoted to explaining bibliographic format. In compiling individual bibliographies, students are requested to include as many types of materials as possible from suggested sources. A 500-word evaluative book report is also required of each student, focusing on Latin American studies as a field of higher education.⁶

Most significant for the student in this course is that he/she is led to an understanding of the relationship between the chosen discipline and related fields of knowledge. The student also learns how to approach sources of needed information no matter what the discipline.⁷ Thus, instead of perceiving Latin American studies as a disparate field, comprised of compartmentalized units of information, the student views Latin American studies as an interdisciplinary grouping of fields interwoven and inextricably bound together. This presents Latin America (the region and its subregions, nations, and cities and villages) as a socially, politically, economically, and culturally integrated unit, while simultaneously (and paradoxically) citing the vast differences in economic, political,

social, and cultural progress not only among nations but *within* the same nation.

The ultimate achievement of the course is the tying-together, in the student's mind, of the bits of knowledge, and socio-political-economic processes, and the cultural and technological aspects of the region's (or individual nation's) civilization. Indeed, the course unifies the data learned in the traditionally isolated social sciences and humanities courses in the Latin American studies curriculum. This integrating service, plus the capacity to present Latin America as a living, vibrant, current, "similar-unique"⁸ reality and to provide bibliographic techniques and organizational data for current assignments and future updating of knowledge justify, in my opinion, the necessity for such a course in every Latin American studies program.

Such a course is especially vital in an interdisciplinary field. The typical college or university in the United States that offers a Latin American studies program supports a well-stocked library building, qualified faculty, and librarians. To backstop its teaching and research, it houses expensive Latin American materials and may have hired Latin American bibliographers. If Latin American studies majors are, despite these facilities, not taught where and how to locate needed data, why invest in physical plant, materials, and personnel? If each Latin American studies major were required to take such a course, the investment in teaching faculty and librarian salaries, in Latin American materials, and in library buildings would earn a far greater return, not only financially, but in the incalculable value of knowing *where* and *how* to get needed information, now and throughout the student's professional career.

NOTES

1. Insofar as I have been able to determine, this was the first course of its type taught in the United States. I entitled it "Latin American Research Resources."
2. Actually, the interdisciplinary approach, *the* educational phenomenon of mid-twentieth century in U.S. education, has been utilized not only by social science teachers at all levels of education, but also by teachers of humanities, including classical studies, in order to depict vividly the life of ancient Greece and Rome.
3. "Organizations in the field," obviously, are significant if only because much information is not available in print or nonprint formats but only from government agencies, information centers, professional associations, and foundations.
4. Among these are history, geography, political science, economics, anthropology, sociology, education, Spanish and Portuguese languages and literatures, philosophy, and religion. In addition, some Latin American studies programs offer courses in art and architecture, folklore, Latin American trade, law, music, and urbanization.
5. Some recent reference tools on Spanish-speaking residents of the U.S. include: Lois B. Jordan, *Mexican Americans, Resources to Build Cultural Understanding* (Littleton, Colo.: Libraries Unlimited, 1973); Frank Pino, *Mexican Americans, A Research Bibliography*, 2 vols. (East Lansing: Michigan State University, Latin American Studies Center, 1974); Paquita Vivo, *The Puerto Ricans, an Annotated Bibliography* (New York: Bowker, 1973). Additionally, the Los Angeles and New York Public Libraries, and the Latin American Library of the Oakland, California Public Library, among others, issue bibliographies, guides, and checklists of print and nonprint materials. One may also obtain free of charge the catalog of publications of the Organization of American States, Washington, D.C. 20006.
6. Some titles on which I have received reports include: Robert S. Byars and Joseph L.

Love, eds., *Quantitative Social Science Research in Latin America* (Urbana: University of Illinois Press, 1974); *Geographic Research on Latin America, Benchmark 1970* (Muncie, Ind.: Ball State University Bookstore, 1971); Roberto Esquenazi Mayo and Michael C. Meyer, eds., *Latin American Scholarship since World War II: Trends in History, Political Science, Literature, Geography, and Economics* (Lincoln: University of Nebraska Press, 1971); Stanley R. Ross, ed., *Latin America in Transition: Problems in Training and Research* (Albany: State University of New York, 1970).

7. This is, of course, the primary aim of the course, but the ability to perceive Latin America as a geographic region through integrating learnings from individual disciplines in a program is indeed a vital, significant educational outcome, almost vying in significance with the primary aim.
8. While most inhabitants of the area maintain a common language in Spanish, Brazilians speak Portuguese, Haitians speak French, Jamaicans and Belizeans speak English, not to mention the millions who speak Quechua and hundreds of additional native Indian languages. In Guyana, over one-half of the population are Indians and speak Hindi or Urdu. Geographically, while most of the region lies in the Southern Hemisphere, temperatures range from over 100 degrees Fahrenheit in tropical rain forests to well below zero in the Bolivian mountains of the altiplano. In terms of economic development, there is a disparity ranging from as yet undiscovered mineral wealth and rural economies in some nations to overworked, unproductive farm lands in nations boasting steel mills and petrochemical industries. In sum, it is not uncommon in cosmopolitan capital cities to see a barefoot, illiterate peasant on the street leading a mule past a skyscraper.

Editors' Note: the following items are published in conjunction because of their thematic affinity and to call attention to our continuing interest in publishing research notes and reports on research in progress by Latin Americanists outside the United States. We hope this category will increase in importance and size and offer a greater contribution than the Current Research Inventory.

LOS INTELLECTUALES Y EL ESTADO EN MÉXICO

Centre Universitaire de Perpignan, Institut d'Études Mexicaines

El estudio de las relaciones entre los intelectuales (en el sentido amplio, incluyendo a artistas, tecnócratas y oficiales) y el estado en México. Tratar de entender el papel del estado en la creación intelectual y artística, tanto como en la formación de las ideologías y mentalidades "nacionales"; la fascinación que el estado ejerce sobre los intelectuales los cuales, con sendas excepciones, acaban entregándose a la tentación del servicio público. La presidencia de Luis Echeverría acaba de ejemplificar de manera notable ese problema, que existe desde 1910, si no es que desde antes, y su análisis, a la vez contemporáneo e histórico, nos adentraría en el estudio de la sociedad, de la economía, del sistema político.

Programa

Situación frente al estado de los empresarios, "intelectuales" stricto sensu, artistas, oficiales. / Su aparición histórica: el estado precede a la nación, precede a la burguesía nacional y la genera; el estado crea a la universidad; el estado como empresario cultural. Estatus social y técnico de esos grupos. Fechar y cuantificar su importancia respectiva. El caso particular de los clérigos.

a. 1920–1940. El intelectual y la Revolución, 1910–20: del porfirismo al maderismo, del reyismo al huertismo, del maderismo al villismo, zapatismo, carrancismo. El huertismo como fascinación de los intelectuales a través de la militarización; 1920–40: la odisea de Vasconcelos, la ruptura callista, la crisis universitaria de 1929, el malentendido cardenista—obrerismo, populismo, educación socialista; generaciones: Ateneo de la Juventud, Siete Sabios, Contemporáneos, Taller; sociología de los oficiales revolucionarios. El ejército revolucionario como golpe de estado permanente de las clases medias.

b. 1940–1970. De "yo soy creyente" a Tlatelolco; crisis de México—Daniel C. V.; los cachorros de la revolución; la crisis universitaria.

c. La apertura democrática, 1970–1976.