

EDITING: LSPA 436: ADVANCED LATIN AMERICAN CULTURE

WARNING: THIS FORM MAY TIME OUT. PLEASE SAVE YOUR WORK OFTEN. We recommend using Google Chrome or Mozilla Firefox for your course proposals.

Blue question mark Help Buttons

are available throughout the form that provide both form instructions and essential information about University Curriculum Committee policy regarding submissions.

For curriculum help, consult the Curricular Policies and Procedures Handbook available at <https://curriculum.colostate.edu/media/sites/130/2020/01/handbook-FINAL.pdf>. You may also contact Ro_Curriculum@mail.colostate.edu or contact your college UCC representative, <http://facultycouncil.colostate.edu/committee-memberships-chairs/>.

For system or form support contact the Registrar's Office at Ro_Curriculum@mail.colostate.edu.

Proposed Changes ☒ Major ☐ Minor

"Minor" changes allow for editing of Course Number (within the same level), Term(s) Offered; Prerequisite; and Restriction Fields. All changes require Reason for Request and Course Learning Objectives.

Proposing a permanent course from a previously offered Experimental Course requires submitting a NEW course proposal. Experimental course requests for a permanent course using the course edit form will be returned to the initiator.

Proposal Contact ?

Name	Title	Email	Phone	
Frederique Grim	Tenure Track F ▼	Frederique.Grim@co	970-481-3386	✕

Experimental ?

No ▼

Start Term ?

Fall 2021 ▼

College

Liberal Arts ▼

Department/Unit

1774 - Languages, Literatures and Cultures ▼

Study Abroad or Travel Course ?

☒ No

☐ Study Abroad

☐ Travel

Is a Dual-list ?

☐ Yes ☒ No

Subject Code ?

Language-Spanish-LSPA ▼

Course Number ?

436

Credits ?

3

Course Title ?

Advanced Latin American Culture

14 characters remaining

Subtopic Title ?

45 characters remaining

Abbreviated Title ?

Adv Latin American Culture

4 characters remaining

Course Description ?

This course analyzes culture in Latin America through history, literature, film and the arts. It studies the formation, development and current state of social, political, ideological and religious values among different Latin American cultures, including Latinx in the United States.

216 characters remaining

Offering Year ?

☒ Every☐ Odd☐ Even☐ Every Third Year

Offering Term ?

Fall, Spring

Partial Semester ?

☐ Yes ☒ No

Instructional Format ?

☒ Face-to-face☐ Mixed Face-to-Face☒ Distance/Online☐ Correspondence☐ Independent/Directed Study☐ Internship/Practica

Credit Distribution

Lecture

Lab

Recitation/Other

Credits Total

3

Schedule Type,
Credits and Contact
Hours ?

Schedule Type	Credits	Contact Hours	
Lecture	3	3	✖
Honors Lecture	3	3	✖
Online - Lecture	3	3	✖

Prerequisite
Courses ?

LSPA 335

"None." must be entered if the course has no identified course prerequisites.

Prerequisite details
and explanation ?

None

Check any of the boxes for areas that are restricted from the list below.

Universal
Restrictions

- ☐ NO Freshman
☐ NO Sophomore
☐ NO Junior
☐ NO Senior
☐ Undergraduate ONLY
☐ Graduate ONLY
☐ Professional ONLY

Course restrictions, such as "Senior standing" or "Major only" may be added in the Additional Registration Information and Explanation field to provide information to students. Restrictions are enforced through Academic and Classroom Scheduling and should be added to the schedule draft.

Registration
Information

Registration Information	
Select...	

Additional
Registration
Information and
Explanation

Grade Mode

☒ Traditional☐ S/U Sat/Unsat Only☐ Student Option☐ Instructor Option

*The reason for the request should be academically focused with a cogent, meaningful statement of justification and/or need, including the constituency for whom the course was designed, whether it is an elective or service course, if the addition of the course affects a program or the manner in which another course in the department is being taught (i.e., change in credits or change to an alternate year listing), etc. When a course is being changed, the reason for request should address each change being proposed. If proposing an **Experimental Course** please refer to the Experimental Course help bubble to inform your "reason for request".*

Justification for
Request

This AUCC CAT4 course was approved in the past but needs to be populated in CIM.

This course will be:

- ☐ General elective
☒ Required in an approved program
☐ Elective listed in an approved program
☐ Elective listed in a proposed program
☐ Required in a proposed program

Majors/program(s)
which require this
course

LLAC-LSPZ-BA

If this course is
going to be in your
unit's program,
please indicate how
it supports the
program's learning
objectives

This course provides an opportunity for learners to deepen their knowledge of the Spanish-speaking cultures in Latin America, as well as in the United States. This is essential for advancing students' cultural proficiency.

Is this course being proposed for
AUCC ?

☒ Yes ☐ No

For which category ?

- ☐ AUCC1A: Intermediate Writing
- ☐ AUCC1B: Quantitative Reasoning
- ☐ AUCC2: Advanced Writing
- ☐ AUCC3A: Biological/Physical Sci
- ☐ AUCC3B: Arts & Humanities
- ☐ AUCC3C: Social/Behavioral Sci
- ☐ AUCC3D: Historical Perspectives
- ☐ AUCC3E: Diversity & Global Aware

For which category 4 ?

- ☒ AUCC4A: Applying Fundamental Competencies
- ☐ AUCC4B: Integrating Foundations and Perspectives
- ☐ AUCC4C: Capstone Experience

Specify majors
and/or concentration
in which this course
will be used as a
category 4 course
(separate multiple
majors/concentrations
with a semicolon):

Format ▾	Styles ▾		Source

LLAC-LSPZ-BA

Describe how this course meets the criteria for this AUCC Category. If the course is proposed for more than one AUCC Category (4A, 4B, 4C) address each category separately. Address each criterion specifically.

Format ▾	Styles ▾		Source

OLD SPECIFICS (SEE NEW ONE BELOW IF NOT ADDRESSED) The course builds on the writing and speaking skills in the target language that students have learned in the previous years of language studies. More than 50% of the grade is based on activities involving writing, speaking and critical thinking. As for writing, students will start working on a project early in the semester. They will produce at least a draft (there could be more if necessary) that the instructor will read and provide constructive feedback and suggestions for improvements. The final paper will witness to the students' ability to introduce, develop and synthesize the chosen topic. The mid-term and final exams will evaluate students' ability to answer essay questions with as much information and synthesis as possible in the limited allotted time. As for speaking, students will be expected to actively participate in class discussions, as well as do at least one oral presentation for the class on a chosen topic. In the individual oral presentation the instructor will assess students on their ability to organize and clearly present the chosen topic for their colleagues, while in participation they will look for preparation and comprehension of the materials studied. The instructor will give students immediate feedback on problems of pronunciation, grammar, and vocabulary, in order to support students' linguistic development for a higher proficiency. The activities of organized writing and speaking will also assess the students' conceptual skills.

NEW AUCC CAT4 Specifics to be sure are included:

4A. Applying Foundations and Perspectives

Designated courses must apply and integrate knowledge from courses in Foundations and Perspectives. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, 3D, and 3E in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.

Course Learning Objectives

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Format 	Styles 	<input type="text"/>	<input type="text"/>
Source			

Students will:


1. Understand the impact that the process of *mestizaje* (the mixing of Indian, African and European Blood) has had on the development of the Latin American cultures.




2. Identify the historical elements that have contributed to the process of *mestizaje*, such as the discovery, conquest, colonization and slavery. Students will explore the ways in which *mestizaje* has affected ALL Latin American cultures including Hispanics in the United States.

3. Understand some of the conflicts engendered by the very process of *mestizaje*, and the ways in which these conflicts are reflected in the cultural productions of Latin Americans and Hispanic Americans. Students will analyze the meaning of identity in Latin America, while attempting to understand conflicts relating to race, ethnicity, religion, social justice, political turmoil and economic dependency.

4. Appreciate the cultural diversity of Latin America and the United States.

Use their four language skills - reading, writing, speaking and listening comprehension.

Course Content
(view only) 



Course Learning Objectives	Course Content/Topics	Objective Level	
		Select... 	

Provide an **example** of the grading breakdown by assessment component (i.e., exams, quizzes, assignments, papers, presentations, performances, projects, etc.) that shows how a student's grade might be determined. This breakdown need not apply to all sections of the course, it can vary across sections.

Attendance is expected of students and does not warrant points (percentages) toward the overall course grade or assessment. When student **participation** is an integral part of the learning experience **and** can be used to demonstrate achievement of one or more course learning objectives, it may constitute up to 10 percent of a course grade.

For **participation** to count for more than 10 percent of the course grade a compelling rationale must be included in this proposal. The rationale and explanation may be included in the 'Student Experiences and Pedagogical Techniques' section below (this may be most appropriate when, for example, the student experience is production and critique of art work in class or meaningful contributions to discussion, online or face-to-face). If participation is not readily ascribed to an identified student experience or a pedagogical technique, it may be included in the section 'What other information is pertinent to this request?' for example, if participation is ascribed points for being a contributing team member in group assignments throughout the course or taking one's turn to facilitate the presence and presentation of a guest speaker.

Assessment
Components

Assessment Components	Percentage of Grade	
Preparation and discussion	10	

Assessment Components	Percentage of Grade	
Class activities	15	✕
Journals	10	✕
Movie papers	20	✕
Oral presentations	15	✕
Midterm	10	✕
Final exam / project	20	✕

Total: 100



Map weekly schedule content to corresponding "CLO" Number(s) from above.





All courses must include 16 weeks of content, including activity planned for Finals week, in Week 16. "Final Paper" is not an appropriate activity for Finals week. Fall and Spring Break do **NOT** count as a week of content.

If a **partial semester course**, include the appropriate number of weeks.



Specific Course
Topics/Units/Weekly
Schedule

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	
1	Introduction. Stereotypes, definition of "culture"			✕
2	Unit 1: Race: Ethnic/Racial Identity Conflicts			✕
3	View of Mirror of the Host. Discussion			✕
4	Unit 2: Religion: role played by religion in the processes of conquest and liberation in Latin America			✕

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	
5	View of La mision. Discussion			
6	Liberation Theology. View of documentary: Miracles are not enough			
7	Unit 3: Class / Caste			
8	View of Los olvidados. Discussion			
9	Unit 4: Political instability: processes of democratization (or lack of it) in Latin America			
10	View of La historia oficial. Discussion			
11	Revolutions in Latin America. View of documentary on Ernesto Cardenal			
12	Unit 5: Women; Role of women in Latin American countries			

Week	Lecture Content	Lab/Recitation/Other Content	CLO Number	
13	View of In Women's Hands: The Changing Role of Women			
14	Unit 6: Monolingualism / Bilingualism. Documentary: Hispanic in the US. Discussion			
15	Review and Conclusions			
16	Final exam/project			

Student experiences and pedagogical techniques

Format 
Styles 

Source

The main instructional mode will be based on student-centered activities, such as class discussions, presentations, commentaries on readings and multi-media sources. The instructor will give brief lectures and synthesize course topics.

Textbooks and Course Materials

Format 
Styles 

Source

- Chang-Rodriguez, Eugenio. Latinoamerica su civilizaci6n y su cultura. 2nd Edition. Boston: Heinle & Heinle Publisher, 1991.
- Garcia Canclini, Nestor. Culturas Hbridadas.
- Berger, Adriana. Memoria colectiva y politicas de olvido. Buenos Aires: Beatriz Viterbo Editora, 1997.
- Pastor, Beatriz. Discursos narrativos de la conquista: mitificaci6n y emergencia. Hanover: Ediciones del Notrte, latest edition.

Please refer to the following links for more information regarding Academic Integrity, Intellectual Property, and Proctoring:


Academic Integrity: <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>




Intellectual Property: <http://facultycouncil.colostate.edu/faculty-manual-section-i/#I.5.1>

Proctoring: <https://tilt.colostate.edu/testingcenter/facultyResources/proctoring/>

Optional: Additional information pertinent to this course regarding Academic Integrity, Intellectual Property, and Proctoring may be provided in the box below:

Format ▾	Styles ▾		
			Source

What other information is pertinent to this request? 

Department Name(s)	
Select... 	

Files To Be Uploaded:
