

Curriculum Committee

New Course Proposal

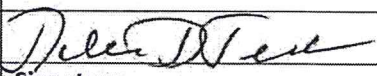


School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	AA, General Education
Proposed by (faculty only)	Myriam Mompont, Ph. D.
Presenter (faculty only)	Myriam Mompont, Ph. D.
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	3/16/2020
Course prefix, number, and title	LAS 1140 or LAS 2140 Arts & Cultures of Latin America & the Caribbean
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.	
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ <i>Mary R. Myers</i> Curriculum Committee Chair Signature	
_____ 4/8/2020 Date	
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____ <i>Walter Rom</i> Provost Signature	
_____ 5-21-2020 Date	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input checked="" type="checkbox"/> Reviewed	
_____ <i>[Signature]</i> Office of Accountability & Effectiveness Signature	
_____ 5/21/2020 Date	

Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

Term in which approved action will take place	Fall 2021
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox. N/A		
Dean	Signature	Date
Deborah D. Teed		3/19/2020
Provost	Signature	Date

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Prof. Dana Roes	3/6/2020
Academic Dean or Provost	Dr. Deborah Teed	3/5/2020

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dr. Wendy Chase, Dr. Monica Krupinsky, Dr. Lee Sutter, Dr. Sonji Nicholas

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Yes, I have contacted Arenthia Herren and will be working with her as the Collection Manager on utilizing library resources and making new acquisitions when and if necessary. This will not negatively impact the library in any way.

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	Prerequisites: SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a "C" or better; or EAP 1620 and EAP 1640 with a "C" or better; or an eligible testing/course completion combination Recommended completion of ENC 1101 with a "C" or better. Required: Writing intensive-a minimum of 4,000 words of instructor-evaluated writing per student
Provide justification for the proposed prerequisite(s).	As this will be a WI course, students will need a foundation in composition and EAP
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	N/A
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
Course credits or clock hours	3 Hours
Contact hours (faculty load)	3 Hours
Are the Contact hours different from the credit/lecture/lab hours?	No
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	Online, Blended, On Campus
Course description (provide below)	

This course is intended as a multidisciplinary introduction to the various peoples, cultures and countries that make up Latin America, the Caribbean, and their boundary transcending diasporic communities. Through analyses of various modes of creative expression that have emerged from the region, students will get an overview of the significant cultural production of these societies. The modules cover a range of disciplines: architecture (pre-Columbian sites, baroque and colonial, modern and contemporary); visual cultures (film, textiles, painting, sculpture, murals, telenovelas, etc.), national and diasporic literatures and literary movements; religion, music and performance (e.g. ritual and popular dance, theater, carnival, popular music), and essential texts of intellectual history. The broad range of subjects

gives students a solid foundation grounded in identifying and understanding the comparative complexities from among the predominant cultural traditions: Indigenous, African, Spanish, French, English, Dutch, Portuguese as well as contemporary Latinx, Caribbean diaspora, pan-Asian, Levantine, Afro-Latin fusions. As a result of completing this course students will also demonstrate their grasp of concepts such as creolization, mestizaje, assimilation, issues surrounding identity and migration patterns over the centuries. Completion of the course with a grade of "C" or better will satisfy the Writing Intensive Requirement.

General topic outline (type in outline below)

- Introducing the peoples & linguistic families in historical context
- Delimiting the geographic parameters of Latin America & the Caribbean
- Defining social frameworks: religious syncretism, creolization, acculturation, assimilation, etc.
- Understanding of migratory history and diasporic concepts
- Analyzing major artistic, literary and intellectual movements
- Identification of cultural heritage sites, architectural styles & significant structures
- Studying material culture, artistic production and artists

Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral General Education Competency or competencies:

General Education Competency: Visualize and engage the world from different historical, social, religious, and cultural approaches. This course aims to provide students an alternate lens through which to understand the Americas by studying the historical development of Latin America and the Caribbean and the cultural periods that correspond to the evolution of the region. By engaging with a variety of works and cultures, students will compare different worldviews and gain a more complex understanding of the hemisphere and the peoples that inhabit the Americas. By tracing societal changes diachronically and synchronically, students will form more nuanced analyses and understanding the impacts of global forces and social processes as expressed by creative output in and from the regions.

- 1) Students will learn about Pre-Columbian societies, identify the different indigenous ethnic groups and insights gleaned from their structures, arts, religions and texts
- 2) Students will study the historical impacts of European conquests of the Americas and the consequences of the Middle Passage and triangular trade within the context of concepts such as *mestizaje*; creolization, assimilation
- 3) Through mapping exercises, students will learn the contours and topography of the region
- 4) Students will analyze the origins and evolution of religious syncretism and its manifestations throughout the Americas
- 5) Students will develop a basic understanding of linguistics including creolization and regional dialects, identify some indigenous languages and contemporary challenges in the contexts of language loss and migration
- 6) Students will compare and contrast different periods that have become identifiable markers of cultural and creative significance (e.g. *Magical Realism*, *Indigenismo*, *cinema novo*, *créolité*, *liberation theology*, *Rastafarianism*, *the Latin American Boom*, 21st century diaspora creatives, etc.)
- 7) Students will analyze various forms of historical and subversive resistance to oppression (slavery, genocide, revolution, dictatorship, economic, etc.) as expressed through the arts (e.g. capoeira, *corridos*, Mayan textile, folktales, murals, cinema, etc.)
- 8) Students will trace parallel aesthetic philosophies as they made their way around the globe (baroque, neoclassical, modern, indigenous, contemporary), as these are expressed in literature, architecture, music, visual arts

- 9) Students will study different articulations of “Americanness” (in the broad, hemispheric as well as the diasporic sense), freedom, citizenship, national identity, globalization as concepts by analyzing and comparing seminal texts in Latin American and Caribbean thought
- 10) Students will classify a multitude of perspectives by reading significant works on LACS topics

General Education Competency: **Investigate** and engage in the trans-disciplinary applications of research, learning, and knowledge. By drawing from a multitude of disciplines, students will apply trans-disciplinary methodologies to analyze the significance of the cultural production of Latin America and the Caribbean and those elements that make such works unique to the countries of this geographic region but also going beyond physical borders to understand the implications of migration and transcontinental, diasporic identities.

- 1) Students will study works in a variety of disciplines to contextualize the material culture and the evolution of the arts in Latin America and the Caribbean
- 2) Students will engage in multi-disciplinary tasks to demonstrate their ability to research topics in LACS studies from multiple approaches and contexts
- 3) Student projects will reflect their ability to make connections between historical events and corresponding articulations in various modalities
- 4) Through investigation and research, students will identify and assess the characteristics and circumstances that define specific works, structures and genres that are specific to the region
- 5) Students will analyze contemporary issues facing the geographic region as expressed through the arts and the implications in the context of 21st century globalization

2. Supplemental *General Education Competency or competencies*:

General Education Competency: **Communicate** clearly in a variety of modes and media. Students will engage with works in a variety of modalities and learn to express themselves in the vernaculars associated with each. By experiencing the region through literary, cinematic, visual, auditory and tactile modes students will go beyond mere textual analysis to creating a more comprehensive understanding of these expressive arts and demonstrating mastery of terminology that will better enable them to articulate their critical analysis of these works.

- 1) Students will develop a working knowledge of vocabulary particular to a variety of disciplines (e.g. architecture, film, ritual dance, poetry) in order to better discuss specific works
- 2) Students will study the characteristics of specific genres and identify significant works
- 3) Through comparative analysis, students will ascertain identifiable markers that distinguish specific eras of creativity and thought

- 4) Students will engage in academic writing assignments for guided and specific tasks that demonstrate their understanding of individual modules
- 5) Students will demonstrate their ability to synthesize a transdisciplinary approach by creating scholarly works from informed perspectives
- 6) Students will discuss issues relating to LACS with clarity and in an authoritative manner

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

C. Other Course Objectives/Standards

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

Statewide Course Detail Browse Statewide Courses: [GO](#)

Discipline

116-LATIN AMERICAN STUDIES

Discipline Definition

COURSES THAT DESCRIBE THE HISTORY, SOCIETY, POLITICS, CULTURE, AND ECONOMICS OF MEXICO, THE CARIBBEAN, CENTRAL AND SOUTH AMERICA.

Prefix

LAS-LATIN AMERICAN STUDIES

Prefix Definition

COURSES THAT DESCRIBE THE HISTORY, SOCIETY, POLITICS, CULTURE, AND ECONOMICS OF MEXICO, THE CARIBBEAN, CENTRAL AND SOUTH AMERICA.

Century Title

000-099-INTRODUCTORY, ENTRY LEVEL COURSES - BROAD DISCIPLINE AREA

Decade Title

000-009-INTRODUCTION TO LATIN AMERICAN STUDIES

StateWide Course

LAS 000-INTRODUCTION TO LATIN AMERICAN STUDIES

Status

ACTIVE

Transfer

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
Course Intent
 LOWER
Prerequisites
 NONE
Corequisites
 NONE
Profile Description
 BEGINNING COURSE OF THE LATIN AMERICAN STUDIES CURRICULUM. SERVES AS AN INTRODUCTION TO THE METHODOLOGIES OF THE FIELD AND DESCRIBES LIFE IN LATIN AMERICA.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY
Institutional Reporting Code	11703 AREA STUDIES
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	WRI - WRITING INTENSIVE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No
Is the course an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Is the course a General Education course?	Yes
Is the course a Writing Intensive course?	Yes
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*?	No

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
<p>This course will lead to deeper cultural understanding and awareness of Latin American and Caribbean societies. Studies show that the type of cultural empathy cultivated by this type of curriculum fosters civic engagement and is increasingly sought after by employers. The current LACS courses are in the fields of sociology, anthropology, religion, history, literature. In addition, coursework tends to organize the region along linguistic lines, placing the Hispanic, Francophone, Lusophone and Anglophone countries in separate silos; very few incorporate the Dutch-speaking islands of the Caribbean and Suriname at all. This course will offer a more comprehensive approach as well as providing opportunities for students to study the artistic productions of the region in a broad array of humanities disciplines. Going beyond the typical coursework on music, painting and literature, the course would include lesser studied but significant production in architecture, textiles, cinema. In addition, it lends itself to modification as part of an IDS or IDH interdisciplinary team-taught course. An example would be working with science faculty to incorporate LACS ecological studies. The curriculum's breadth will also allow faculty a good amount of flexibility in deciding on the content of the various modules.</p>