| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**LAS 2140 ARTS AND CULTURES OF LATIN AMERICA AND THE CARIBBEAN (I) (3 CREDITS)**

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*.* A broad range of subjects gives students a solid foundation grounded in identifying and understanding the comparative complexities from among the predominant cultural traditions in the regions. 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. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

(I) International or diversity focus.

1. **PREREQUISITES FOR THIS COURSE:**

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. Completion of ENC 1101 recommended.

**CO-REQUISITES FOR THIS COURSE:** None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• 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

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency they support.

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.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

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*, *lndigenismo,* *cinemo novo*, *creolite*, *liberation theology*, *Rastafarianism*, the *Latin* American Boom, 2Lst 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.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

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.**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

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.
7. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)