

KINGSBOROUGH COMMUNITY COLLEGE

The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Foreign Languages Date: 29 July 2016

Title Of Course Or Degree: Latin American and Caribbean Cultures

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input checked="" type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: <u>AK</u> 9/23/16 |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input checked="" type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 29 June 2016 Signature, Committee Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

NEW COURSE PROPOSAL FORM

1. **DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

Department of Foreign Languages
SPA 8240 Latin American and Caribbean Cultures

2. **DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. **DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:** This course will transfer as an elective Liberal Arts course fulfilling a Pathways requirement for the Flexible Common Core's area of Individual and Society. This is the same course as the following courses offered as electives at other CUNY colleges, e.g. Brooklyn College - Latin America (PRLS 3210); Queens College - Hispanic Civilization (SPAN 045, 045W) and The Culture and Civilization of Latin America (SPAN 312); CSI - Studies in Spanish American Literature and Culture (SPN 455); City College - Latin American and Caribbean Civilizations (LACS10200); Baruch - Latin America and the Caribbean: Cultures and Societies (LACS 4900); Bronx CC - Latin-American Language and Culture (SPN 22); Queensborough CC - Latin American and Caribbean Cultures Today (SPAN 402).

4. **BULLETIN DESCRIPTION OF COURSE:** AN EXAMINATION OF CULTURAL EXPRESSIONS AND ARTIFACTS, TEXTS AND MEDIA FROM LATIN AMERICA AND THE CARIBBEAN, INCLUDING FILM, MUSIC, ART, POLITICS, SPORTS, AND GASTRONOMY. THROUGH DISCUSSIONS CENTERING ON THIS EXTENSIVE SELECTION OF CULTURAL EXPRESSIONS AND ARTIFACTS, STUDENTS WILL EXPLORE AND CONSIDER THESE CULTURES' DISTINCTIVE FEATURES. STUDENTS ARE EXPECTED TO CONDUCT RESEARCH ON SPECIAL TOPICS. THE COURSE IS TAUGHT IN ENGLISH AS A WRITING INTENSIVE COURSE.

5. **CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	X 3 hours lecture

<input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits: <input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: _____ (explain mix lecture/lab below)
<div style="text-align: center;"> _____ Lecture _____ Lab </div>
Explanation: _____

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: 3

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

A. PREREQUISITE(S): NONE

B. COREQUISITE(S): NONE

C. PRE/COREQUISITE(S): NONE

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

B. PROJECTED ENROLLMENT 32

C. SUGGESTED CLASS LIMITS N/A

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED TWICE A YEAR, FALL AND SPRING SEMESTERS.

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION THE STUDY OF OTHER CULTURES IS A CONSTITUTIVE PART OF A STRONG LIBERAL ARTS EDUCATION. IT HELPS DEVELOP ANALYTICAL AND SYNTHETIC REASONING AND PROVIDES A BETTER UNDERSTANDING OF A PERSON'S OWN HERITAGE CULTURE; IT FURTHERS THE UNDERSTANDING OF SIMILARITIES AND DIFFERENCES IN AN ACADEMIC ENVIRONMENT DEVOID OF VALUE JUDGMENTS. THIS COURSE IS IN LINE WITH THE PRIMARY CURRICULAR FUNCTION OF THE DEPARTMENT OF FOREIGN LANGUAGES, WHICH IS TO FOSTER THE STUDENTS' INTELLECTUAL AND SPIRITUAL DEVELOPMENT BY INTRODUCING THEM TO OTHER CULTURES AND LANGUAGES AND BY STRENGTHENING THEIR APPRECIATION FOR THEIR SHARED MULTICULTURAL HERITAGE. THE STUDY OF COMMUNITIES BEYOND OUR BORDERS IN THEIR CULTURAL CONTEXTS LIBERATES THE STUDENT FROM AN UNCONNECTED, SECTARIAN PATTERN OF THINKING AND ACTING. AFTER BECOMING CLOSELY ACQUAINTED WITH OTHER WAYS OF LIFE AND STYLES OF DECODING REALITY, THE STUDENT IS BROUGHT TO UNDERSTAND THAT PATTERNS OF THOUGHT AND CULTURAL EXPRESSION CAN BE WIDELY DISSIMILAR. CONSEQUENTLY, A COROLLARY TO THE STUDY OF OTHER CULTURES IS A BROADER UNDERSTANDING BOTH OF ONESELF AND OF THE INDIVIDUALITY AND CUSTOMS OF OTHERS. THE STUDY OF OTHER CULTURES UNCOVERS THINGS ABOUT THE STUDENT AND ABOUT THE HUMAN CONDITION THAT ARE NOT AVAILABLE THROUGH OTHER DISCIPLINES. IT ALSO PROMOTES THE STUDENT'S PERSONAL SYNTHESIS OF THE DIVERSE EXPERIENCES OF LIFE. THUS, THE COURSE ADVANCES THE STUDENTS' SKILLS IN THE AREAS OF CRITICAL THINKING, ORAL AND WRITTEN COMMUNICATION, AND READING COMPREHENSION.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE): N/A

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING: N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Required: King, John, ed. *The Cambridge Companion to Modern Latin American Culture*, Cambridge, Cambridge University Press, 2004 (Hardback ISBN: 9780521631518; Online ISBN: 9780511999703; Paperback ISBN: 9780521636513).

Required: Jacques Roumain, *The Bewitched Mountain*, New York: New Hemisphere Books, 2007.

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: N/A

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

Students will be able to:

- Apply knowledge of the diverse cultures of Latin American to contemporary social and political themes.
- Interpret critical political concepts, theories, events, actors, and processes relevant to Latin American/Caribbean analyses.
- Identify regional political, social, and economic trends and the impact of colonialism, globalization, and U.S. foreign policy towards Latin America and the Caribbean.
- Communicate efficiently through writing and speaking
- Use analytical reasoning to recognize and categorize issues and assess evidence in order to reach informed conclusions.
- Conduct independent research and follow appropriate formats in documenting resources.
- Use information management and technology skills effectively for academic research and lifelong learning.
- Integrate knowledge and skills in their program of study.
- Work collaboratively in diverse groups directed at accomplishing learning objectives
- Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR

STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.: LECTURES CENTERED ON ASSIGNED READINGS WITH THE ACTIVE PARTICIPATION OF ALL STUDENTS. LECTURES WILL BE ENHANCED BY IN-CLASS ASSIGNMENTS, IN-CLASS PRESENTATIONS AND DISCUSSIONS, ONLINE MATERIAL AND GROUP BREAKOUT DISCUSSION SESSIONS.

16. ASSIGNMENTS TO STUDENTS:

Reading assignments in combination with writing assignments that include reaction papers, summaries of the readings and outlines of the opinions expressed about particular issues in ancillary material. Watching and reacting to online material and news programs in writing and in the class discussions. Create knowledge maps for the purpose of identifying and revealing weak links and bottlenecks in the flow of knowledge and detecting improvement opportunities.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

- The student will be assigned writing exercises every week (3-4 pages). Some will require the discussion of specific questions; others will be reaction or "think" pieces. All of these essays will be collected and graded every week. Additionally, all of these written assignments must be included in the student's final portfolio and will be handed in at the end of semester.
- There will also be a continuing collective discussion and revision of writing exercises, which is an integral part of the student's formative experience. Students are expected to engage actively in this process of peer review, exchanging ideas and suggestions with their classmates.
- Students will write one final long essay (7-8 pages) on a topic addressed in class. Possible topics will be discussed with the instructor. Essays must typed and follow the *Chicago Style Manual* format. This assignment must be completed as a series of steps that will lead to the final paper: A) Students must select and turn in a research problem by the beginning of the fourth week of class. B) On the sixth week, students must submit an outline of their paper, containing title, problem to be discussed, preliminary argumentation, and bibliography. C) Students will submit a first draft on week eight, and a final paper at the end of the semester, along with the portfolio.
- Participation is a fundamental part of this course, therefore, regular attendance is required and implies active involvement in class discussions and activities. Students are required to prepare the day's reading assignment prior to class, since they will serve as the basis for class discussion.
- There will be two examinations: a midterm and a final. These are cumulative and consist of a short multiple-choice section and a longer short-answer section. The examinations will serve to demonstrate the students' mastery of detail; such mastery provides the basis for giving informed opinions on Latin American and Caribbean cultures.

Grades are determined on the basis of the following factors:

Weekly writing exercises/Portfolio: 15%

Collective in-class discussions/participation/peer-review & group work: 10%

Final essay: 20%

Mid-term examination: 25%

Final Examination: 30%

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

1- PRE-COLUMBIAN AND COLONIAL LATIN AMERICA

- Topics covered: Environment and Culture in Ancient America
The Maya of Central America
The Aztecs of Mexico
The Incas of Peru

- Learning Activities:

Read: John King, pages 9-27

Watch: *Maya: The Blood of Kings* (1995) - YouTube

Read: <http://www.wikihow.com/Write-a-Reaction-Paper>

- Assignments

Reaction paper: King 9-27.

2- LATIN AMERICA SINCE INDEPENDENCE

- Topics covered: Political ideologies that underpin the independence movements
The problem of a Latin American "identity."
The economies of the new nations

- Learning Activities:

Read: John King, pages 28-59.

Fill-in a blank map of Lat. Amer. with the names of the countries

Watch: Sean Simpson - Latin American Revolutions (Youtube)

- Assignments

Reaction paper: King 28-59.

3- The HAITIAN REVOLUTION AND CREOLE CULTURE

- Topics covered:

Pre-revolutionary trade and the colonial economy

Social triggers of the Haitian Revolution

Consequences of the Revolution

Jacques Roumain and contemporary Haiti

- Learning Activities:

Watch: Greatest Black Emancipation : The Haitian Revolution (1791-1803), Youtube

Read: Jacques Roumain, *The Bewitched Mountain*

- Assignments

Reaction paper: *The Bewitched Mountain*

4- MODERN SPANISH AMERICAN LITERATURE

- Topics covered:

The novel of the "boom" period

Poetry

Theater

- Learning Activities:

Read King: 105-118; 136-170

- Assignments:

Reaction paper: The novel of the "boom" period

5- BRAZILIAN LITERATURE, ART AND MUSIC

- Topics covered:

The music of Brazil

Brazilian art and architecture - Oscar Niemeyer & Brasilia

Brazilian literature - Machado de Assis

- Learning Activities:

Read King: 119-135

Watch: Brazil's Space-Age Moon Capitol (Youtube)

Listen to: Putumayo Presents - Brazilian Lounge (Youtube)

- Assignments:

Reaction paper: Machado de Assis

6- LATIN AMERICAN AND CARIBBEAN POPULAR CULTURE

- Topics covered:

The "telenovela" rage
Carnivals
Variety of musical genres

- Learning Activities:

Read King: 171-201
Watch: Origins of Latin Music PRLS 3264 (Youtube)
Watch: History of Latin Music in the USA 2009 Historia de la Música Latina en los Estados Unidos, parts 1 and 2 (Youtube)

- Assignments:

Reaction paper: Latin music
Study for mid-term examination

7- JAMAICAN CULTURE AND SOCIETY - MID-TERM EXAMINATION

- Topics covered:

Political Life
Religion
The Arts, Humanities and Music

- Learning activities:

Read: "Jamaica," in <http://www.everyculture.com/Ja-Ma/Jamaica.html>
Watch: 60 Minutes - "The Rastafarians" (Youtube)
Watch: Blood and Fire - Jamaica Political History (Youtube)

- Assignments:

Reaction paper: "The Rastafarians."

8 - CINEMA IN LATIN AMERICA (1)

- Topics covered:

History of Latin American cinema

- Learning activities:

Read King: 282-313

- Assignments:

Reaction paper: King 282-313

9 - CINEMA IN LATIN AMERICA (2)

- Topics covered:

Cinema in the Caribbean
"Fresa y Chocolate"
Film and revolution

- Learning activities:

Read García Osuna: 5-48; 97-99

- Assignments:

Reaction paper: "Fresa y Chocolate"

10 - CINEMA IN LATIN AMERICA (3)

- Topics covered:

Cinema in South America
"Quilombo"
Film and race

- Learning activities:

Read: quilombo | Brazilian slave settlement | Britannica.com
Read: Brazil's quilombos, founded by escaped slaves, offer a window to the past (Al-Jazeera Online)

- Assignments:

Reaction paper: "Quilombo"

11 - HISPANIC U.S.A. (1)

- Topics covered:

Hispanic culture in the United States

Hispanics and the U.S. economy

Hispanics and United States Politics

- Learning activities:

Read: King 314-343

- Assignments:

Reaction paper: King 314-343

12 - HISPANIC U.S.A. (2) - COURSE WRAP-UP

- Topics covered:

Demographics: Hispanics, Francophones and West Indians in the United States.

Review for final examination

- Learning activities:

Re-read selected texts as review for final examination

- Assignments:

Review

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

García Osuna, Alfonso J., *The Cuban Filmography*. London: McFarland Press, 2003 (ISBN-13: 978-0-7864-2727-7; ISBN-10: 0-7864-2727-2). Goodwin, Paul B. Jr., *Global Studies: Latin America*. Dubuque: McGraw-Hill/Dushkin, 12th edition 2006 (ISBN 0073404063) 11th edition 2004 (ISBN 007286382X); Beezley, William H. and Linda A. Curcio-Nagy, *Latin American Popular Culture: An Introduction*. Wilmington, DE: Scholarly Resources Inc. 2000 (ISBN 0-8420-2711-4) Flores, Juan. *From Bomba to Hip-Hop. Puerto Rican Culture and Latino Identity*. New York: Columbia University Press. 2000. Fuentes, Carlos. *The Buried Mirror: Reflections on Spain and the New World*. Houghton Mifflin Company, 1999 (ISBN0395924995) Morales, Ed. *The Latin Beat: The Rhythms and Roots of Latin Music, from Bossa Nova to Salsa and Beyond*. Cambridge: Da Capo Press, 2003. Arnold Bauer, *Good, Power, History: Latin America's Material Culture* (Cambridge University Press, (2001) ISBN: 05217702x; Terry Rugeley, *Of Wonders and Wise Men: Religion and Popular Cultures in Southeast Mexico, 1800-1876* (University of Texas Press, 2001) ISBN: 029277107x; William Beezley, *Judas at the Jockey Club: And Other Episodes of Porfirian Mexico* (University of Nebraska Press, 2004) ISBN: 0803262175; Helen Delpar, *The Enormous Vogue of Things Mexican: Cultural Relations between the United States and Mexico, 1920-1935* (University of Alabama Press, 1992) ISBN: 0817308113; Anne Rubenstein, *Bad Language, Naked Ladies, and Other Threats to the Nation: A Political History of Comic Books in Mexico* (Duke University Press, 1998) ISBN: 0822321416; Sergio de la Mora, *Cinemachismo: Masculinities & Sexuality in Mexican Film* (University of Texas Press, 2006) ISBN: 0292712979; Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (University of California Press, 1999) ISBN: 0520215141; Mark Cameron Edberg, *El Narcotraficante: Narcocorridos & the Construction of a Cultural Persona on the U.S.-Mexico Border* (University of Texas Press, 2001) ISBN: 0842027718; Thomas O'Brien, *The Century of U.S. Capitalism in Latin America* (University of New Mexico Press, 1999) ISBN: 0826319963

Syllabus
Spanish 8240 (Eventually 03900)

Title:

Spanish 8240: Latin American and Caribbean Cultures

Work Load:

3.0 units, 3 lecture hours per week

Pre-requisites

None. Open to all students.

Course Description

AN EXAMINATION OF CULTURAL EXPRESSIONS AND ARTIFACTS, TEXTS AND MEDIA FROM LATIN AMERICA AND THE CARIBBEAN, INCLUDING FILM, MUSIC, ART, POLITICS, SPORTS, AND GASTRONOMY. THROUGH DISCUSSIONS CENTERING ON THIS EXTENSIVE SELECTION OF CULTURAL EXPRESSIONS AND ARTIFACTS, STUDENTS WILL EXPLORE AND CONSIDER THESE CULTURES' DISTINCTIVE FEATURES. STUDENTS ARE EXPECTED TO CONDUCT RESEARCH ON SPECIAL TOPICS. THE COURSE IS TAUGHT IN ENGLISH AS A WRITING INTENSIVE COURSE.

Course Justification

The study of Latin American and Caribbean cultures offers students an opportunity to appreciate both universal themes and specific issues involving the particular culture that we identify as Latin American or Caribbean. This course, which offers work in critical reading, writing and thinking skills, is strongly recommended for students that plan to be English majors and is encouraged for those in other disciplines such as Social Science, Behavioral Science, Political Science and History. The diverse cultural expressions in the region have produced many celebrated artists, writers, politicians, filmmakers and musicians who employ their craft as an important tool for social, political and cultural change. The many students at Kingsborough whose background is Latin American or Caribbean will learn about their cultural roots and thus benefit from the knowledge acquired in this course. Taught in English, it will also benefit students who are English-speaking as well as other students who wish to learn about these important cultures.

Course Objectives

The aim of this course is to enable each student to obtain the skills necessary for the enjoyment of the serious examination of cultural and social issues as reflected in the cultural expressions of Latin America and the Caribbean. Students will become familiar with the historical, political, geographical and cultural settings that resulted in the imaginative voices we have come to identify as uniquely Latin American and Caribbean. The students will use literary and cultural theory to understand the contradictions intrinsic to those cultures; that is, while those cultures are increasingly diverse in terms of their

contributors, they also reveal a similarity of experience among its groups and in comparison to other cultures.

Learning Objectives:

Students will:

- *Become familiar with important figures and common themes in Latin American and Caribbean cultures.
- *Identify different social and cultural issues reflected in Latin American and Caribbean cultures.
- *Demonstrate an understanding of the different literary terminology employed in the analysis of different types of cultural expression, such as film, art, theater, architecture, poetry and short stories.
- *Use literary terminology in their own analysis of Latin American and Caribbean cultures.
- *Articulate a basic understanding of Latin American and Caribbean culture, history, politics, human rights, social activism, and gender roles, as seen through the lens of the region's cultural expressions.
- *Discuss the social and political impact of Latin American and Caribbean cultures in the struggle for social change.
- *Improve their written and oral expression in English.
- *Expand their English vocabulary.

Details

This course will put Latin American and Caribbean cultures at the core of our discursive space—both in the classroom and in our discussion. We will explore important aspects of the works mostly through an approach based on application of research methodologies from diverse fields such as music, art, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, sociology, folklore, memory, geography, social issues, immigration, women's issues, and identity development. We will also look at some critical pieces, some historical writing, and a few other readings that are non-fiction and instructional. This course has been designed to help the student learn more about Latin American and Caribbean cultures through diverse cultural artifacts. To engage with this material you must be willing to allow for new ways of thinking about issues in the world and to recognize power, privilege, gender and cultural perspectives. We will learn about Latin American and Caribbean cultures and how they are important to determine identity and conflict in the world, particularly in a contemporary world that simultaneously is embracing and rejecting the "differences" in cultures. Not only will we study these cultural expressions in comparison to one another, but also in relation to their specific theme or contribution to the overall world of culture. The student will be exposed to a variety of issues and topics centered on Latin American and Caribbean cultures and will learn valuable approaches to addressing particular, important themes about a resistance narrative both in discussions and in writing.

Student Learning Outcomes (SLO'S):

Upon completion of the course,

- Students will attain familiarity with Latin American and Caribbean cultures and experiences that lead them to act as knowledgeable and engaged global citizens.
- Students will be able to discern the validity of popular and scholarly sources and arguments addressing contentious Latin American and Caribbean issues.
- Students will be able to select appropriate disciplinary and interdisciplinary methodologies, identify useful sources, and collect necessary data to complete a significant analytical research project as well as several topical papers.
- Students will present persuasively and accurately the results of their research in written and oral formats aimed at various audiences.
- Students will identify, analyze, and evaluate major themes and research techniques in the study of Latin American and Caribbean cultures.
- Students will critically read, discuss, and interpret cultural expressions of diverse character
- Students will write coherent, analytical, and original responses to course content
- Students will demonstrate technical polish in writing based on an in-depth understanding of grammatical concepts.
- Students will engage independently in high levels of critical thinking. Example: Students may generate questions for class discussion on "Quilombo" that focus on themes and ideas, rather than plot.
- Students will recognize and interpret ambiguity. Example: Students may write an in-class essay discussing the purpose of ambiguity in the presentation of a selected character in "Quilombo."
- Students will demonstrate the habits of a self-directed learner. Example: Students independently use note-taking skills both in and out of class to deepen critical thinking while reading Pablo Neruda's "The Heights of Machu Picchu."
- Students will interpret challenging and abstract texts with insight. Example: Students may view Frida Kahlo's painting "Self-Portrait on the Border Between the U.S. and Mexico," identifying and explaining Frida Kahlo's artistic conventions.
- Students will demonstrate competency in skills of inference, analysis and evaluation. Example: Students may consider one of the many ideas introduced in Derek Walcott's "The Fortunate Traveller" (1981), discussing an understanding of the idea of identity formation, for example.
- Make personal connections to texts. Example: Students may consider how an idea or philosophy present in José Martí's "Mi raza" affects them as present or future citizens of the global society.
- Create sophisticated products (e.g., essays, creative pieces, oral presentations, multi-media projects) that make visible an understanding of the relationship between form and content. Example: Students may write "The Lost Story of Jorge Luis Borges," using some conventions of the short story genre.

- Monitor participation, effort, and learning and assess performances against established standards of achievement. Example: students may write an essay in which they assess their own learning.

Course arrangement

The format that the class sessions will take will vary throughout the semester. The greater part of the time will be spent on "all-class conversation." In this way, every student should feel responsible for contributing to the subject matter of the class. The class will also engage in small group work or work in pairs to create smaller areas of discussion before addressing specific topics as an entire class. There will also be some lectures, sharing of students' writing, and question and answer sessions.

Requirements

Reading: Students will come to class prepared to talk about the readings that are listed for that day on the syllabus. The students are expected to read actively—begin to formulate questions or discussion topics as they read. Students will write them down, underline or highlight them. Part of the responsibility is to come prepared to engage in conversation. There will be several moments throughout the course where particular students will be instructed to come prepared to start the class discussion for the next period.

Short Essays:

(4 pages) This project is a "critical" analysis of a significant theme, theory, or movement in the culture of the region. Students will be expected to take a stand on some issue of importance and be prepared to cite specific examples from the texts in support. The essay should examine more than differences or comparisons; it should open questions about the significance of that difference or comparison and pose meaningful questions about them. Students will use these shorter essays to look forward to the longer researched essay.

Research Essay:

(8 pages) This project is the primary component of the course and should engage the works on the list in a unique manner while incorporating a variety of cultural theory perspectives from within the course and from research. This project should take shape throughout the semester and could take a variety of forms, from combining multiple cultural artifacts (e.g. film, poetry, art...) to a focus on one or two of the cultural artifacts. Students should have a clear method of analysis laid out in the project and credible, appropriate research components that add to the particular approach. This longer essay will be referenced throughout the semester and direction towards ideas and approaches will be given beginning with the Suggested Readings list in the syllabus.

Research Presentations:

(8-12 minutes) Students will make a presentation on their semester-long research project. Use of visual aids is expected (handouts, pictures, power point slides, etc.). Students should use the library's various sources to find appropriate critical, peer reviewed essays:

JSTOR, MLA Bibliography, WorldCAT, Project Muse, etc. The final presentations will be done from 1 to 2 weeks before the end of the semester.

Tests (2: Mid-term and Final) and Quizzes (3).

Participation:

This class should feel like an open exchange of students' ideas and suggestions. It is expected that each student will be an actively involved member of the small community that our class and its groups will represent. This means being prepared for all aspects of class including discussion of readings, small group work, and all other class activities. This class will depend on student participation; to earn a participation grade student should expect to do more than simply show up for class. Participation represents 15% of the final grade.

Class Policies

Attendance:

You should strive to come to this class every day. This class depends on the participation and involvement of students—part of your workload for the class can only be done in the classroom; therefore, your attendance is vital to the success of our group. If you are not here, you cannot contribute or receive guidance in the current discussion—think of the class as a “12 week conversation.” Each absence AFTER TWO will result in the final grade being lowered a half letter. IF YOU EXCEED ABSENCE NUMBER SIX (6), YOU WILL NOT BE ABLE TO PASS THIS COURSE.

Late Work:

It is vital that the student submit all work on time and always be cognizant of the course schedule. All late assignments must be completed within one week of due date and will suffer late penalties—one letter grade per day late. Work not completed within the one week extended deadline results in a zero for that assignment. Research Essay hand-ins must be done on the day selected at the end of the semester--no late hand-ins will be possible.

Plagiarism:

Plagiarism is a serious offense and will not be tolerated—it will result in automatic failure of the course and could lead to more serious consequences at the college. Don't do it.

Evaluation/Assessment of Student Performance:

Letter grade will typically be based on:

General breakdown:

- Oral participation—the quality of insights about the course content and active participation in small and large group discussions.
- Journals/Exercises – written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.

- Oral Collaboration /Individual Projects – ability to deepen their classmates' understanding and appreciation of the course content through their class presentation or performance.
- Essays—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.
- Exams and Quizzes – written critical responses to assigned readings demonstrating understanding and analyses of course content.
- Final exam and/or Final Project —written critical responses and/or another specified project demonstrating understanding and analyses of course content.

Specific breakdown:

Exams (50%): There will be two examinations during the semester (Mid-term and Final). These are cumulative, given that a mastery of prior concepts is absolutely necessary for those concepts that follow. Exams will include essays on various topics covered in class.

Quizzes (30%): There will be three (3) quizzes during the semester; all will count towards the final grade. Quizzes include essays to be written in class. Note that it is not possible to drop a quiz that is not taken. A missed quiz counts as a zero. Quizzes will cover material from readings and lectures.

Homework (10%): Homework will be assigned every day and will be due at the beginning of the next class period. Homework will include essays written at home. Assignments will deal with material covered in readings and lectures.

Class activities (10%): These daily activities are based on lectures and homework assignments, and cannot be made up for any reason.

Textbook:

John King, ed. *The Cambridge Companion to Modern Latin American Culture*, Cambridge, Cambridge University Press, 2004 (Hardback ISBN: 9780521631518; Online ISBN: 9780511999703; Paperback ISBN: 9780521636513).

Jacques Roumain, *The Bewitched Mountain*, New York: New Hemisphere Books, 2007

Selected Bibliography:

García Osuna, Alfonso J., *The Cuban Filmography*. London: McFarland Press, 2003 (ISBN-13: 978-0-7864-2727-7; ISBN-10: 0-7864-2727-2). Goodwin, Paul B. Jr., *Global Studies: Latin America*. Dubuque: McGraw-Hill/Dushkin, 12th edition 2006 (ISBN 0073404063) 11th edition 2004 (ISBN 007286382X); Beezley, William H. and Linda A. Curcio-Nagy, *Latin American Popular Culture: An Introduction*. Wilmington, DE: Scholarly Resources Inc. 2000 (ISBN 0-8420-2711-4) Flores, Juan. *From Bomba to Hip-Hop. Puerto Rican Culture and Latino Identity*. New York: Columbia University Press. 2000. Fuentes, Carlos. *The Buried Mirror: Reflections on Spain and the New World*. Houghton Mifflin Company, 1999 (ISBN0395924995) Morales, Ed. *The Latin Beat: The Rhythms and Roots of Latin Music, from Bossa Nova to Salsa and Beyond*. Cambridge: Da Capo Press, 2003. Arnold Bauer, *Good, Power, History: Latin America's Material Culture* (Cambridge University Press, (2001) ISBN: 05217702x; Terry Rugeley, Of

Wonders and Wise Men: Religion and Popular Cultures in Southeast Mexico, 1800-1876 (University of Texas Press, 2001) ISBN: 029277107x; William Beezley, Judas at the Jockey Club: And Other Episodes of Porfirian Mexico (University of Nebraska Press, 2004) ISBN: 0803262175; Helen Delpar, The Enormous Vogue of Things Mexican: Cultural Relations between the United States and Mexico, 1920-1935 (University of Alabama Press, 1992) ISBN: 0817308113; Anne Rubenstein, Bad Language, Naked Ladies, and Other Threats to the Nation: A Political History of Comic Books in Mexico (Duke University Press, 1998) ISBN: 0822321416; Sergio de la Mora, Cinemachismo: Masculinities & Sexuality in Mexican Film (University of Texas Press, 2006) ISBN: 0292712979; Eric Zolov, Refried Elvis: The Rise of the Mexican Counterculture (University of California Press, 1999) ISBN: 0520215141; Mark Cameron Edberg, El Narcotraficante: Narcocorridos & the Construction of a Cultural Persona on the U.S.-Mexico Border (University of Texas Press, 2001) ISBN: 0842027718; Thomas O'Brien, The Century of U.S. Capitalism in Latin America (University of New Mexico Press, 1999) ISBN: 0826319963

Course Schedule (12 weeks):

1- PRE-COLUMBIAN AND COLONIAL LATIN AMERICA

• Topics covered:

Environment and Culture in Ancient America
 The Maya of Central America
 The Aztecs of Mexico
 The Incas of Peru

• Learning Activities:

Read: John King, pages 9-27
 Watch: *Maya: The Blood of Kings* (1995) - YouTube
 Read: <http://www.wikihow.com/Write-a-Reaction-Paper>

• Assignments

Reaction paper: King 9-27.

2- LATIN AMERICA SINCE INDEPENDENCE

• Topics covered: Political ideologies that underpin the independence movements
 The problem of a Latin American "identity."
 The economies of the new nations

• Learning Activities:

Read: John King, pages 28-59.
 Fill-in a blank map of Lat. Amer. with the names of the countries
 Watch: Sean Simpson - Latin American Revolutions (Youtube)

• Assignments

Reaction paper: King 28-59.

3- The HAITIAN REVOLUTION AND CREOLE CULTURE

• Topics covered:

Pre-revolutionary trade and the colonial economy

Social triggers of the Haitian Revolution
Consequences of the Revolution
Jacques Roumain and contemporary Haiti

• Learning Activities:

Watch: Greatest Black Emancipation : The Haitian Revolution (1791-1803), Youtube

Read: Jacques Roumain, *The Bewitched Mountain*

• Assignments:

Reaction paper: *The Bewitched Mountain*

4- MODERN SPANISH AMERICAN LITERATURE

• Topics covered:

The novel of the "boom" period

Poetry

Theater

• Learning Activities:

Read King: 105-118; 136-170

• Assignments:

Reaction paper: The novel of the "boom" period

5- BRAZILIAN LITERATURE, ART AND MUSIC

• Topics covered:

The music of Brazil

Brazilian art and architecture - Oscar Niemeyer & Brasilia

Brazilian literature - Machado de Assis

• Learning Activities:

Read King: 119-135

Watch: Brazil's Space-Age Moon Capitol (Youtube)

Listen to: Putumayo Presents - Brazilian Lounge (Youtube)

• Assignments:

Reaction paper: Machado de Assis

6- LATIN AMERICAN AND CARIBBEAN POPULAR CULTURE

• Topics covered:

The "telenovela" rage

Carnivals

Variety of musical genres

• Learning Activities:

Read King: 171-201

Watch: Origins of Latin Music PRLS 3264 (Youtube)

Watch: History of Latin Music in the USA 2009 Historia de la Música Latina en los Estados Unidos, parts 1 & 2 (Youtube)

• Assignments:

Reaction paper: Latin music

Study for mid-term examination

7- JAMAICAN CULTURE AND SOCIETY - MID-TERM EXAMINATION

• Topics covered:

Political Life
Religion
The Arts, Humanities and Music

• Learning activities:

Read: "Jamaica," in <http://www.everyculture.com/Ja-Ma/Jamaica.html>
Watch: 60 Minutes - "The Rastafarians" (Youtube)
Watch: Blood and Fire - Jamaica Political History (Youtube)

• Assignments:

Reaction paper: "The Rastafarians."

8 - CINEMA IN LATIN AMERICA (1)

• Topics covered:

History of Latin American cinema

• Learning activities:

Read King: 282-313

• Assignments:

Reaction paper: King 282-313

9 - CINEMA IN LATIN AMERICA (2)

• Topics covered:

Cinema in the Caribbean
"Strawberry and Chocolate"
Film and revolution

• Learning activities:

Read García Osuna: 5-48; 97-99

• Assignments:

Reaction paper: "Strawberry and Chocolate"

10 - CINEMA IN LATIN AMERICA (3)

• Topics covered:

Cinema in South America
"Quilombo"
Film and race

• Learning activities:

Read: quilombo | Brazilian slave settlement | Britannica.com
Read: Brazil's quilombos, founded by escaped slaves, offer a window to the past (Al-Jazeera Online)

• Assignments:

Reaction paper: "Quilombo"

11 - HISPANIC U.S.A. (1)

• Topics covered:

Hispanic culture in the United States
 Hispanics and the U.S. economy
 Hispanics and United States Politics

- Learning activities:
Read: King 314-343
- Assignments:
Reaction paper: King 314-343

12 - HISPANIC U.S.A. (2) - COURSE WRAP-UP

- Topics covered:
Demographics: Hispanics, Francophones and West Indians in the United States.
Review for final examination
- Learning activities:
Re-read selected texts as review for final examination
- Assignments:
Review

Rubric for the Assessment of Performance in Spanish 8240 (eventually 03900)

Category	4	3	2	1	0
Language used in classroom discussions	4 (Excellent) The student fully achieves all communication goals. Is able to speak coherently about critical issues in Latin American and Caribbean cultures and of the problems it reflects. The student's speech demonstrates great effort at understanding the concepts.	3 (Good) The student substantially achieves course goals. The main elements of the coursework are communicated, but there may be some minor misunderstanding of content or weakness in communicating the most complex details. The student is able to communicate effectively in spite of errors and offers meaningful information.	2 (Fair) The student partially achieves the course goals. A limited grasp of the critical tools and information needed to communicate effectively is demonstrated. Because of this, some of the communication may be incomplete, misdirected, or unclear. Shows modest creativity,	1 (Poor) The student makes little progress toward communicating his/her grasp of the issues because of lack of understanding or lack of effort in grasping concepts. The student fails to demonstrate acceptable mastery of the concepts. Appropriate information is rarely conveyed.	0 (Unacceptable) Communication is nonexistent. The student does not understand the material and is unable to accomplish tasks. Errors are so extreme that communication is not possible.

Attendance/ Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes (4 to 6 hrs. of absence).	Student is late more than once a week and is absent more than 6 hours.
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than five times per class.	Student proactively contributes to class by offering ideas and asking questions up to five times per class.	Student sometimes contributes to class by offering ideas and asking questions.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
Behavior	Student never displays disruptive behavior during class.	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student consistently displays disruptive behavior during class.
Preparation	Student is always prepared for class with assignments and required class materials.	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.
Tests/ Quizzes	90 - 100%	80 - 89%	70 - 79%	65 - 69%	0 - 64%

			offering only minimal, predictable responses to questions		
Writing Skills	Writing is clear, expressing a grasp of the ideas in an elegant manner. Always spells correctly. Always uses vocabulary that reflects a deep grasp of the issues. Communicates apposite information and gives informed opinions.	Writing is fairly clear. Consistently spells correctly, almost always gives correct information, demonstrating effort in grasping concepts. Regularly uses technical vocabulary correctly.	Writing is many times unclear. More than 3/4 of the time gives correct information, demonstrating some effort in grasping concepts. Usually uses technical vocabulary correctly.	Writing is barely understandable. Often quotes incorrectly, often struggles to construct clear sentences using information gathered in class. Sometimes uses technical vocabulary correctly.	Rarely gives correct information, usually struggles to construct sentences properly using information gathered in class. Rarely uses technical vocabulary correctly.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student rarely listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.
Homework	Always turns in homework on time.	Regularly turns in homework.	1/2 of the time turns in homework.	Often misses to turn in homework.	Rarely turns in homework.