**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** Spanish American Civilization and Culture, SN 312

**Home Department:** Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email): Dr. Timothy Compton, 906 227 1107, tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content

SN 312 is a survey course on Spanish American civilization and culture from the pre-Columbian times to the present, taught in Spanish. Students learn about different ways of life in Spanish American societies starting with some of the most important ancient civilizations (Olmecs, Mayans, Incas, and Aztecs). Through an analysis of geography, history, politics and cultural artifacts (films, visual art, literary texts, etc.) students learn about the continuities, ruptures and transformations of Spanish American societies.

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

Critical Thinking: One of the explicit course objectives of SN312 is to challenge students to think critically about what they read. Assignments call for critical observations on the part of students, who must draw evidence from the works being studied, formulate conclusions based on that evidence and on their own insights, and articulate their arguments.

Perspectives on Society: This course satisfies the component “Perspectives on Society” because in it, students…

1. Engage in analysis of social issues, structures, and processes/events.

2. Address ethical issues in society.

3. Explore themes in the development of human society.

Students in SN 312 focus on social structures and issues facing various peoples in a variety of locales during several different time periods in Latin America. Students then examine and think about the ethics and impact of those structures and issues on people over time, and analyze how modern society deals with similar issues.

1. Describe the target audience (level, student groups, etc.)

SN 312 is taught in Spanish and requires SN 301 or 302, EN 211, and sophomore status.

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

SN 312 is required for Spanish majors and minors seeking certification in Education. It is an elective for non-Education Spanish majors and minors. It can also be used toward the International Studies major and minor as an elective. (Anyone can take SN312, really, as long as their Spanish is strong enough.)

 E. Provide any other information that may be relevant to the review of the course by GEC

N/A

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to assess the information in course readings, and draw upon them, integrating them into a cohesive argument. Overall Grading Weight: 40-60%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to formulate conclusions based on evidence drawn from the texts and on their own insights.Overall Grading Weight: 40-60%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task type and frequency: Critical thinking will be assessed in one or more response papers, one or more argumentative papers, and/or one or more exams. All of these assignments will require students to articulate arguments that present conclusions based on evidence they have formulated.Overall Grading Weight: 40-60%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | Task type and frequency: Students will write one or more response papers, one or more argumentative papers, and/or one or more exams in which they examine a variety of social and ethical issues relevant to the communities in and for which the texts discussed in the course were produced.Overall Grading Weight: 40-60%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%.  |
| **Ethical Issues** | Addressing ethical issues in society | Task type and frequency: In the papers and/or exams, students will consider the impact of the social and ethical issues raised in their analyses. Overall Grading Weight: 40-60%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%. |
| **Development and context of society** | Explore themes in the development of human society | Task type and frequency: Students will create a final project or presentation that explores the development of key themes studied in the class as they relate to contemporary society, evaluating the influence of other traditions.Overall Grading Weight: 15-25%Expected Proficiency Rate: Since students in this class have met considerable prerequisites within our program, and students are very invested by the time they take this class, we anticipate a success rate of 85%. |

**SN 312 INTRODUCTION TO SPANISH AMERICAN CULTURE AND CIVILIZATION. FALL 2014**



**Note: The original syllabus is in Spanish**

Mondays and Wednesdays from 10 to 11:40, Whitman Hall 127

Dr. María Guadalupe Arenillas

marenill@nmu.edu

Office: Whitman Hall 167

Office Hours: Mondays and Wednesdays from 1 to 2:30 or by appointment

**CLASS DESCRIPTION**

SN 312 is a general introduction to Latin American cultures and civilizations since the pre-Columbian times to the present. During the semester, we will study the evolution of Latin American cultures by means of the most important cultural, social, historical and political issues of the region. As a result, we will have a better understanding of Latin America and the challenges it faces in the 21st century.

**CLASS OBJECTIVES AND OUTCOMES**

* To introduce students to Latin America’s richness and diversity by means of different cultural artifacts (historical texts, short stories, testimonies, films, visual art, etc.)
* To facilitate a socio-historical context to understand, and think critically, about past and current events in Latin American.
* To provide opportunities to think critically about the discontinuities and connections between Latin American and U.S.A cultures and civilization.
* By the end of the semester, students will know the most important issues in Latin America since the pre-Columbian times to the present and will be able to think critically about them.

**TEXTBOOK** Fox, Arturo. *Latinoamérica: Presente y pasado*, 4TH EDITION. NJ: Pearson/Prentice Hall, 2009.

**COURSE REQUIREMENTS**

Quizzes (3) 30%

Essays /exams (2) 20%

Oral presentations 15%

Attendance and participation 15%

Final Exam 20%

**Quizzes**

* Latin American countries and geography
* Pre-Columbian civilizations
* The Spanish Conquest and Colonization

**Essays/Exams**

* Latinos in the U.S.A.
* The Indigenous and African legacy in Latin America

Twice during the semester students will prepare three page take home exams / essays on the films and readings assigned for class. Grades will be based on the following: a) thesis clarity; b) persuasive argumentation to support the thesis; c) precise information on the topic using different sources (textbook, additional readings, films); d) use of Spanish language (vocabulary, grammar and style). I’ll provide more information.

**Oral Presentations**

With a partner, students will present on different topics. Presentations will last twenty minutes and must include aspects that we haven’t discuss in class. Before doing the presentation, you need to discuss it with your instructor, and take it to the language lab in order to avoid grammatical mistakes when presenting it in front of the class. I’ll provide more information.

**Attendance and participation**

No more than 3 unexcused absences. Otherwise, it will affect your final grade. For participation, the grade will be based on the quality and the frequency of your commentaries, and your preparation for assigned readings and questions. Read, take notes, and come to class with further questions.

**Final Exam**

It will take place during finals week. It is a cumulative exam based on the textbook, additional readings and films.

**UNIT ONE. LATINOS IN THE UNITED STATES**

**Week one**

August 25 Introduction to the class. Latin American countries, work with maps. <http://serbal.pntic.mec.es/ealg0027/amerisur1e.html>; <http://serbal.pntic.mec.es/ealg0027/americentral1e.html>; <http://serbal.pntic.mec.es/ealg0027/amerisur2ecap.html>;

 <http://serbal.pntic.mec.es/ealg0027/americentral1ecap.html>

“Latinomérica,” song by Calle 13.

August 27 Read “Latin America Overview,” pp. 109-129. Answer questions exercise A 1-6, p. 130.

**Week two**

September 1 Labor Day, no class.

September 3 Latinos and diversity. Read “Latinos in the United States,” pp. 357-377. Answer questions of exercise A 1-10, p. 377-378.

Women crossing borders: Gloria Anzaldúa, *Borderlands / La frontera*, selection.

**Week three**

September 8 In class: Film *Bread and Roses*, Ken Loach.

September 10 *Bread and Roses* film discussion. **Bring to class** a recent article on United States immigration policies and immigrants human rights. **Presentation one: Mexican immigration to the United States.**

**Week four**

September 15 **Quiz one: Countries and geography.** Read selection from *La bestia, la tragedia de los inmigrantes centroamericanos en México* (The Beast the Tragedy of Central American Inmigrantes in Mexico) Pedro Ultreras (2012).

September 17 Read selection from *La bestia*.

**UNIT TWO. THE INDIGENOUS AND AFRICAN LEGACY IN LATIN AMERICA**

**Week five**

September 22 **Hand in essays on Latinos in the U.S.A**. Read “Pre-Coulmbian civilizations I,” pp. 3-15. Answer questions, exercise A, p. 16, 1-6. **Presentation two: Pre-Columbian civilizations.**

September 24 The Aztecs. Read “Pre-Columbian civilizations II,” pp. 19-30. Answer questions exercise A 1-6, pp. 30-31. **Presentation three: The Aztecs**.

**Week six**

September 29 Indigenous communities today. Watch on Youtube the film *El futuro maya: Voces del presente* (Mayan Future: Voices from the Present)*,* CLAS, University of Wisconsin-Milwaukee, 1998. <https://www.youtube.com/watch?v=MXQ_xORzDEo>

Answer the questions for discussion (given by professor). Read the selection of “Yo, Rigoberta Menchú (I, Rigoberta Menchú).” **Presentation four:** Rigoberta Menchú.

October 1st The Incas and Central America. Read “Central America,” pp. 203-217. Answer questions exercise A, 1-6, p. 230. **Presentation five: The Incas.**

**Week seven**

October 6 **Quiz two: Pre-Columbian civilization.** Indigenous communities today. Bring to class information about Subcomandante Marcos and the “Ejército Zapatista de Liberación Nacional.” Read selection, *Nuestra arma es nuestra palabra* (Our Word, Our Weapon), Subcomandante Marcos.

**UNIT 3. LATIN AMERICAN COUNTRIES**

October 8 Read “The Andenean Latin American” and “Peru,” pp. 263-281. **Presentation six: Peru.**

**Week eight**

October 13 Read “Bolivia,” pp. 281-289. Bring information on the coca leaf. In class: sequences from the film *Cocalero*, Alejandro Landes, 2007.

October 15 Read “Haiti and Dominican Republic,” pp. 233-241. Answer questions exercise A, 1-7, p. 258. In class: film *Black in* Latin *America*, *Dominican Repulblic*. **Presentation seven: Dominic Republic.**

**Week nine**

October 20 Read “Cuba,” pp. 241-265. Answer questions exercise A, 13-22, p.258. In class: *Black in Latin America, Cuba*.

October 22 Read “Mexico,” pp. 217-229. Answer questions 12-21 exercise A, p. 230. Read Frida Khalo and Diego Rivera. **Presentation eight: Mexico.**

**UNIT FOUR. SPANISH CONQUEST AND COLONIZATION**

**Week 10**

October 27 **Hand in essays on the Indigenous and African legacy in Latin America.** Read “Europe at the time of the discovery of America,” pp. 33-44. Read “La primera descripción de los nativos americanos en una carta de Cristóbal Colón.” (“The First Descritpion of the Native Americans in a Letter by Columbus”)

October 29 Debates on the conquest. Read “The conquest of Spanish America,” pp. 47-59. Answer questions exercise A, 1-10. In class: selection of Hernán Cortés’ letters to the queen and king.

**Week 11**

November 3 The system in the colonies. Read “The colonial structure,” pp. 63-72. Prepare questions from exercise A for oral presentation.

**UNIT FIVE. SOUTHERN CONE COUNTRIES**

November 5 **Quiz three: Spanish conquest and colonization**. Definitions of national identity: Argentina. Read “Southern Cone countries: Argentina,” pp. 302-316. Answer questions exercise A, 7-15, p. 326. In class: Mafalda and Eva Perón. **Presentation nine: Argentina.**

**Week twelve**

November 10 In class: Fim, *Bar el Chino*, Daniel Burak, 2003.

November 12 Discussion on *Bar el Chino* and tango in Argentina.

**Week thirteen**

November 17 Read “Chile,” pp 317-325. Music: Violeta Parra and Víctor Jara. Answer questions exercise A, 17-25, p. 326.

November 19 In class: Film *Machuca*, Andrés Wood, 2004.

**Week fourteen**

November 24 Discussion: *Machuca*.

November 26 Thanksgiving Day. No class/

**Week fifteen**

December 3 Read “Paraguay and Uruguay,” pp. 296-302.

December 5 Review for final exam. Final considerations. Evaluations.