

Core Course Review Documentation

Foundational Component Area: Language, Philosophy, and Culture

Component Area Option? Yes
Yes Cultural and Global Understanding
No Undergraduate Inquiry and Creativity

Proposed Course: Introduction to Latin American Studies: LAST 2503

Credit Hours: 3

Proposed by: Foreign Language, History, and Political Science, Midwestern State University

Date: , 2013

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

Content: *Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect the human experience.*

Students enrolling in **LAST 2503 Introduction to Latin American Studies** will examine the following content:

- The study of Latin American culture and society.
- The influence of colonialism on contemporary Latin American society.
- Examine the challenges to economic and political development in the region.
- Understand the multiethnic character of the Latin American region.
- Understand the challenges of sustainable development in contemporary Latin America.

SKILLS: *Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.*

Students enrolling in **LAST 2503 Introduction to Latin American Studies** develop the following skills:

- Students will display effective communication skills.
- Students will critically examine and analyze the major challenges facing contemporary Latin American society.
- Students will demonstrate an understanding of the importance of ethical decision making in terms of the challenges facing contemporary Latin America.
- Students will demonstrate a contextual understanding of one's place in the global community.

Throughout **LAST 2503 Introduction to Latin American Studies** students will engage in a series of learning activities designed to foster communication skills, critical thinking, personal responsibility, and social responsibility. These activities include classroom discussions that are focused on examining the issues facing contemporary Latin American society. During these discussions students will develop their oral communication skills while developing an appreciation of their place in a larger global community as well as the importance of ethical decision making with regard to issues in contemporary Latin American society. These discussions will take place daily in conjunction with the content delivery of the course. These learning activities will occur regularly throughout the semester. In addition to these regular discussions, students will be required to complete a series of writing projects. The final writing project will be used to assess student progress towards these four learning objectives: critical thinking skills, communication skills, personal responsibility and social responsibility.

ASSESSMENT OF CORE OBJECTIVES: *Assessments should be authentic, intentional and direct. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:*

Assessment of the state core objectives will be conducted in a final writing assignment that requires students to develop a coherent argument that examines a contemporary issue facing contemporary Latin American society. In this final project, students will be required to critically evaluate rival explanations of contemporary issues facing Latin America, evaluate the ethical dimensions of the decision-making involved in the contemporary issue, demonstrate a consideration of the impact of this issue for Latin America as well as a larger, global society, and communicate this argument in a written paper. In general the final writing projects will require students to complete the following tasks. Students will be required to explore an issue facing contemporary Latin American society and critically evaluate existing social theories to identify explanations that best address the contemporary issue under consideration. In this examination of this contemporary issue students will be required to research the issue and develop an argument for which of the theories examined in class best accounts for the global political issue.

This argument must then be presented in a 4-6 page double spaced written essay. In this essay students will be required to examine the ethical considerations for each contemporary issue facing Latin American society in order to develop a sense of the importance of personal responsibility in a global society. Furthermore, students will be required to examine the social implications for the contemporary issue on our global community. The following is an example of a final writing project used in Introduction to Latin American Studies. The assessment of each of these core learning objects is described following the example.

Example of Final Writing Project:

Final Essay

Purpose: This assignment is intended to help students further explore the topics facing Latin America discussed throughout the semester. Pick one issue discussed in Introduction to Latin American Studies. In your paper, explain the selected issue and how it was presented in the course material. What were the main points? What was the author's argument?

Once this has been explained, you should analyze the reading yourself. Did you agree or disagree? Did the viewpoint differ from your own? Did this reading affect your view of the issues raised?

In thinking about your reflective analysis try to answer the following question in your paper:

To what extent, if any, did this reading affect how you thought about the issues raised?

This paper should be 4-6 typed, double-spaced pages and submitted electronically on Blackboard by the assigned due date. No outside research should be used for this paper. It is an essay about your analytical reaction to issues raised in the course. The paper should be written according to academic conventions of grammar and mechanics, as well as style. This requires the inclusion of a thesis statement, a body which develops the thesis, and a conclusion.

Critical Thinking Skills - *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*

During the final writing project students will be required to explore a contemporary issue facing Latin America and critically evaluate competing theories and select the theory that most accurately explains the contemporary event. Students ability to achieve this learning objective will be assessed with the critical thinking rubric attached below. This and all of the attached rubrics were adapted from the Association of American Colleges and Universities templates to fit the Latin American Studies discipline.

Communication Skills - *to include effective development, interpretation and expression of ideas through written, oral, and visual communication*

During the final writing project students will be required to develop an academic argument in response to the essay prompt. Students will then present this argument in a 4-6 page double spaced written essay. The written communication rubric attached below will be used to assess the learner's progress towards the core learning objective of communication skills.

Personal Responsibility - *to include the ability to connect choices, actions and consequences to ethical decision-making*

During the final writing project students will be required to ethically evaluate decision-making with regard to an issue facing contemporary society. Progress towards the development of personal responsibility will be assessed with the attached personal responsibility rubric.

Social Responsibility - *to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities*

During the final writing project students will be required to examine the consequences of decisions made by actors for themselves and the larger global community. Student progress towards the development of social responsibility will be assessed with the attached social responsibility rubric.

ADDITIONAL INFORMATION: *Provide any additional information supporting course inclusion in the core (optional).*

PLEASE ATTACH THE FOLLOWING

1 Syllabus

Course Description:

LAST 2503 is intended to provide an introduction to the culture and society of Latin America through an examination of the themes and problems that influence contemporary Latin America. Interdisciplinary in approach, this course utilizes lectures, films, readings, and artistic exhibitions, to explore the themes of multiethnic cultural expressions, revolution and resistance, democratization and human rights, indigenous identity, and sustainable development in terms of the major political, social, and cultural challenges facing the region today.

Texas Core Objectives:

This course will support the development of the following state mandated core learning objectives: Critical Thinking, Communication Skills, Personal Responsibility, and Social Responsibility.

Texts:

Eduardo Galeano. 1997. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, Monthly Review Press.

Gabriel Garcia Marquez. 1998. *One Hundred Years of Solitude* Harper Collins Publishers.

Additional Readings available on D2L.

Expectations, Examinations, and Grading:

This course will include lecture over the key areas of study in the Latin American region. Following lectures, the class will explore these topics in a series of discussions. Lecture will not reproduce the texts. Students are expected to attend class and behave in an adult fashion. During discussions, students are expected to actively participate in order to fully explore these themes. There will be two examinations and a final exam. Students will also be required to explore these themes in a series of written reflection essays. The highest grading scale will be 90 (A), 80 (B), 70 (C), and 60 (D). If for any reason you should have to miss a test you must inform the instructor prior to the time of the test and proper documentation is required for any makeup test. The percentage breakdown of the course grade is as follows:

Grading:

Reflection Essays: 25%
Class Participation: 10%
Examination One: 20%
Examination Two: 20%
Final Exam: 25%

Calendar The following course schedule represents the schedule of readings and topics for the course. The readings are located below each topic. Student's should read the assigned readings prior to class.

- Lesson One: Why Study Latin America?
Galeano Introduction.
Garcia Marquez, Chapter One.

Section One: Colonialism and the Historical Foundations of Latin America

- Lesson Two: Indigenous Peoples of Latin America
Film: Mirrors of the Heart-Race and Identity (Americas Vol 4).
Garcia Marquez, Chapters Two and Three.
- Lesson Three: Colonialism
Garcia Marquez, Chapters Four and Five.
Galeano, Chapter One.
Film: *The Mission*
- Lesson Four: Independence
Galeano, Chapter Two.
Garcia Marquez, Chapters Six and Seven.
- Lesson Five: The Modern State
Galeano, Chapter Three.
Garcia Marquez, Chapters Eight and Nine.
- Exam One and Writing Assignment Two

Section Two: Contemporary Latin America

- Lesson Six: The Military and Politics
Film: *School of the Americas*
Garcia Marquez, Chapters Ten and Eleven.

- Lesson Seven: Revolution and Resistance
Galeano, Chapter Four.
Garcia Marquez, Chapters Twelve and Thirteen.
- Lesson Eight: Economic Dependency and Development
Galeano, Chapter Five.
Garcia Marquez, Chapters Fourteen and Fifteen.
- Lesson Nine: Democratization
Galeano, Part III.
Garcia Marquez, Sixteen and Seventeen
Film: *A Mayan Uprising: Rebellion in Chiapas*
- Exam Two and Writing Assignment Two

Section Three: Latin American Art and Culture

- Lesson Ten: Literature and Film in Latin America
Roberto Gonzalez Echevarria. "Latin American Literature" *Encyclopedia Britannica*.
Film: *Like water for Chocolate*
Garcia Marquez, Chapters Eighteen, Nineteen and Twenty.
- Lesson Eleven: Art in Latin America
Watriss, *Image and Memory: Photography from Latin America, 1866-1994*.
- Lesson Twelve: Fiestas and Popular Culture of Latin America
Brandes, Stanley, 1988. "Fiesta Organization." In *Power and Persuasion: Fiestas and Social Control in Rural Mexico*. Philadelphia: University of Pennsylvania Press. Pp. 40-58.
- Lesson Eleven: Globalization and Latin American Culture
Inda, Jonathan Xavier. 2000. "A Flexible World Capitalism, Citizenship, and Post National Zones." *PoLAR*, 23:1.
- Final Exam and Writing Assignment Three

2 Assessment for Critical Thinking Skills

Undergraduate-Level Critical Thinking Rubric

Critical Thinking, undergraduate-level work in Latin American Studies will be evaluated through the assessment of a final writing project in the areas of explanation of argument, evidence, student's position, and conclusions. A summary chart is provided to explain how work will be assessed. In addition, the areas of evaluation used are outlined below.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Explanation of Argument					
Evidence					
Student's Position					
Conclusions					

Explanation of Argument:

- Does the student clearly state the contemporary Latin American issue examined?
- Does the student comprehensively describe the contemporary issue examined?
- Does the student deliver the relevant information necessary for a full understanding of a contemporary Latin American issue?

Evidence:

- Does the student use authoritative sources?
- Does the evidence employed enable the student to develop a comprehensive analysis of a contemporary Latin American issue?
- Does the student thoroughly evaluate the viewpoints/positions of the authoritative sources?

Student's Position:

- Does the student's position take into account the complexity of the contemporary Latin American issues?
- Does the student acknowledge the limits of their position?
- Does the student synthesize other's points of view within their position?

Conclusions:

- Are the student's conclusions logical?
- Do the student's conclusions reflect an informed evaluation?
- Do the student's conclusions demonstrate an ability to place evidence and perspectives in priority order?

3 Assessment for Communication Skills

Undergraduate-Level Written Communication Rubric

Written, undergraduate-level work in Latin American Studies will be evaluated through the assessment of a final written project in the areas of argumentation and analysis, evidence and documentation, structure and style, and grammar and mechanics. A summary chart is provided to explain how work will be assessed. In addition, the areas of evaluation used are outlined below.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Argument and Analysis					
Evidence and Documentation					
Structure and Style					
Grammar and Mechanics					

Argument and Analysis:

- Does the paper contain a clear thesis statement or research question?
- Does the paper have a clear hypothesis and argument, appropriate for college-level work?
- Does the main argument of the paper match or answer the research question or thesis statement?
- Are the main argument and key points clear?
- Does the paper clearly address the research question and hypothesis or thesis statement throughout?
- Does the paper develop its main points well?
- Does the paper address other research in the field to place its argument in conversation with other work?
- Does the paper address counterarguments and possible limitations of the research presented in the paper?

Evidence and Documentation:

- To what extent does the paper support its claims?
- What types of support are utilized and are they appropriate for college-level work?
- Are source materials clearly documented in accordance with citation guidelines given in the course or in college-level writing courses at Midwestern State University?
- Is there analysis of the sources or is evidence used too descriptively?
- Does the evidence offered in the paper help to further the overall argument?

Structure and Style:

- Is the paper clearly organized?
- Does the paper include required elements of the assignment?
- Is the style of the paper appropriate for a college-level course in Political Science?
- Is the tone of the paper appropriate for a college-level course in Political Science?

Grammar and Mechanics:

- Does the paper employ appropriate grammar?
- Does the paper make use of punctuation and mechanics?

4 Assessment for Personal Responsibility

Undergraduate-Level Personal Responsibility Rubric

Personal Responsibility (*to include the ability to connect choices, actions and consequences to ethical decision-making*) undergraduate-level work in Latin American Studies will be evaluated through the assessment of a final written project in the areas of ethical self awareness, understanding different ethical perspectives, ethical issue recognition, and application of ethical perspectives. A summary chart is provided to explain how work will be assessed. In addition, the areas of evaluation used are outlined below.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Ethical Self-Awareness					
Understanding different Ethical Perspectives					
Ethical Issue Recognition					
Application of Ethical Perspectives					

Ethical Self-Awareness:

- Did the student discuss core ethical beliefs?
- Did the student discuss the origins of core ethical beliefs?
- Did the student connect core ethical beliefs with the origins of core ethical beliefs when examining a contemporary Latin American issue?

Understanding Different Ethical Perspectives:

- Did the student identify theory relevant to the contemporary Latin American issue?
- Did the student accurately apply theory to a contemporary Latin American issue?
- Did the student accurately identify and apply theory to a contemporary Latin American issue?

Ethical Issue Recognition:

- Did the student recognize an ethical issue when presented with a complex issue facing Latin America?
- Did the student recognize cross relationships among multiple issues facing Latin America?
- Did the student identify an ethical issue and link this issue with broader implications in the Latin American region?

Application of Ethical Perspectives:

- Did the student independently apply ethical principles to contemporary Latin American issues?
- Did the student correctly apply ethical principles to a contemporary Latin American issue?
- Did the student consider the full implications of the application of ethical principles to a contemporary Latin American issue?

5 Assessment for Social Responsibility

Undergraduate-Level Social Responsibility Rubric

Social Responsibility (to include cultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national, and global communities) undergraduate-level work in Latin American Studies will be evaluated through the assessment of a final written project in the areas of diversity of communities and cultures, ethical issue recognition, application of ethical perspectives, and civic context. A summary chart is provided to explain how work will be assessed. In addition, the areas of evaluation used are outlined below.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Diversity of Communities and Cultures					
Analysis of Knowledge					
Civic Identity					
Civic Contexts					

Ethical Issue Recognition:

- Did the student demonstrate an adjustment in their attitudes and beliefs based on learning from diversity of communities and cultures?
- Did the student promote others engagement with diversity?
- Did the student demonstrate adjustments in their own attitudes and promote engagement with diversity based on their learning from diversity of communities and cultures?

Analysis of Knowledge:

- Did the student connect interdisciplinary theory to civic engagement?
- Did the student connect interdisciplinary theory to their own participation in civic life?
- Did the student display an understanding of the connection between civic engagement and contemporary public policy?

Civic Identity:

- Did the student identify lessons learned from civic engagement experiences?
- Did the civic engagement experience shape the student's civic identity?
- Did the civic engagement experience strength the student's commitment to public action?

Civic Context:

- Did the student demonstrate an ability to identify a civic aim for a community?
- Did the student demonstrate a commitment to work within community contexts to achieve a civic aim?
- Did the student identify a civic aim and demonstrate a commitment to work within a civic context to achieve this aim?