

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-102-156

SPN 3420 – Latin American Civilization (GE Area C4)

General Education Committee

Date: 07/20/2016

Executive Committee
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016
First Reading

09/28/2016
Second Reading

BACKGROUND:

This is a revised course for the semester calendar.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-102-156, SPN 3420 – Latin American Civilization for GE Area C4.

SPN - 3420 - Latin American Civilization

C. Course - New General Education* Updated

General Catalog Information

College/Department English and Foreign Languages	
Semester Subject Area SPN	Semester Catalog Number 3420
Quarter Subject Area SPN	Quarter Catalog Number 354
Course Title Latin American Civilization	
Units* (3)	
C/S Classification* C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Choose appropriate type (s) of course(s)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	C4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description	Key strands in the development of Latin American culture from pre-conquest societies to the present, with emphasis on the ways major ideas, literary texts, and artistic or musical works or styles emerge from geographic and historical conditions. Lectures and readings in English, with some readings provided in Spanish as well.
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II. Required Coursework and Background

Prerequisite(s) General education areas A1, A2, A3, C1, C2, C3.

Corequisite(s)

**Pre or Corequisite
(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

1. Demonstrate familiarity with major figures, works and trends in Latin American art, architecture, music, letters, thought, religion, and politics, and understand their significance.
2. Write intelligently and subtly about Latin American cultural artifacts and their context in either multi-modal or standard essay form.
3. Demonstrate understanding of major analytical categories and ideas particular to the region's history (i.e. mestizaje, the baroque, syncretism), and critically situate them vis-a-vis U.S.-based analytical categories (i.e. race, freedom, democracy).
4. Analyze primary texts and cultural artifacts from the region in both written work and discussion using Latin American analytical categories and ideas.
5. Critique the U.S. role in the region through Latin American perspectives on U.S. hegemony.
6. Contextualize U.S. Latino culture within the larger panorama Latin American society.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Oral Communication: Develop advanced proficiency.

Written Communication: Develop advanced proficiency.

Literary and Linguistic Knowledge: Develop advanced proficiency.

Cultural Knowledge: Develop advanced proficiency.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

This course looks at major strands of Latin American cultural production in the areas of art, literature, music/performance, and thought as they emerge from the historical and geographical conditions of the region. It is therefore an inherently interdisciplinary class in which students synthesize different forms of inquiry in their own original analyses of short texts and other artifacts of culture. From history, the course works toward an understanding of how present-day cultural production emerges from a rich and layered past. The course deals in original documents or primary texts of Latin American culture alongside a textbook. Student analyze these texts using concepts, ideas and critical categories particular to the region, either in discussion or in essays/presentations. Comparing these ideas to those commonly used to describe developments in the U.S. helps them identify their own analytical biases and assumptions.

This is not a brand new course, but rather an existing course being proposed for the first time as a GE C4. The pre-conversion course has been taught in Spanish. The post-conversion iteration will be taught in English, thus making it

eligible for GE status for the first time. We think this course will serve the cultural interests of a variety of students very well as a UD Synthesis course, while at the same time creating interest in Spanish offerings. While this course will continue to be a required course for our majors, we are not motivated by the need to double-count, since the Spanish major is not tight on units.

A more detailed understanding of how this course meets the description of a C4 synthesis course may emerge from responses, listed below, to the Curriculum Guide language:

GUIDELINES FOR GE SYNTHESIS COURSES

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.

Students are assigned numerous primary readings from many contexts alongside a standard textbook. Primary readings detailed in Section IV.

- promote original and critical thinking in writing and/or discussion.

In both discussion and essays, students produce original analyses of Latin American texts within Latin American contexts.

- focus attention on understanding the interrelationships among the disciplines and their applications.

Course readings, lectures and assignments encourage students to understand the expressive components of culture in

an interdisciplinary frame in which culture is seen as emerging from a complex set of underlying historical, economic and social factors.

- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.

Key concepts particular to Latin American intellectual history and Latin American social contexts (as distinct from U.S.-based conceptual categories) help students understand cultural developments in the region in a way that is organic, powerful, and far-reaching.

- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.

Current controversies and debates from the region are presented as open questions. Course discussion and projects ask students to take positions and argue the issues in creative ways.

- identify and evaluate assumptions and limitations of ideas and models.

Students are asked to take a critical view of Latin American social institutions and culture, especially as regards hierarchies of race, class and gender, and histories of conquest, domination, and repression.

- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.)

See meaningful writing assignment in section IX of this ECO.

- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

See Section IX of this ECO

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

1a. Write effectively for various audiences.

Students will describe various aspects of Latin American cultural history in written assignments.

1b. Speak effectively for various audiences.

Through discussion and group or individual oral presentations, students will describe and analyze Latin American texts within their contexts.

1c. Find, evaluate, use and share information effectively and ethically.

Students will conduct library and online research on some aspect of Latin American cultural history, and present findings in the form of multimodal texts or research papers.

1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Analytical essays and papers will adhere to the accepted form of the argumentative essay.

2b. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

In classroom discussions and written assignments, students will engage in textual analysis of primary sources from Latin American culture, conducted within the framework of their historical and social context.

2d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students will compare texts of different types (visual, literary, musical) to arrive at an understanding of the way Latin American cultural expression emerges from its historical and geographical conditions.

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze racial discourses of conquest and colonization, study the African and Indigenous contributions to Latin America, study the European rhetoric of 'civilization,' and become attuned to diversity within Latin America and its U.S. Diaspora.

General Education Outcomes*

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Books that could serve as the primary course textbook:

- Bethell, Leslie, ed. *A Cultural History of Latin America: Literature, Music and the Visual Arts in the 19th and 20th Centuries*. Cambridge UP, 1998.
- Buffington, Robert and Lila Caimari, eds. *Keen's Latin American Civilization: History and Society, 1492 to the Present*. Westview Press, 2008.
- Martin, Cheryl E. and Mark Wasserman. *Latin America and Its People*, Combined Volume. 3rd ed. Pearson, 2011.

Supplementary or secondary textbooks:

- Ades, Dawn. *Art in Latin America: The Modern Era, 1820-1980*. Yale UP, 1993.
- Bailey, Gauvin. *Art of Colonial Latin America A&I (Art and Ideas)*. Phaidon, 2005.
- Beezly, William and Linda A. Curcio-Nagy eds. *Latin American Popular Culture since Independence: An Introduction*. Rowman and Littlefield, 2011.
- Wade, Peter. *Race and Ethnicity in Latin America*. 2nd ed. Pluto Press, 2010.
- King, John ed. *The Cambridge Companion to Modern Latin American Culture*. Cambridge UP, 2004.

Primary documents and original sources:

- *Constitution política del estado plurinacional de Bolivia/Plurinational State of Bolivia's Constitution*, 2009, preamble.
- *Popul Vuh/The Mayan Book of the Dawn of Life and the Glories of Gods and Kings*. New York: Simon & Schuster, 1996, excerpts.
- Simón Bolívar, 'Carta de Jamaica/'Letter from Jamaica', *El Libertador: Writings of Simon Bolivar*. Oxford UP, 2003.
- Christopher Columbus, 'Carta a Luis de San Ángel/'Letter to Luis de San Angel,' from *The Four Voyages: Being His Own Log-Book, Letters and Dispatches with Connecting Narratives*, New York: Penguin, 1992.
- Bernal Díaz del Castillo, *La verdadera historia de la conquista de la Nueva España/The Conquest of New Spain*, New York: Penguin, 1963, excerpts.
- Eduardo Galeano, *Las venas abiertas de América Latina/The Open Veins of Latin America*, excerpt, in *Contemporary Latin American social and political thought: an anthology*, Ed. Iván Márquez, Lanham: Rowman & Littlefield, 2008.
- Gabriel García Márquez, 'La soledad de América Latina/'The Solitude of Latin America,' Nobel Prize Lecture, 1982, NobelPrize.org, http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html.
- Miguel Barnet and Esteban Montejo, *Biografía de un cimarrón/Biography of a Runaway Slave*, Chicago: Curbstone, 1994, excerpts.
- José Martí, 'Nuestra América/'Our America' from *Selected Writings*, New York: Penguin, 2002.
- Clorinda Matto de Turner, *Aves sin nido/Birds Without a Nest*, Austin: U of Texas P, 1996, excerpts.
- Mendoza, Montanar, Vargas Llosa, *Manuel del perfecto idiota latinoamericano/Guide to the Perfect Latin American Idiot*, excerpts, in *Contemporary Latin American social and political thought: an anthology*, Ed. Iván Márquez, Lanham: Rowman & Littlefield, 2008.
- Pablo Neruda, 'La palabra' from *Confieso que he vivido/Memoirs*, Tr. Hardie St. Martin, New York: FSG, 2001; 'United Fruit Co' from Canto General, Tr. Jack Schmitt, Los Angeles and Berkeley: U of California P, 2011.
- Leon Miguel Portillo. *Visión de los vencidos/Broken Spears: The Aztec Account of the Conquest*. Boston: Beacon Press, 2006, excerpts.
- Domingo Faustino Sarmiento, *Facundo/Facundo: Or, Civilization and Barbarism*, New York: Penguin, 1998, excerpts.

that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material* Required texts, notebook, writing implement, word processor, printer, and internet access

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities* Smart classroom with projector and DVD capabilities. Blackboard/whiteboard.
Large lecture hall.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

While not a history class, this course seeks to present major Latin American cultural developments within a historical narrative, portraying religious practices, music, art and architecture, political ideas/beliefs, literature, popular culture and features of social life as embedded in particular histories often marked by colonization, neocolonialism and struggle. Topics may include pre-Columbian cultural and artistic practices; chronicles of exploration and conquest as central patterning motifs; indigenous reactions to colonization; syncretism; baroque literature and architecture; women in the colony; the 'debates of the Indies'; African slavery and rebellion; folk and regional arts; science and Enlightenment; creole independence movements (classic texts of liberalism and pan-Hispanicism); early republican period and costumbrismo; military caudillos; liberal reform movements; positivism and its cultural manifestations; the Mexican Revolution; mural painting; the establishment of Socialist politics; modernization, modernismo, and vanguard movements in art and literature; Twentieth-century dictatorships; Mexican cinema and Argentine classic cinema; Argentina (Borges, Tango, Perón, Evita); Cuba (santería, Carpentier, Guillén, and Afro-Cuban music); cultural avatars of the Cuban revolution; the Latin American boom; Chile (Neruda, Violeta Parra, Allende, Pinochet); testimonial literature; Perú's Sendero Luminoso war and its literary texts; neoliberalism; the new left; Venezuela and Hugo Chávez.

VIII. Instructional Methods

<p>Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.</p> <p>Discuss how these methods may be used to address the course and program outcomes, as appropriate.</p> <p>Instructional Methods* Include or attach a matrix to align the evaluation methods to the outcomes.*</p>	<p>Lecture. Discussion. Workshops. Online Blogs. Discussion Boards. Group presentations.</p>
<p>IX. Evaluation of Outcomes</p>	

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

Students' performance will be evaluated using various assessment instruments: quizzes & examinations, written or online homework on reading assignments, short written pieces (these may include reaction papers, diaries, blogs, reviews, commentaries and reflections), research papers, and in-class oral presentations and/or discussion.

Describe the meaningful writing assignments to be included.*

Instructors provide written feedback on short pieces of writing (which may include reaction papers, blogs, journals, reflections, reviews, commentaries, and exam essays) that prompt students to organize their thoughts, comprehend course material, evaluate connections across course materials, encourage self-assessment, and foster a comfort with the course content. Instructors provide written feedback on research papers, which train students to do research and engage in critical reading, make a claim, support an argument effectively, and draw connections and conclusion across the course material.

	Quizzes & Exams	Homework on Reading Assignments	Short Written Pieces	Research Paper	Oral present./ discussion
Course SLO 1: Figures, works, trends.	x	x			
Course SLO 2: Writing			x	x	
Course SLO 3: Analytical categories/ideas	x			x	x
Course SLO 4: Analysis of texts			x	x	x
Course SLO 5: Critique of U.S. role	x	x	x		
Course SLO 6: U.S. Latinos in wider context	x		x		x
Program SLO 1: Oral communications					x
Program SLO 2: Written communications			x	x	
Program SLO 3: Literature and linguistics	x	x	x	x	

Program SLO 4: Cultural knowledge	x	x	x	x	
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If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

This is a classical humanities course based on a holistic (i.e. interdisciplinary) vision of the development of culture out of historical and material conditions. As such, it privileges the humanistic procedures of critical reading and writing, textual analysis (often of visual or other non-verbal texts), research, and oral argument/presentations (the basis of the C4 area) to get at cultural artifacts in an interdisciplinary way. Most of the assessment tools proposed for the course (all except quizzes and exams) in some way evaluate students' abilities in the core areas of writing, speaking, research, argumentation and analysis--the first five GE SLOs mapped to the C4 area. Quizzes and exams, meantime, evaluate students' knowledge of literary, philosophical, historical and artistic works, their historical conditions, and their authors. The writing and presentation components of the course ask students to undertake original research and present original analysis of texts from different disciplines--such as, for example, the writings of Jorge Luis Borges and Julio Cortázar on tango with the music of Astor Piazzolla and the movies of Carlos Gardel.

	Quizzes & Exams	Homework on Reading Assignments	Short Written Pieces	Research Paper	Oral present./ discussion
GE SLO Ia			x	x	
GE SLO Ib					x
GE SLO Ic		x		x	x
GE SLO Id				x	x
GE SLO IIb	x		x	x	x
GE SLO IId	x			x	x
GE SLO IIIa	x	x	x		

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**