FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

Change of Major Form; Program of Study Worksheet LACS Major; Rationale for Changes to the Major and Minor; Change of Minor Form; Program of Study Worksheet LACS Minor; LACS 310, Course Form; LACS 320, Course Form; LACS 330, Course Form; LACS 340, Course Form; LACS 350, Course Form; LACS 360, Course Form; Cover letter.

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 2/5/16

2. Signature of Academic Dean:

   [Signature]
   Date: 3/5/16

3. Signature of Provost:

   [Signature]
   Date: 3/14/16

4. Signature of Business Affairs (only for course fees):

   [Signature]
   Date: ________________
   □ fee approved on ________________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]
   Date: 3-23-16

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]
   Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]
   Date: ________________

8. Signature of Faculty Senate Secretary:

   [Signature]
   Date: ________________

Date Approved by Faculty Senate: ________________
February 25, 2016

To Whom It May Concern,

As part of the strategic plan in effect for the 2016-17 academic year, the LACS program saw the need to review both the LACS major and minor and make appropriate changes to better suit student needs, in terms of both requirements and course offerings. As a result of extensive review and discussion among the LACS faculty, we are proposing the addition of six new Special Topics courses at the 300 level to the LACS Major and Minor curriculum to show the wide range of theoretical and thematic categories students could choose from. We believe that a robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major. These courses break free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues as well as better serve both faculty and students by facilitating the process of identifying which areas or courses they can contribute to or choose from. These Special Topics courses are LACS 310 – Race, Gender, and Ethnicity in Latin America and the Caribbean, LACS 320 - Human Rights and Social Movements in Latin America and the Caribbean, LACS 330 - Colonial and Postcolonial Studies Latin America and the Caribbean, LACS 340 - Afro-Caribbean & Afro-Latin Studies, LACS 350 – Globalization and Mass Media in Latin America and the Caribbean, and LACS 360 – Latina/o Identities: Constructions, Contestations, and Expressions.

In an effort to update the LACS curriculum, we have also made a number of modifications, to include: removing ARTH 205 and ARTH 255, already deactivated by the Art History department; incorporating into our curriculum those active courses from other programs that are already Latin American and/or Caribbean in content (e.g. SPAN 494 - Seminar in Spanish American Literature) or which could be at least 1/3 in LACS content (and would, therefore, count toward the major or minor; adding a clause on limit of courses shared by double majors in LACS and INTL with LACS concentration; and reorganizing categories and course listings.

List of documents:
1) Signature form
2) Change to the Major Form
3) Change to the Minor Form
4) Rationale for Change to the Major
5) Revised Program of Study Worksheet for LACS Major
6) Revised Program of Study Worksheet for LACS Minor
7) Acknowledgements from Department Chairs and Program Directors
8) New Course Forms
9) Sample syllabi for new courses
Thank you very much, Conseula.

Lola

Hi Lola--

The courses in #3 and #4 always count for the LACS major and minor. This is not a change. This has always been true. These are not special topics courses. We can move the proposals forward without listing these courses as only counting sometimes.

Sent from my iPhone

On Mar 13, 2016, at 4:44 PM, Cololina-Garrigos, Maria D <CololinaGarrigosM@cofc.edu> wrote:

Hi Conseula,

I am back in the States, and back on campus, and I am finally able to respond to points #2, #3 and #4: all courses mentioned in #3 and 4 have been part of the LACS curriculum for many years (Doug Friedman, Director of LACS from its inception up until last July, was the one who added all those courses with the permission of their respective departments) and they have only counted if they contained more than 1/3 of content in LACS. And no, they are not special topics and neither is LTFR 250. So my question is, since when has the policy changed and now all those courses count automatically? It is my understanding that up until this very same year those courses did not count automatically for LACS and it was the LACS Director who has to grant permission for those courses to count (and if they did, they shouldn't because they not always cover Latin America). I am just adding an asterisk to make it more clear. Please, let me know if you would like us to discuss this or if there is anything else I need to do in preparation for this Friday's FCC meeting. Thank you very much for your time and attention.

Best,
Lola

Dr. Lola Cololina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Hi Lola--

1. The proposed courses—LACS 310, 320, 330, 340, 350, 360—are not actually the equivalent of LACS 300. In other words, the new courses are not taking the place of LACS 300. I will make this correction on your forms. In addition, should these new courses be titled in "Special Topics in...[course title]" or just the [course title]?

2. LFTR 250 is not a special topics course. If you add it to the LACS curriculum, it will count every time it is taught. Is that the intent of the program?

3. The following courses are already in your major and are not special topics courses. They will always count for LACS credit if you keep them in your program.
   POLI 266
   POLI 347
   SOCY 362
   FREN 326
   ENGL 233
   ENGL 234
   ENGL 358
   LTOPO 150
   LTOPO 250
   LTOPO 350
   LTOPO 450
   LTSP 150
   LTSP 250
   LTSP 450
   PORT 291
   SPAN 328
   FREN 320

4. The same is true of these courses in the minor:
   ANTH 362
   ENGL 233
   ENGL 234
   ENGL 358
   FREN 320
   FREN 326
   LTFR 250 new course being added, but it is not a special topics repeatable for credit course
POLI 266
POLI 347
PORT 291
SOCY 362
SPAN 315
SPAN 328
SPAN 447

Conseula Francis, PhD
Professor, English and African American Studies
Associate Provost for Curriculum and Institutional Resources
College of Charleston
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Colomina-Garrigos    Phone: 953-7128    Email: colominagarrigosm@cofc.edu

Department or Program: LACS    School: LCWA

Subject Acronym and Course Number: LACS 310

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   ☐ Course Number (you must submit a course deactivation request for the old course number)
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 310 Race, Gender, and Ethnicity in Latin America and the Caribbean. This course explores gender and ethnicity in Latin America and/or the Caribbean, focusing on the tension between universal rights and cultural rights. It explores socio-economic indicators, gender and ethnicity-based violence, and political participation, while taking into consideration the history and culture of different minority groups. Through the lenses of gender, this course offers a window on the complexity of inequality in Latin America. A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues, and it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This form was last updated on 12/13/13 and replaces all others.
This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: LACS 
School: LCWA 
Subject Acronym: LACS 
Course Number: 310

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: 3__ lecture __ lab __ seminar __ independent study

Course title: Race, Gender, and Ethnicity in Latin America and the Caribbean

Course description (maximum 50 words, exactly as it appears in the catalog):

This course explores gender and ethnicity in Latin America, focusing on the tension between universal rights and cultural rights.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ______

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify the principal events, people, and institutions that shape individuals' lived experiences in Latin America, and explain their significance. Demonstrate a sophisticated understanding of the chronology and periodization of Latin American history. Read critically and evaluate a range of historiographical approaches to the history of race and gender in Latin America.</td>
<td>A1: Conference project: At the end of the semester, each student will conduct a formal, in-class presentation of individual research projects combined with a 10-15 pages paper. This exercise will simulate an academic conference/roundtable, in which scholars present an essay and discuss ideas during a panel. This consists of a semester-long research project, elaborated with the professor and discussed in class. Performance target: 90% of students should achieve a rating of “meets standard” based on a rubric.</td>
</tr>
<tr>
<td>2. Articulate a feminist approach to the study of Latin American history that includes a critical understanding of race and gender as categories of historical analysis. Demonstrate a global awareness of the peoples and cultures of Latin America, and how ethnic identity, race, gender, and class intersect to shape a diversity of historical experiences.</td>
<td>A1: Conference project: At the end of the semester, each student will conduct a formal, in-class presentation of individual research projects combined with a 10-15 pages paper. This exercise will simulate an academic conference/roundtable, in which scholars present an essay and discuss ideas during a panel. This project consists of a semester-long research project, elaborated with the professor and discussed in class. Performance target: 90% of students should achieve a rating of “meets standard” based on a rubric.</td>
</tr>
<tr>
<td>3. Critical Reasoning: Demonstrate your mastery of the central skills of historical research, including the ability to formulate a historical argument using primary and secondary sources as evidence.</td>
<td>A1: Conference project: At the end of the semester, each student will conduct a formal, in-class presentation of individual research projects combined with a 10-15 pages paper. This exercise will simulate an academic conference/roundtable, in which scholars present an essay and discuss ideas during a panel. This project consists of a semester-long research project, elaborated with the professor and discussed in class. Performance target: 90% of students should achieve a rating of “meets standard” based on a rubric.</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and /or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X□ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change to the Minor and Change to the Major Forms attached.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
Description

This course explores gender and ethnicity in Latin America, focusing on the tension between universal rights and cultural rights. The first part maps the daily lives of indigenous women across the region, looking at indigenous women in Central America (Mexico and Guatemala), the Andes (Ecuador, Chile, and Bolivia) and the Amazon. We look at socio-economic indicators, gender-based violence, and political participation, while taking into consideration history and culture. In the second part of the course, we examine the ways social and political movements (e.g., agrarian reform, democratic, and environmental movements, the New Left), and, most recently, discourses of indigenous rights (e.g., Ecuador’s Pachakutik), have affected them and their communities over time. Through various case studies, such as that of Rigoberta Menchú in Guatemala, we analyze women’s capacity to maneuver politics of identity to advance their rights as women and as Indians. The third part pays special attention to the issue of minorities within minorities, and the debate between universalism and cultural relativism. This section explores issues such as indigenous justice, and the discrepancies between international norms of gender and the inequalities prevailing in indigenous practice. Through the lenses of gender, this course offers a window on the complexity of inequality in Latin America.

Student Learning Outcomes

At the end of the semester, you should be able to meet the following course learning outcomes:

1. Identify the principal events, people, and institutions that shape individuals’ lived experiences in Latin America, and explain their significance. Demonstrate a sophisticated understanding of the chronology and periodization of Latin American history. Read critically and evaluate a range of historiographical approaches to the history of race and gender in Latin America.

2. Articulate a feminist approach to the study of Latin American history that includes a critical understanding of race and gender as categories of historical analysis. Demonstrate a global awareness of the peoples and cultures of Latin America, and how ethnic identity, race, gender, and class intersect to shape a diversity of historical experiences.

3. Critical Reasoning: Demonstrate your mastery of the central skills of historical research, including the ability to formulate a historical argument using primary and secondary sources as evidence.
Grading system

Class participation 20% - Students are expected to prepare and attend all class sessions and participate actively in class discussions. Unexcused absences can result in reduced credit.

Class presentation 20% - Once during the semester, each student will do a short oral presentation (10 min) about one of the readings (10%) and turn in a written analytical essay (10%) to the professor via email before class starts.

Essay 20% - Each student will write two individual essays during the semester. The first exploring ethnicity is due on Sept 17 (10%). The second analyzing the international normative system on indigenous and gender rights is due on Oct 13. Papers are analytical and should not exceed 5 pages.

Research assignment 10% - The course intends to foster research skills throughout the semester. A first research assignment analyzing case-studies of indigenous justice in Latin America is due in class on Nov 19.

Conference project 30% - At the end of the semester, each one of you will conduct a formal, in-class presentation of individual research projects combined with a 10-15 pages paper. This exercise will simulate an academic conference/roundtable, in which scholars present an essay and discuss ideas during a panel. This project is not simply a final paper but consists of a semester-long research project, elaborated with the professor and discussed in class. Project topics are due in class on Oct 13 and a detailed outline is to be emailed to the professor by Nov 17. Class presentations with findings will be held during week 14. Final are to be turned in by Dec 16.

Required Books [B]


Movies/Media [S]

- What does it mean to be white? [S]
- Iracema [S]
- Daughters of the Canopy [S]
- Video in the Villages [S]

Reading and Discussion Schedule

Week 1. Introduction

Sept 10 - Course overview and introductions
Part 1. Culture and Indigeneity in Latin America

Week 2. Exploring Ethnicity

Sept 15 – Class discussion on ethnic and racial categories.  
**Derald Wing Sue** (2009) “What does it mean to be white? The invisible whiteness of being” [S]  
Guest-speaker: Chris Cuomo, Copeland Fellow (2009-2010)

Sept 17 – Ethnicity in context  
**Jorge Icasa** (1937) *The Villagers* [B]  
Multimidea: An Encounter with Transito Amaguaña (in class)

Assignment (see guidelines)  
“Does ethnicity matter? Analyze the social, economic, political, and cultural implications of the concept of ethnicity in Latin America”

Week 3. The Meaning of Culture

Sept 22 – The Meaning of Culture: Special session at AC Mead Art museum.  
**Carol Hendrickson** (1995) “To wear *traje* is to say we are Maya” in *Weaving Identities*, Austin: University of Texas Press.  
Video in the villages [S]

Sept 24 - Gender Acculturations  

Week 4. Resistance and Inequality

Sept 29 – Institutionalized inequality  
“*Tracema*” [S]

Oct 1- Women and resistance  
Gender Justice in Guatemala and Peru,” *The International Journal of Transitional Justice* (2) 192-213

Week 5. Negotiating Identities

Oct 6 – Gendered citizens


**Andrew Canessa** (2008) “Sex and the Citizen: Barbies and Beauty Queens in the Age of Evo Morales,” *Journal of Latin American Cultural Studies* (17:1) 41-64

Oct 8 – Migrating identities


**Part II. Politicizing Ethnicity and Gender**

Week 6. From Recognition to Legalization

Oct 13 – International norms

**Universal Declaration** of Human Rights (1945)

**CEDAW** (1985-1995)

**ILO Convention 169** (1989)

**Vienna Declaration** and Program of Action (1993)


**Declaration of the Rights of Indigenous Peoples** (2007)

Assignment (see guidelines)

“The 2007 UN Declaration for Indigenous Rights in the context of international human rights law: analyzing ethnic mainstreaming”

*Discussion of individual research topics for final projects.*

Oct 15 – fieldtrip to the UN, NY (or guest-speaker)

Week 7. Ethno-politics in Latin America

Oct 20 – Emergence of the indigenous movement


Oct 22 – Ethnicity as citizenship


**Week 8. Dissident Women**


**Week 9. The Political Economy of Gender**

Nov 3 – Electoral strategies


Nov 5 – Politics of identity


**Week 10. Masculinities in Latin America**

Nov 10 – Machismo


Clifford Geertz (1972) “Deep Play: Notes from the Balinese Cockfight” (guest-speaker)

Nov 12 – Men-streaming gender


Oxfam reports (2000/2005)

**Part III. Translating Global Human Rights into Local Culture**

**Week 11. Cultural Justice: Theory and Practice**

Nov 17 – Between culture and law

Nov 19– Research assignments analyzing case-studies of indigenous justice

Week 12. Navigating Universal Rights and Cultural Relativism


Week 13. Multiculturalism Beyond Culture

Dec 1- Equality with diversity

Dec 3- Autonomy
Declaration of Indigenous Women (2009) *Encuentro Feminista de America Latina e del Caribe*

Week 14. Final Student Conference

Dec 8 – Conference projects
Dec 10- Conference projects

Week 15. Conclusion

Dec 15- Class conclusion
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Cololina-Garrigos  Phone: 953-7128  Email: colominagarrigoam@cofc.edu

Department or Program: LACS  School: LCWA

Subject Acronym and Course Number: LACS 320

Catalog Year in which changes will take effect: FALL 2016________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, H, I, J)

☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 320 Human Rights and Social Movements in Latin America and the Caribbean. Since the latter half of the twentieth century, human rights abuses and the struggle to end them have dominated historic, legal, political, social, literary, and other cultural realms. This class will address the diverse legal and social movements the abuses have sparked as well as Latin America’s central role in global human rights debates. A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues, and it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and
theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
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<tr>
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<th>Subject Acronym:</th>
<th>Course Number:</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study  
Contact hours:  ___ lecture  __ lab  __ seminar  __ independent study  

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ___

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

<table>
<thead>
<tr>
<th>Department: LACS</th>
<th>School: LCWA</th>
<th>Subject Acronym: LACS</th>
<th>Course Number: 320</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit hours:  _3_ lecture  __ lab  __ seminar  __ independent study  
Contact hours:  _45_ lecture  ___ lab  __ seminar  __ independent study  

Course title: Human Rights and Social Movements in Latin America and the Caribbean  

Course description (maximum 50 words, exactly as it appears in the catalog):

This course examines human rights violations in Latin America and the Caribbean. It addresses the diverse legal and social movements the abuses have sparked as well as Latin America's central role in global human rights debates.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No

If this is a newly-created course, is it intended to be the equivalent of an existing course?  X□ yes  □ no  If so, which course?  __LACS 300________

If equivalent, will the newly-created course replace the existing course?  □ yes  X□ no  
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):  ________________

Note: Cross-listed courses are equivalent.

Is this course repeatable?  X□ yes  □ no  If yes, how many total credit hours may the student earn?  ___9___

Is there an activity, lab, or other fee associated with this course?  □ yes  X□ no  What is the fee?  $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

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**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

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</table>

1. **Explain key factors contributing to major contexts of violence in recent Latin American and Caribbean history.**
   - A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. **Performance target:** 90% of students should achieve a rating of "meets standard".

2. **Identify representative cultural texts' engagement with these contexts of violence.**
   - A1: Final paper: Students write a final essay where they analyze a cultural text and highlight the political context. Students describe the content of a cultural text and where the essay places text in political context. Students address major contemporary and historical issues pertinent to the Latin American and /or Caribbean experience. **Performance target:** 90% of students should achieve a rating of “meets standard” based on a rubric.

3. **Analyze interpretations of and proposed responses to violence in different texts.**
   - A1: Final paper: Students write a final essay where they analyze a cultural text and highlight the political context. Students describe the content of a cultural text and where the essay places text in political context. Students address major contemporary and historical issues pertinent to the Latin American and /or Caribbean experience. **Performance target:** 90% of students should achieve a rating of “meets standard” based on a rubric.
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change to the Minor and Change to the Major Forms attached.

J. CHECKLIST.

X□ I have completed all relevant parts of the form.

X□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

X□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

X□ I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Description
This 3-credit-hour lecture/discussion course, taught in English, examines key contemporary Latin American literary texts in translation related to human rights. Through selected readings and cultural texts, we will explore different political, social, and economic factors that produce violent realities in Latin America, as they are represented in a variety of genres. In conjunction, we will consider how cultural production engages with these realities, considering the role of fiction, performance, poetry, film, and human rights discourses. We will trace and critically evaluate how these works advocate for social justice in different ways, such as through testimonial literature or the construction of historic memory.

Learning Outcomes
Upon successful completion of this course, students will be able to:
- Explain key factors contributing to major contexts of violence in recent Latin American literature;
- Identify representative cultural texts’ engagement with these contexts of violence;
- Analyze the interpretations of and proposed responses to violence in different texts; and
- Evaluate the effectiveness of such representations.

Required Texts
Castellanos Moya, Horacio. Senslessness.
Eltit, Diamela. Custody of the Eyes.
Paz Soldán, Edmundo. Turing’s Delirium.
Piglia, Ricardo. The Absent City.
Vallejo, Fernando. Our Lady of the Assassins.
Additional reserve material posted on Oaks, indicated by (R) on calendar

Evaluation:
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>12%</td>
<td>A 93-100</td>
<td>C 73-76</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>18%</td>
<td>A- 90-92</td>
<td>C- 70-72</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>B+ 87-89</td>
<td>D+ 69</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
<td>B 83-86</td>
<td>D 66-68</td>
</tr>
<tr>
<td>Written Critical Responses</td>
<td>20%</td>
<td>B- 80-82</td>
<td>D- 65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ 77-79</td>
<td>F 0-64</td>
</tr>
</tbody>
</table>

Written Critical Responses
You must complete five 1-page (250 words, double-spaced) typed critical commentary on the assigned readings/films over the course of the semester. The response should not reflect a summary of the readings. Rather, it should reflect a critical approach to the assigned material, and should reflect an in-depth engagement with the readings. This commentary should also include a question/comment for class discussion. On occasion, I will provide questions for you to address. Think of these responses as a good starting point for class discussions. They may be read to the entire class or in small groups. They will be graded according to the following criteria:
4 points: Outstanding demonstration of a critical engagement with the reading.
3 points: Adequate demonstration of a critical engagement with the reading.
2 points: Inadequate demonstration of a critical engagement with the reading.
1 point: Does not reflect a critical engagement with the reading.
0 points: Assignment not turned in.

Class Discussion
Students are expected to come to class well prepared and having viewed/read the material assigned for each class. You should take careful notes on the films as you view them. Taking and bringing to class good notes is necessary to make sure that you will have concrete, accurate examples with which to support your analysis and discussion. You must be present to participate, therefore, **attendance is mandatory**. Your Class Discussion grade will reflect your contribution to each of twelve discussions, each worth 1.5% of your final grade. You will be graded according to the following criteria:

1.5 The student is **very** well prepared for class, participates actively in groups and in class discussions, and makes relevant, thoughtful contributions to discussions.
1.25 The student is **well** prepared for class, participates in groups and in class discussions, and makes some relevant, thoughtful contributions to discussions.
1 The student is **somewhat** prepared for class, sometimes participates in groups and in class discussions, but does not make significant contributions to discussions.
.75 The student is **minimally** prepared for class, rarely participates in groups and in class discussions, and does not make significant contributions to discussions.
0-.5 The student is **poorly** prepared for class, almost never participates in groups and in class discussions, and does not make significant contributions to discussions.

Quizzes
Quizzes will be given to assess your level of preparation for each class. These quizzes will test basic comprehension and retention of key details from films and/or readings. No make-up quizzes will be given; please be ready at the beginning of class to start the quiz.

Midterm Exam
The exam will give you the opportunity to reflect on the material we have covered and articulate your ideas on the texts we have read together. The questions may be a combination of multiple choice, identifications, and short essays. Short essays will assess your ability to make critical, contestable arguments about key issues from the course, and support these arguments with accurate information from the course materials.

Final Paper
You will write a 10-12 page paper on a topic related to the course. You will analyze the topic you choose, which must be approved by the instructor, in one or more of the texts read in class, making and supporting a clearly-defined thesis. You must use high-quality, scholarly research to support your argument. The final essay must be written according to the MLA Handbook. It will be graded according to the following criteria:

90-100% Outstanding essay which reflects a perceptive and thoughtful response to the assignment. Excellent organization and supporting details. Excellently written.
80-89% Very good essay that fulfills the assignment and shows evidence of clear thought and good planning. Well organized with good supporting details. Fluent writing.
70-79% Satisfactory essay which fulfills the assignment and is adequately developed. Clear, coherent writing with few errors, but the writer fails to demonstrate any particular strength that would distinguish an above-average essay.
60-69%  Below-average essay. It fulfills the assignment but exhibits major writing problems. May have difficulty with the presentation of ideas (i.e., lack of a clear thesis, weak organization, poor development of ideas, or inappropriate diction, poor spelling).

0-59%  Fails to fulfill the assignment. It may fail to present basic ideas, either because of lack of clarity or poor organization.

**Attendance Policy**

You will be allowed ONE (1) absence during the semester. *The Department of Hispanic Studies does not differentiate between EXCUSED and UNEXCUSED absences. An absence is an absence. If you are absent a SECOND time, your final grade will drop by 10 points. If you are absent a THIRD time, you will be dropped from the course. (Exception in certain cases if all absences are excused.)*

Do NOT text or leave class if you want to be considered present! Consistent tardiness will also count against you. If you have documentation for an absence, take it to Student Affairs at 67 George Street. You can get more information at: [www.cofc.edu/studentaffairs/general_info/absence](http://www.cofc.edu/studentaffairs/general_info/absence).

**Late Assignments**

No late assignments, including final papers, will be accepted. If you must miss class, be sure to turn in any assignments BEFORE class to receive credit.

**Other Notes**

Everyone comes to this class with a unique preparation and learning style, and students need to study differently according to these. If you are struggling with the material, it is your responsibility to ask me for help. I am available in office hours to clarify material or to help you develop strategies for a better performance in class.

Out of respect for me and your classmates: Listen and respect others’ opinions, even if you disagree. No phones, web surfing, or headphones. Turn off your cell phones and disconnect your laptop’s WiFi capability before the beginning of the class. Be on time and do not leave early; it is very disruptive. Students breaking class policies, hindering other students’ learning, or engaging in any other behavior that violates the student code will be asked to leave (and be reported for repeated violations).

**Honor code.** As a student at the College of Charleston, you have signed the Honor Code, and you will be expected to adhere to it in this class. Any suspected violations will be referred to the Judicial Board. Honor code violations include cheating on tests, copying other students’ homework, using on-line translating sites, and presenting others’ work as your own. See [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/)

**Weather cancellations:** If class is cancelled due to a weather situation or any other campus wide emergency, you must keep up with your syllabus and check OAKS and your email to receive instructions on what to do for class that day.

**Accommodations.** The College of Charleston will make reasonable accommodations for persons with documented disabilities. The Center for Disability Services/SNAP Office is located on the first floor of the Lightsey Center, Suite 104. If you are approved for accommodations, notify your professor as soon as possible. If you think you need to be tested for SNAP intervention, talk to your professor.

*Please refer to OAKS for details about assignments, grading policies, and rubrics.*
CALENDAR

Week 1  Introducción, Antecedents
         Ernesto Cardenal, Selected Poetry (handout)

Week 2  Selections from Sonia Cardenas's *Human Rights in Latin America* (R)

Week 3  Elena Poniatowska, from *Massacre in Mexico* (R)

Unit 1: Human Rights and Historic Memory

Week 4  Ariel Dorfman, *Death and the Maiden* (R); Selections from *Heading South, Looking North*

Week 5  Ricardo Piglia, *The Absent City*

Week 6  Gioconda Belli, from *The Country Under My Skin* (R)

Week 7  Rigoberta Menchu, from *I, Rigoberta Menchu* (R)

Week 8  MIDTERM EXAM

Unit 2: Violence, Marginality, and Human Rights

Week 9  Fernando Vallejo, *Our Lady of the Assassins*

Week 10  Daniel Alarcón, “Flood,” “City of Clowns,” “War by Candlelight,” “A Science for Being Alone,” “A Strong Dead Man” (R)

Week 11  Horacio Castellanos Moya, *Senslessness*

Week 12  Diamela Eltit, *Custody of the Eyes*

Week 13  Edmundo Paz Soldán, *Turing's Delirium*

Week 14  Maria Rivera, “Los Muertos” (R)
         Roberto Bolaño, from *2666* (R)

Week 15  Cristina Rivera Garza, from *The Most Distant Border* and *Dolerse: textos desde un país herido* (translations provided) (R)

FINAL PAPER DUE AT THE BEGINNING OF FINAL EXAM PERIOD
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Cololina-Garrigos Phone: 953-7128 Email: colominagarrigosm@cofc.edu

Department or Program: LACS School: LCWA

Subject Acronym and Course Number: LACS 330

Catalog Year in which changes will take effect: FALL 2016-SPRING 2017

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, H, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, H, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, H, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 330 Colonial and Postcolonial Studies: Latin America and the Caribbean. Latin American and Caribbean societies have particularly complex and unique experiences with colonial and postcolonial relations, both internally and externally. This course examines ways in which global political systems of empire building shaped the lives of diverse peoples and nations of the region, and explores how they have individually and collectively gone through major struggles towards post-colonialism. A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region's most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues while it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the
Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no  If yes, how many total credit hours may the student earn? _____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: LACS School: LCWA Subject Acronym: LACS  Course Number: 330

Credit hours: ___3___lecture ___ lab ___ seminar ___ independent study
Contact hours: ___45___ lecture ___ lab ___ seminar ___ independent study

Course title: Colonial and Postcolonial Studies: Latin America and the Caribbean.

Course description (maximum 50 words, exactly as it appears in the catalog):

This course examines ways in which global political systems of empire building shaped the lives of diverse peoples and nations of the region, and explores how they have individually and collectively gone through major struggles towards post-colonialism.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☒ yes  ☐ no
If so, which course? ___LACS-300______

If equivalent, will the newly-created course replace the existing course? □ yes ☒ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☒ yes □ no  If yes, how many total credit hours may the student earn? __9__

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no  What is the fee? $_____

This form was last updated on 12/13/13 and replaces all others.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to understand the legacies of colonialism in Latin America by articulating the differences between colonial and postcolonial conditions and by pointing to particular legacies of colonialism in different instances of Latin American history.</td>
<td>A1: Final project: The final project has to be a reflection on the topics (or at least one specific topic) covered throughout the semester. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>2. Describe the cultural, political, and economical development of Latin America, and analyze Latin American literature and film from a postcolonial approach.</td>
<td>A1: Final project: The final project has to be a reflection on the topics (or at least one specific topic) covered throughout the semester. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change to the Minor and Change to the Major/Program Forms attached.

J. CHECKLIST.

□ X I have completed all relevant parts of the form.

□ X I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ X (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ X I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Description
This course is intended to provide students with an understanding of the colonial and postcolonial condition of Latin America from a cultural perspective. Students will analyze a diverse range of literary texts and films that deal with social, political, and economic exploitation during colonial times as well as its legacies to the present day. The course traces the ideological and economic foundations of the colonial endeavor, and how they continue at work after the processes of independence: within the liberal imaginary, the economic structure of the region, the fantasies of modernization, drug-trafficking, migration, and the neoliberalization of the region. Through the use of a postcolonial methodology, this course approaches Latin American literature and film as a realm in dispute between the representation of colonial domination and the potential for envisioning cultural, economic, and political emancipation.

Course learning objectives
By the end of this course, students will be able to:
1. Understand the legacies of colonialism in Latin America,
2. Articulate the differences between colonial and postcolonial conditions,
3. Point to particular legacies of colonialism in different instances of Latin American history,
4. Describe the cultural, political, and economical development of Latin America,
5. Analyze Latin American literature and film from a postcolonial approach.
6. Develop critical thinking and personal reflection skills based on the assignments.

Required Texts
Matthew Restall, Lisa Sousa, Kevin Terraciano, eds. Mesoamerican Voices. Native Language Writings from Colonial Mexico, Yucatan, and Guatemala
Machado de Assis, Joaquim Maria. The Posthumous Memoirs of Brás Cubas.
Clorinda Matto de Turner, Birds without a Nest
José Eustasio Rivera, The Vortex
Adolfo Bioy Casares, The Invention of Morel
Laura Restrepo, Delirium
Films will be on reserve in the library, and additional materials will be posted on OAKS

Evaluation:
Written Critical Responses 20%
Class Discussion 20%
Exams (4) 40%
Final Project 20%

Written Critical Responses
Every student has to write four critical responses throughout the semester. The response is a 1-page (250 words, double-spaced) critical commentary on a literary text or film you choose from the reading materials. You have to send an electronic version of your critical response to chauchaem@cofc.edu by 4pm the day before class. In addition, you have to bring a hard copy of your critical response the day of class. Your response should not reflect a summary of the readings. Rather, it should reflect a critical approach to the assigned material, and should reflect an in-depth engagement with the readings. This commentary should also include a question/comment for class discussion. On occasion, I will provide questions for you to address. Think of these responses as a good starting point for class discussions. They will be read to the entire class.
Rubric:
A Outstanding demonstration of a critical engagement with the reading.
B Adequate demonstration of a critical engagement with the reading.
C-D Inadequate demonstration of a critical engagement with the reading; future work of the same quality will receive no credit.
F Does not reflect a critical engagement with the reading. No credit.

Class Discussion
Active participation in class discussions is essential to the successful completion of this course. I will evaluate the frequency and quality of your participation on a daily basis. You are expected to demonstrate your willingness to participate in group activities and that you have come to class prepared (having read the assigned pages and/or watched the films). You must be present to participate; therefore, attendance is mandatory. You must also bring to class the texts to be discussed for that day. Your Class Discussion grade will reflect your contribution to each discussion.

Rubric:
A The student is always well prepared for class, participates actively in groups and in class discussions, and makes relevant, thoughtful contributions to discussions.
B Most of the time the student is prepared for class, participates in groups and in class discussions, and makes some relevant, thoughtful contributions to discussions.
C The student is somewhat prepared for class, sometimes participates in groups and in class discussions, but does not make significant contributions to discussions.
D The student is rarely prepared for class, rarely participates in groups and in class discussions, and does not make significant contributions to discussions.
F The student is almost never prepared for class, almost never participates in groups and in class discussions, and does not make significant contributions to discussions.

Exams
There will be four exams. Each one will give you the opportunity to reflect on the material we have covered and articulate your ideas on them. The questions will be short essays. These will assess your ability to make critical, contestable arguments about key issues from the course, and support these arguments with accurate information from the course materials. The exams are no accumulative.

Rubric:
A Outstanding essay which reflects a perceptive and thoughtful response to the assignment. Excellent organization and supporting details. Excellently written.
B Very good essay that fulfills the assignment and shows evidence of clear thought and good planning. Well organized with good supporting details. Fluent writing.
C Satisfactory essay which fulfills the assignment and is adequately developed. Clear, coherent writing with few errors, but the writer fails to demonstrate any particular strength that would distinguish an above-average essay.
D Below-average essay. It fulfills the assignment but exhibits major writing problems. May have difficulty with the presentation of ideas (i.e., lack of a clear thesis, weak organization, poor development of ideas, or inappropriate diction, poor spelling).
F Fails to fulfill the assignment. It may fail to present basic ideas, either because of lack of clarity or poor organization.

Final Project
The final project has to be a reflection on the topics (or at least one specific topic) covered throughout the semester. It could have different formats: video blog, journal entries, research paper, performance, etc.
Before taking a decision on the topic and the format of the project, students have to meet with the professor during office hours to discuss their ideas. Video blogs and performance should last approximately 30 minutes. Journals should have between 6000 and 8000 words. Research papers should have a minimum of 10 pages (please follow MLA guidelines).

**Attendance**
You will be allowed THREE (3) excused or unexcused absences during the semester. If you are absent a FOURTH time, your final grade will drop by 10 points. If you are absent a FIFTH time, you will be dropped from the course. (Exception in certain cases if all absences are excused.) NO TEXTING OR LEAVING CLASS at any time if you want to be considered present! Any combination of two tardies and/or departing class early will result in 1 absence. If you arrive later than 5 minutes late to class, you will NOT be allowed to enter the class and will be considered absent. If you have documentation for an absence, please submit it to Student Affairs at 67 George Street. You can get more information at www.cofc.edu/studentaffairs/general_info/absence.

**Grading scale**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>66-68</td>
</tr>
<tr>
<td>D-</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
</tr>
</tbody>
</table>

**College of Charleston Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Center for Student Learning**
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.
Weather cancellations:
If class is cancelled due to a weather situation or any other campus wide emergency, you must keep up with your syllabus and check OAKS and your email to receive instructions on what to do for class that day.

Accommodations
The College of Charleston will make reasonable accommodations for persons with documented disabilities. The Center for Disability Services/ SNAP Office is located on the first floor of the Lightsey Center, Suite 104. If you are approved for accommodations, notify your professor as soon as possible. If you think you need to be tested for SNAP intervention, talk to your professor.

Calendar

Week 1
- Introduction: Coloniality and Postcoloniality in Latin America
- Imagining the New World: Christopher Columbus, “Letter to Santangel” (OAKS)

Week 2
- Indigenous Accounts of the Colonial City
- Matthew Restall, Lisa Sousa, Kevon Terraciano, eds. Mesoamerican Voices. Native Language Writings from Colonial Mexico, Yucatan, and Guatemala

Week 3
- Piracy

Weeks 4 & 5
- Slavery
- Machado de Assis, The Posthumous Memoirs of Brás Cubas
- Exam 1

Weeks 5 & 6
- Liberalism & The Emergence of the Postcolonial Condition
- Clorinda Matto de Turner, Birds without a Nest

Weeks 7 & 8
- The Age of Exportation
- José Eustasio Rivera, The Vortex.
- Monterroso, “Mr. Taylor” (OAKS)

Week 9
- Technology and Peripheral Modernity
- Adolfo Bioy Casares, The Invention of Morel
- Exam 2

Week 10
- The Age of Industrialization & Development
- Luis Buñuel, Los olvidados (film)
- Walter Salles, Central do Brasil (film)

Week 11
- Neoliberalism
- Alejandro González Iñárritu, Amores perros (film)
- Fabián Bielinsky, Nueve reinas (film)

Weeks 12 & 13
- Drug-trafficking
- Laura Restrepo, Delirium
- Exam 3
Week 14  Free trade
Lourdes Portillo, Señorita extraviada (documentary)

Week 15  Migration
Patricia Riggen, La misma luna (film)

Week 16  Conclusions: Colonial/Postcolonial
Icíar Bollaín, Even the Rain (film)
Exam 4

***The Final paper is due during the week of finals.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Colomina-Carrigos    Phone: 953-7128  Email: colominagarrigosm@cofc.edu

Department or Program: LACS    School: LCWA

Subject Acronym and Course Number: LACS 340

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Reactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 340 Afro-Caribbean and Afro-Latin Studies. While African descended people have shaped political, economic, cultural and historical landscapes across the world, much of this diaspora emerged in the Latin American and Caribbean region. This course offers an interdisciplinary approach to the study of a rich cultural heritage and traditions, complex political and social ideas, vibrant spiritualties, and resilient communities in a region that boasts deep and wide ranging connections to Africa. A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues while it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and
theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  _ lecture _ lab _ seminar _ independent study  
Contact hours:  _ lecture _ lab _ seminar _ independent study  

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: LACS  
School: LCWA  
Subject Acronym: LACS  
Course Number: 340  

Credit hours:  _3_ lecture _ lab _ seminar _ independent study  
Contact hours:  _45_ lecture _ lab _ seminar _ independent study  

Course title: Afro-Caribbean and Afro-Latin Studies  

Course description (maximum 50 words, exactly as it appears in the catalog):

This course offers an interdisciplinary approach to the study of a rich cultural heritage and traditions, complex political and social ideas, vibrant spiritualities, and resilient communities in a region that boasts deep and wide ranging connections to Africa.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No  

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no  
If so, which course?  ___LACS300_______  

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no  
Note: If yes, you must deactivate that course by submitting an additional Course Form.  

Cross-listing, if any (submit approval from relevant department): ____________________  
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☐ no  If yes, how many total credit hours may the student earn?  __9__  

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no  What is the fee? $______  

This form was last updated on 12/13/13 and replaces all others.
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Develop an understanding of the factors which influence the evolution of Caribbean society and culture in the region and its diaspora; develop an awareness of how current global trends and cultures affect, and are affected by, the Caribbean Region and its diaspora;</td>
<td>A1: Research paper: Students conduct a research paper where they investigate and report on issues related to the Afro-Caribbean diaspora. Students address major contemporary and historical issues pertinent to the Latin American and /or Caribbean experience. Performance target: 90% of students should achieve a rating of “meets standard” based on a rubric.</td>
</tr>
<tr>
<td>2. Develop the capability to investigate and report on issues which promote a better understanding of the Caribbean region and its diaspora;</td>
<td>A1: Research paper: Students conduct a research paper where they investigate and report on issues related to the Afro-Caribbean diaspora. Students address major contemporary and historical issues pertinent to the Latin American and /or Caribbean experience. Performance target: 90% of students should achieve a rating of “meets standard” based on a rubric.</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change Minor and Change Major/Program Forms attached.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Description

This interdisciplinary seminar investigates how Afro-descendants in the Americas have forged social, political, and cultural ties across geopolitical and linguistic boundaries. Drawing on recent scholarship in the fields of history, African Diaspora Studies, and Latin American Studies, we will interrogate the transnational dialogue among US African Americans and Afro-Latin Americans using case studies from Brazil, Cuba, Haiti, and Puerto Rico. We will explore how black activists from the United States have partnered with people of color in Latin America and the Caribbean to challenge racism and economic inequality, while also considering why efforts to mobilize Afro-descendants across the Americas have often been undermined by mutual misunderstandings, conflicting agendas, and differing conceptions of “race” and “nation.”

This course will be structured as a discussion-centered seminar; therefore, there will be no formal lectures. Instead, each member of the seminar will have the opportunity to serve as a discussion leader and our class meetings will be used to analyze, debate, and discuss the assigned texts. As a capstone project, each student will complete a research paper using relevant primary sources.

Course Learning Outcomes

1. develop an understanding of the factors which influence the evolution of Caribbean society and culture in the region and its diaspora;
2. develop an awareness of how current global trends and cultures affect, and are affected by, the Caribbean Region and its diaspora;
3. develop an understanding of the issues which are important to the development of the Caribbean Region and its diaspora;
4. develop the capability to investigate and report on issues which promote a better understanding of the Caribbean region and its diaspora;
5. develop a respect for Caribbean cultural diversity and identities; develop an appreciation of the importance of dealing justly and equitably with other groups and individuals.

Course Outline

Unit One: Envisioning the “Black Republic”: U.S. African-Americans and “Hayti” (Haiti)

Unit Two: From Harlem to Havana: Black Activism in Cuba and the United States
Unit Three: Racism in a Racial Democracy?: (Re)Constructing Race in Brazil and the United States

Unit Four: Circulating Racial Tropes from the Mainland to the Island: Blackness, Popular Culture, and Translation in Puerto Rico

Course Assignments and Grading
Class Participation (attendance, preparation, and active engagement) 15%
Short Essay (6-7 pp.) 15%
Oral Presentation 15%
Midterm Examination 20%
Research Paper Proposal and Annotated Bibliography 5%
Research Paper (15-20 pp.) 30%

1) Attendance and Class Participation: Regular attendance and active, informed participation in class discussions are crucial to the seminar experience (see “Attendance Policy” below). Therefore, you are expected to complete the assigned readings before class, arrive on time, and bring a hard copy of the readings and your notes with you. Your comments in class should be based on your close, critical engagement with the main themes and arguments of the readings and films. More than one unexcused absence, or arriving late to class on several occasions, will significantly reduce your participation grade.

2) Short Essay: Your paper should be 6-7 pages long and must incorporate supporting evidence from the assigned readings and primary sources. It will be due on Friday, April 11, 2014 at 5 p.m. and should be submitted via Blackboard. Late papers will be penalized a third of a letter grade (e.g., B to B-) for each day late.

3) Oral Presentation: During each class session, a pair of students will lead the discussion (beginning in week two). In order to facilitate the discussion, the discussion leaders should prepare a brief (~15 minute) oral presentation, a two-page handout providing an overview of key terms and themes, and questions for the class to explore collectively. Each student will serve as a discussion leader once during the term.

4) Midterm Examination: The midterm examination will take place during class on Monday, April 28, 2014.

5) Research Paper: The final research paper is an opportunity to explore one of the topics that we covered in class in greater depth or to examine an aspect of the Afro-diasporic dialogue in the Americas that we did not address during the term. Your paper should have a clear thesis that is informed by both primary and secondary sources and reflects your original analysis. You may also draw upon relevant film, music, literature, and visual art in your research paper. Papers should be 15-20 pages, with all citations and the bibliography in Chicago-style format. The research paper will be due on Tuesday, June 3, 2014 at 5 p.m. and should be submitted via Blackboard. Late papers will be penalized a third of a letter grade (e.g., B to B-) for each day late. Please note that no papers will be accepted after Friday, June 6, 2014.

6) Proposal for Research Paper: All students must submit a proposal for the final research paper. The paper proposal should include a brief (~2 paragraph) overview of the intended topic of your paper, a list of your major research questions, and an annotated bibliography. For the annotated bibliography, please identify six key sources that you plan to utilize in your paper (at least three of these should be primary sources). For each source, you should write three to four sentences summarizing the main arguments and significance of the source to your project. Paper proposals are due on Friday, May 2, 2014 at 5 p.m. and should be submitted via Blackboard.

Please review The Chicago Manual of Style Online for proper formatting instructions
http://www.chicagomanualofstyle.org/tools_citationguide.html

Required Books
All required texts are available at Wheelock Books as well as on reserve in Baker-Berry library. Assigned articles, book chapters, and primary source documents are available in PDF form in the “Course Readings” section of the class Blackboard site.


**Recommended Books (available on reserve in Baker-Berry Library)**


**Digital Resources**


The AfroLatin@ Forum [http://www.afrolatinoforum.org/](http://www.afrolatinoforum.org/)

The LatiNegr@s Project: Celebrating Latinidad & Blackness [http://lati-negros.tumblr.com/](http://lati-negros.tumblr.com/)


Proyecto Afrolatin@ [http://afrolatinoproyect.org/](http://afrolatinoproyect.org/)
Required and Recommended Films (available at Jones Media Center)
*Brazil in Black and White* (2007)
*Crucible of Empire: The Spanish-American War* (1999)
*¡Palante, Siempre Palante!* (1996)

Office Hours
I welcome the opportunity to meet with students during office hours. My office hours for the spring 2014 term are on Wednesdays from 3:00-5:00 p.m. If you have any questions about the course, or would like to brainstorm ideas for your research paper, I encourage you to meet with me during office hours. I am also available to meet with students by appointment if you cannot attend my regular scheduled office hours.

Academic Accommodations
Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Religious Observances
Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Attendance Policy
Regular attendance in class, including scheduled x-hours, is required. It is essential that students arrive on time and remain engaged during each class session. Please contact me in advance via email if you cannot attend class due to illness or an emergency. More than one unexcused absence, or arriving late to class on several occasions, will significantly reduce your participation grade. Students must supply written documentation from a health professional or Dartmouth class dean for medical absences.

Honor Code
Cheating, coping or plagiarism in all of its forms will be penalized as a willful violation of the College of Charleston honor code. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Schedule of Class Sessions and Readings

WEEK ONE

March 24—Introduction, Course Expectations, and Overview of the Syllabus


March 26—Defining the African Diaspora: Theories, Perspectives, Politics, and Historiography


March 28—Engendering the African Diaspora: Theories, Perspectives, Politics, and Historiography


UNIT ONE:
ENVISIONING THE “BLACK REPUBLIC”: U. S. AFRICAN-AMERICANS AND “HAYTI” (HAITI)

WEEK TWO
March 31


April 2


April 4

Millery Polyne, *From Douglass to Duvalier: U.S. African Americans, Haiti, and Pan Americanism*, Chapter Two [pp. 56-88]


**WEEK THREE**

April 7


April 9


April 11—No Class Meeting

ASSIGNMENT DUE: Essay One

**UNIT TWO:**

FROM HARLEM TO HAVANA: BLACK ACTIVISM IN CUBA AND THE UNITED STATES
WEEK FOUR

April 14

* Before the class session, view Crucible of Empire: The Spanish-American War (1999)

Frank Andre Guridy, Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Introduction [pp. 1-16]

April 16

Frank Andre Guridy, Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Chapter One [pp. 17-60]


April 18

Frank Andre Guridy, Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Chapter Two [pp. 61-106]

Primary Source: Universal Negro Improvement Association, “Declaration of Rights of the Negro Peoples of the World” (1920)

Amy Jacques Garvey (left), Henrietta Vinton Davis (center), and Marcus Garvey (right)
WEEK FIVE

April 21 (meet at Rauner Special Collections Library)—Primary Source Workshop: Analyzing Afro-Cuban Activism Through The Negro World Newspaper

* Before the class session, view Marcus Garvey: Look for Me in the Whirlwind (2000)


April 23

Frank Andre Guridy, Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Chapter Three [pp.107-150]


April 25

Frank Andre Guridy, Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Chapter Four and Epilogue [pp. 151-204]

UNIT THREE:
RACISM IN A RACIAL DEMOCRACY?:
(RE)CONSTRUCTING RACE IN BRAZIL AND THE UNITED STATES

WEEK SIX

April 28—In-Class Midterm Examination

April 30


May 2
Micol Seigel, Uneven Encounters: Making Race and Nation in Brazil and the United States, Introduction and Chapter Two [pp.1-12; 67-94]


ASSIGNMENT DUE: Research Paper Proposal

WEEK SEVEN

May 5
Micol Seigel, Uneven Encounters: Making Race and Nation in Brazil and the United States, Chapter Three [pp. 95-135]


May 7
Micol Seigel, Uneven Encounters: Making Race and Nation in Brazil and the United States, Chapter Four [pp.136-178]


May 9
Micol Seigel, Uneven Encounters: Making Race and Nation in Brazil and the United States, Chapter Five [pp. 179-205]

UNIT FOUR:
CIRCULATING RACIAL TROPES FROM THE MAINLAND TO THE ISLAND:
BLACKNESS, POPULAR CULTURE, AND TRANSLATION IN PUERTO RICO

WEEK EIGHT

May 12
Yeidy Rivero, Tuning Out Blackness: Race and Nation in the History of Puerto Rican Television, Introduction and Chapter One [pp.1-66]

May 14

Primary Sources: “Joint Statement of SNCC and the Movement for Puerto Rican Independence” (January 1967), SNCC Papers; Interview with Stokely Carmichael on his visit to Puerto Rico (January 1967), http://panafricannews.blogspot.com/2006/06/stokely-carmichael-on-puerto-rico.html

May 16


**WEEK NINE**

May 19


May 21

Individual Meetings with Professor Goldthree to Discuss Final Research Papers

May 23

Individual Meetings with Professor Goldthree to Discuss Final Research Papers

**WEEK TEN**

May 26—NO CLASS [Memorial Day]

**ASSIGNMENT DUE: Research Paper Draft**

May 28—Contemporary Diasporic Dialogues


FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Colomina-Garrigos  Phone: 953-7128  Email: colominagarrigosm@cofc.edu

Department or Program: LACS  School: LCWA

Subject Acronym and Course Number: LACS 350

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 350 Globalization and Mass Media in Latin America and the Caribbean, in order to better expose students to the dynamic development of these regions and their critical place in a globalizing world.

A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region's most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues while it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-
depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab: __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? _____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: LACS 
School: LCWA 
Subject Acronym: LACS 
Course Number: 350

Credit hours: __3__ lecture __ lab __ seminar __ independent study
Contact hours: __45__ lecture __ lab __ seminar __ independent study

Course title: Globalization and Mass Media in Latin America and the Caribbean.

Course description (maximum 50 words, exactly as it appears in the catalog):

This course explores the socioeconomic, political, and cultural impact of globalization in consumerist societies of Latin American and/or the Caribbean.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no

If so, which course? ____________

If equivalent, will the newly-created course replace the existing course? □ yes X□ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______________

Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? __9__

Is there an activity, lab, or other fee associated with this course? □ yes □ no What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

This form was last updated on 12/13/13 and replaces all others.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Increase their knowledge of key works and authors in contemporary Spanish American literature; develop and demonstrate a knowledge of contemporary Latin America’s Southern Cone, its historical, sociopolitical, as well as cultural background. Students will demonstrate familiarity with the phenomena of globalisation and cultural ‘mediatization’</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>2. Identify and discuss major themes, ideas, and concepts in the literary and filmic works as well as in the critical essays assigned.</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>3. Demonstrate familiarity with issues such as postmodernity; globalization; impact of Marketing and Advertising Discourses through Mass Media on Society, etc., in the context of Postmodernity and Globalisation, and as seen in the film and literary texts studied in class.</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>4.</td>
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</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X  yes   □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change Minor and Change Major/Program Forms attached.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.
COLLEGE OF CHARLESTON
School of Languages, Cultures, and World Affairs
Latin American and Caribbean Studies

LACS 350: Globalization and Mass Media in Latin America and the Caribbean
Spanish American Fictions of the 21st Century: the Role of Mass Media in a Global
Consumerist Era

Course description:

This course examines sociological transformations due to cultural ‘mediatization’ as a means of
class subjugation in post dictatorships societies in the Southern Cone and, in particular, the
increasing role of mass media, particularly television, as political mediator as seen in contemporary
Spanish American narrative and filmic works and in the context of globalized consumerist Spanish
American societies. World renowned authors such as Diamela Eltit, Sergio Bizzio, Alberto Fuguet,
Antonio Skármeta and Pablo Larraín, will be studied. The course will analyze how narrative (novels
and short stories will be the main text corpus) and films deal with issues such as Authority,
Repression, Memory and Historical Revisionism, Gender Issues, Inner and Outer Exile,
Globalization and Mass Media Appropriation of Cultural Politics, cognitive transformations and
appropriations of the concept of reality caused by spectacular processes, etc.

Through extensive study and discussion of literary and filmic expressions of these political and
sociological phenomena, students will meet the following objectives:

Objectives:

1) Increase their knowledge of key works and authors in contemporary Spanish American
literature; develop and demonstrate a knowledge of contemporary Latin America’s
Southern Cone, its historical, sociopolitical, as well as cultural background. Students will
demonstrate familiarity with the phenomena of globalization and cultural ‘mediatization’,
mostly through literary and cinematic representations of this political phenomenon;

2) Identify and discuss major themes, ideas, and concepts in the literary and filmic works as
well as in the critical essays assigned;

3) demonstrate familiarity with issues such as postmodernity; globalization; impact of
Marketing and Advertising Discourses through Mass Media on Society, etc., in the context
of Postmodernity and Globalisation, and as seen in the film and literary texts studied in
class;

4) sharpen the students’ critical skills in analyzing narrative works in particular;

5) develop an appreciation for Latin American history, politics, film and literature.

Required Texts:

- Diamela Eltit: The Fourth World (Santiago de Chile, Chile: Seix Barral, 1995).
- Sergio Bizzio: Reality (Buenos Aires: Mondadori, 2009);
Required Film:

- No (Pablo Larrain, Chile, 2012)

Required Critical Readings: Students will have access to the following bibliography on Oaks:


Supplementary bibliography:


Note: The bibliographical guidelines to follow in the Lesson Plan are those of the Modern Language Association (you can find the MLA style guidelines on Oaks).

Evaluation scale:

- Participation.........................................................10%
- Critical literary analyses.........................................30%
- Film Review............................................................5%
- Oral presentation.......................................................10%
- Final Paper.............................................................15%
- Midterm Exam.........................................................15%
- Final Exam.............................................................15%
Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>66-68</td>
</tr>
<tr>
<td>D-</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
</tr>
</tbody>
</table>

Description of the Course Requirements:

- Participation: Class time will be used for critical discussion of the texts and films assigned as well as for presentations by both the professor and the students about different aspects and issues relevant to the course’s content. Therefore, it is required for the student to attend every day of class (students with four absences will have their final grade lowered; with the fifth absence, the student will be dropped from the class with a grade of “W”. Note, however, the assignments still need to be submitted on time for credit), to complete their assignments prior to class, and to come to class ready for discussion.

- Literary analyses: Critical analysis of the texts studied is one of the most important tasks of this course. Students will be required to turn in THREE (3) short (3-4 page long) typed analyses of some of the texts assigned. These analyses should focus on one specific aspect or topic relevant to the text. No critical bibliography will be used for these analyses. Students must follow the following style format: Times New Roman, 12, double spaced. The lowest score will be dropped. No late papers will be accepted except for exceptional cases. See Honor Code and Academic Integrity.

- Film review: Students will be required to watch ONE film, in class, and to write a film review. Note: A film review is not a plot summary. It is an analysis or commentary on the significance of the plot as well as on a particular aspect/theme of relevance and the cinematic techniques that help convey the director’s message. The review should be at least 1 page long, and should be typed in Times New Roman 12 and double spaced. A rubric for film reviews is also posted on Oaks.

- Oral presentation: Students will give an oral presentation in pairs on one Spanish American author. Each presentation should be between 13-15 minutes long and each pair must provide the class with a handout. Specifics on content and format of the presentations will be given in class. There will be a sign up sheet on the first day of class.

- Final Paper: Students will be required to turn in an EIGHT-page typed paper at the end of the semester (in Times New Roman 12 and double spaced). Students must use between 2-4 critical sources (no internet sources unless they are an electronic scholarly article allowed). After selecting a topic, each student must turn in a proposal that includes a tentative title as well as an abstract with the chosen thesis. The proposal will be due on week#12 and final paper will be due the last day of class. See Honor Code and Academic Integrity.

- Exams: There will be a midterm and a final exam. The content and the format of the exams will be specified later.
Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor. Failure to properly document any additional sources you consult or utilize is plagiarism. This includes information you find on the Internet. Plagiarism or any other violation of the College of Charleston Honor Code guidelines for academic integrity will not be tolerated in this class. The professor reserves the right to fail the student for the assignment with the possibility of an XF in the course, a grade that indicates failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged.
The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. If you have any questions about what constitutes academic honesty, please consult with me via email or my office hours. If you are not certain how to properly document your sources, please ask me before you turn in the assignment.
It is important for students to remember that unauthorized collaboration—working together without permission— is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.
Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

SNAP: If you have a documented disability that may have an impact on your work in this class, be sure to contact an administrator at the Center of Disability Services, located on the first floor of the Lightsey Center, Suite 104, (843) 953-1431 and to talk to me in a timely manner so that your needs can be addressed.

Weekly Schedule
The following schedule is tentative. Any changes will be announced in class and via email. Unless otherwise specifically indicated, students should keep current with the schedule as indicated below:

Week 1:

Introduction to the course. Next class: Read essay by Eduardo Mendieta “From Modernity, through Postmodernity, to Globalization: Mapping Latin America” (Oaks)
Week 2:


Week 5: Mass Media Appropriation of Cultural Politics: The Chilean Transition to Democracy. Discussion of The movies of my life by Alberto Fuguet (pp.1-99). For next class: read The movies of my life (pp. 100-219)

Week 6: 
Discussion of The movies of my life by Alberto Fuguet (pp. 100-219). For next class: read The movies of my life (pp. 220-287) and write analysis of the novel.


Week 8: Midterm exam review. Midterm exam (for next class: read pp. 7-92 of Reality by Sergio Bizzio).

Week 9:

Spring break – no class


Week 16: Review for final exam. Final essay due.

Final Exam: TBA
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Lola Colomina-Garrigos  Phone: 953-7128  Email: colominagarrigosm@cofc.edu

Department or Program: LACS  School: LCWA

Subject Acronym and Course Number: LACS 360

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)

☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are adding a 300 level Special Topics LACS course: LACS 360 Latina/o Identities: Constructions, Contestations, and Expressions. Latino/a Studies and LACS are inextricably linked. Since 17% of the population in the United States is from Latin America and the Caribbean it is important to study the Latin American diaspora in the United States. A robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major. This course breaks free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues while it better serves both faculty and students by facilitating the process of identifying which areas and courses they can contribute to or choose from.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This, together with the addition of the other new ST LACS courses at the 300 level, will facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests. It will also offer a more in-
depth insight into Latin American and/or Caribbean issues. We anticipate that this course addition will ultimately attract more students and faculty to the program.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___________________________________________ School: ___________________________________________ Subject Acronym: ___________________________ Course Number: ___________________________

Credit hours: ____ lecture ____ lab ____ seminar ____ independent study
Contact hours: ____ lecture ____ lab ____ seminar ____ independent study

Course title: ___________________________________________

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: LACS School: LCWA Subject Acronym: LACS Course Number: 360

Credit hours: ____ lecture ____ lab ____ seminar ____ independent study
Contact hours: ____ lecture ____ lab ____ seminar ____ independent study

Course title: Latina/o Identities: Constructions, Contestations, and Expressions.

Course description (maximum 50 words, exactly as it appears in the catalog):

This course offers an intensive multi-disciplinary examination of an area of Latino/a studies. This course may look at constructions of “Latinidad” as they relate to questions of identity, race, and/or ethnicity, religion, gender and sexuality, (im)migration, language, and popular culture.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes □ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________

Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes □ no What is the fee? $____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Acquire a more profound knowledge and understanding of Latino/a subgroups and political units.</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political and cultural context of Latino/a groups. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>2. Analyze and synthesize complex historical events into meaningful concepts and manifest a sense of historical time while valuing Latino/a contributions to societal institutions.</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political and cultural context of Latino/a groups. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
<tr>
<td>3. Trace the development of cultural expressions throughout the (im) migrant experience.</td>
<td>A1: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political and cultural context of Latino/a groups. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot;.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience (SLO1), and will be able to apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean (SLO2) after taking this course. Students will be on their way to demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches (SLO3).
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X□ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Change Minor and Change Major/Program Forms attached.

J. CHECKLIST.

□ X I have completed all relevant parts of the form.

□ X I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ X (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ X I have submitted one Signature Form that lists all of the different forms I am submitting.
Course description

This seminar introduces students to the field of Latino/a Studies in order to better understand the place of Latinos in U.S. politics, history, and culture. Students will be asked to examine how a heterogeneous and changing Latino/a population both shapes and is shaped by life in the United States. A selection of texts from various disciplines (including literature, history, music, and film) will inform our class discussions. The course will look at constructions of “Latinidad” as they relate to questions of identity, class, race, and/or ethnicity, religion, gender and sexuality, (im)migration, language, and popular culture.

Course Learning Outcomes

Through intensive class and small group discussions of readings and other cultural expressions, students will:

1) acquire a more profound knowledge and understanding of Latino/a subgroups and political units;
2) trace the development of cultural expressions throughout the (im) migrant experience;
3) compare and contrast the experiences of Latino/a subgroups as well as within subgroups across generations in such areas as education, employment, and earnings;
4) analyze and synthesize complex historical events into meaningful concepts and manifest a sense of historical time while valuing Latino/a contributions to societal institutions;
5) grapple with the social implications of visual representation, especially those that reproduce simplistic stereotypes, character types, and misrepresentations that are products of ethnocentrism, racism, and sexism.

Required Texts


The majority of reading will be posted on OAKS.

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
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</table>
83-86  B
80-82  B-
77-79  C+
73-76  C
70-72  C-
69  D+
66-68  D
65  D-
64 or below  F

Grading
Participation  10%
Presentation  15%
Homework  15%
Midterm  15%
Final  15%
Analyses (2)  30%
  Writing 1 (10%)
  Writing 2 (20%)

Assignments

Class Participation: This course is discussion based and your contributions to each class session are essential to the success of the overall learning experience. I expect you to arrive on time and remain intellectually engaged until dismissed. In-class participation includes having the textbook and/or article from OAKS with you, responding to my questions, which will start many of the class sessions; engaging in small groups; and verbally responding to my text-based questions over assigned readings. I recognize that some students are not as inclined as others to offer insights unless called upon. I will regularly call on students who don’t raise their hands so that the discussion doesn’t become dominated by the same few always-prepared and always-alert students. You should each strive to be one of these always-prepared students, but should remain mindful of not dominating the class discussion. Your participation grade will be lowered for that day if you do not bring your textbook to class.

Attendance: You are allowed two (2) unexcused absences – no questions asked. I don’t distinguish between excused or unexcused absences. Your final grade will suffer 5% points for every subsequent absence. If you miss more than 4 classes (excused or unexcused) you will be dropped with a WA which is an F and will be required to take another FYE course. I will not accept late work if you do not contact me the day of your absence. Two late arrivals or two early departures will count as an absence.

Homework: Every time you come to class, you need to bring a short (1-2 paragraph) typed response to the reading for that day. These responses might address something in the reading that surprised you, angered you, saddened you, confused you or delighted you. I will ask people to share their responses with the class, and I will collect them. These responses will be graded for completion. “News of the day”- every student will bring in a relevant news article pertaining to
Latino/a issues on their assigned day. They will summarize the article to the class and provide two discussion questions for the class that require critical thinking. The student will e-mail the professor the article the day before class. There will be a sign-up sheet the first week of class.

**Oral Presentation:** Students will be required to prepare a 7-9 minute PowerPoint presentation on a relevant topic concerning Latinos/as in the United States. It must be a topic not studied in class. I will provide possible topics but I welcome your ideas. Please consult professor for approval. Further information will be provided.

**Exams:** There will be a midterm and final exam. You will receive a study guide for each exam which will also discuss the format of exams.

**Analyses:** You will write a 3-page analysis on *House on Mango Street*. I will provide further instructions. This will be worth 10% of your grade. The second analysis will be more extensive. It will be an analysis on any piece of literature read in class. It should be 6-8 pages in length, typed, double-spaced. See me to discuss your topic before you begin to work on it. Each student must turn in an introductory page with a thesis statement on the assigned date as well as an annotated bibliography. If you fail to do so you will be dropped a whole letter grade for that paper. I will provide further instructions. **I will not tolerate plagiarism so make sure that you correctly cite the sources you’ve used in your analysis.** You will receive a 0 for your paper and will not be allowed to redo the paper. Note: **I also am not interested in the author’s biography so please do not include this in your paper. This final paper is worth 20%**.

**Center for Student Learning**

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

**Disability Services**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a
misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Tentative Calendar**

**Week 1**

8/25  Introduction to the course. Discuss syllabus, books, OAKS. Introductions.

**Homework:** “What Should We Call Ourselves?” by Jorge J. E. Garcia. (OAKS) “Mexicans: Pioneers of a Different Type” by Juan González (OAKS). Type a brief response/reaction.

8/27  Discuss article. Introduce Mexican history, presence, literary production.

**Homework:** Read chapter 3 from *Mexicanos: A History of Mexicans in the United States*. Tomas Rivera “and the earth did not swallow him” (OAKS). Type a response/reaction to anything read.

**Week 2**

9/1  Discuss readings. The Chicano Renaissance. Tomás Rivera and his work. Show brief clip of movie.

**Homework:** Read chapter 4 of *Mexicanos*... Read “I am Joaquín” by Corky Gonzales (OAKS) Type a response/reaction.

9/3  The Chicanos Movement and the 60’s. Discuss “ I am Joaquín” poem. Show César Chavez documentary.

**Homework:** Read Chapter 5 of *Mexicanos*... Read “Soldado Razo” and “Los Vendidos” by Luis Valdez (OAKS) Type a reaction/response.
Week 3
9/8 Continue César Chavez documentary. Discuss Valdez’s Teatro Campesino and its’ relation to the United Farm Workers.
**Homework:** Read Chapter 6 of *Mexicanos*... Read “Chicana Literature From a Chicana Feminist Perspective” by Yvonne Yarbo-Bejarano and selected poems (OAKS) Type a response/reaction.

9/10 Chicanas and their early poetry. Discuss poems and article.
**Homework:** Read chapter 7 of *Mexicanos*... Read *The House on Mango Street* pgs 3-55. Type a reaction/response

Week 4
**Homework:** Finish Cisneros novel. Read Chapter 8 of *Mexicanos*...

9/17 Discussion of *House on Mango Street*.

Week 5
9/22 Introduction to Puerto Ricans. Discuss article. **Writing #1 due.**

9/24 Discuss article. Introduce Esmeralda Santiago and her autobiography.
**Homework:** Continue reading the novel until “Dreams of the good life” Type a reaction/response.

Week 6
9/29 Continue discussion of the novel.
**Homework:** Finish the novel. Type a response/reaction.

10/1 Finish the discussion of the novel. **Receive study guide for midterm exam.**

Week 7
10/6 Review for Midterm.

10/8 **Midterm Exam.**
Homework: Read essays by José Antonio Burciaga and “Aria” by Richard Rodriguez. (OAKS)
Read “Speak Spanish, You’re in America!: El Huracán Over Language and Culture” by Juan González (OAKS). Type reaction/response.

Week 8
10/13  The bilingual education debate. Discuss essays by Burciaga and Rodríguez. Discuss Final paper.
Homework: Read “Immigrants Old and New: Closing the Borders of the Mind” by Juan González, Leisy Janet Abrego, “‘I can't go to College because I don't have papers”: Incorporation Patterns of Latino Undocumented Youth,” Latino Studies 4 (2006): 212-231. Type a reaction/response.

10/15 Immigration. The Latino threat. Discuss the articles. Watch and discuss Sin Pais documentary.
Homework: Read up to page 150 in The Book of Unknown Americans. Type a reaction/response.

Week 9
10/20  Fall Break – No classes

10/22 Discuss Cristina Henríquez’s novel. Turn in thesis statement for final paper.
Homework: Finish reading the novel. Type a reaction/response.

Week 10

10/29 Representation of Latinos in the Media. Watch documentary Latinos Beyond Reel. Last day to withdraw with a grade of W.
Homework: Read “Film Foray: Mi familia (My Family)” (OAKS)

Week 11
11/3  Screening of My Family

11/5 My Family continued. Discussion of film. Annotated bibliography due.
Homework: Read” Cubans: Special Refugees” by Juan González (OAKS), “Issues and Patterns in Cuban-American Literature” and Achy Obejas, “We Came All the Way From Cuba So You Could Dress Like This?” (OAKS) Type reaction/response.

Week 12
11/10  Introduction to Cubans. Discuss readings. Introduction due.
Homework: Read Ricardo Pau-Llosa, “Frutas”; Cristina García, “Tito’s Goodbye” (OAKS)

11/12 Discuss readings.
Homework: Read “Dominicans: From the Duarte to the George Washington Bridge” by Juan González, “Between the Island and the Tenements: New Directions in Dominican-American Literature,” and Julia Alvarez, “Bilingual Sestina” (OAKS) Type reaction/response
Week 13
11/17 Introduction to Dominicans. Discuss readings.
**Homework:** Read Junot Díaz, “Edison, New Jersey” (OAKS) Type reaction/response

11/19 Discuss Junot Díaz’s story.

Week 14
11/24 **Presentations**

11/26 Thanksgiving – No classes

Week 15
12/1 **Presentations. Final papers due.**

12/3 Last day of **class. Presentations.** Receive study guide for final exam.

Final Exam Tuesday December 15, 12-3 p.m. in our classroom.
Rationale for Changes to the LACS Major and Minor

As part of the strategic plan in effect for the 2016-17 academic year, the LACS program saw the need to review both the LACS major and minor and make appropriate changes to better suit student needs, in terms of both requirements and course offerings. As a result of extensive review and discussion among the LACS faculty, we are proposing to update the LACS curriculum by making a number of modifications, including the addition of six new Special Topics courses at the 300 level to the LACS Major and Minor curriculum. With these improvements and, in particular with these course additions, we wish to achieve a number of goals:

- Incorporate and show the wide range of thematic and theoretical categories students could choose from. We believe that a robust offering of LACS courses will provide students ample opportunities to take truly interdisciplinary courses focused on the region’s most pressing topics, granting cohesion to the major.

- These courses break free of traditional disciplinary conventions such as periodization and geographic divisions to gain an in-depth appreciation of contemporary global issues as well as better serve both students and faculty by facilitating the process of identifying which areas or courses they can choose from or contribute to;

- In an effort to better prepare our students for the later assessment of SLO2 (Students in Latin American and Caribbean Studies apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean) and SLO3 (Students in Latin American and Caribbean studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches) at the end of their major (both SLOs are assessed in the Capstone course LACS 495), the incorporation of these thematically-divided 300 level courses will help bridge the gap between introductory and intermediate level courses and the Capstone, adding both breadth and depth to the LACS curriculum.

- Encourage the mission of the School of Languages, Cultures and World Affairs and the College by preparing students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

- Facilitate the process of identifying which areas/courses students and faculty can either choose from or contribute to by showing a wide range of thematic and theoretical approaches inside the LACS curriculum. At first glance, students will be able to identify the thematic focus of the Special Topics course and decide whether or not it might contribute to their academic interests.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Lola Colomina-Carrigós Phone: 953-7128 Email: colominagarrigosm@cofc.edu
School: LCWA Department or Program: LACS

Name and Acronym of Major: Latin American and Caribbean Studies - LACS

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☑ Delete courses from requirements or electives
  ☐ Add or modify concentration*
  ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ___37___
Number of Proposed Credit Hours (for changed program): ___33____
Catalog Year in which changes will take effect: FALL ___2016____

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.
Addition of a clause to limit courses shared between LACS majors and INTL major with a LACS concentration

Addition of the new LACS 310 course: Special Topics in Race, Gender, and Ethnicity in Latin America and the Caribbean
Addition of the new LACS 320 course: Special Topics in Human Rights and Social Movements in Latin America and the Caribbean
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Addition of the new LACS 340 course: Special Topics in Afro-Caribbean and Afro-Latin Studies
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Addition of the new LACS 360 course: Special Topics in Latina/o Identities: Constructions, Contestations, and Expressions

Addition of the Special Topics courses HIST 261* and 361*, to the LACS curriculum (these courses must be at least 1/3 in LACS content to count towards the major or minor in LACS)
Deletion of ARTH 205 and ARTH 255 from the LACS curriculum (these courses have already been deactivitated by the Art History Department)
Addition of LTFR 250* to the LACS curriculum
Addition of ST LING 290* to the LACS curriculum
Addition of ST MUSC 222* to the LACS curriculum
Addition of ST PORT 390* to the LACS curriculum
Addition of ST SPAN 490* to the LACS curriculum
Addition of SPAN 492* to the LACS curriculum
Addition of SPAN 494 to the LACS curriculum
*Addition of a clause that stipulates how these courses must be at least 1/3 in LACS content to count towards the major or minor in LACS.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

See rationale attached.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. SLO1: Students in Latin American and Caribbean studies will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience.</td>
<td>A1: Students complete a take home essay where they analyze a cultural text and highlight the political context. Students describe the content of a cultural text and where the essay places text in political</td>
</tr>
<tr>
<td>2. SLO2: Students in Latin American and Caribbean Studies apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean.</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>context. Students address major contemporary and historical issues pertinent to the Latin American and/or Caribbean experience. Each semester all essays in all LACS 101 classes are assessed. Performance target: 90% of students should achieve a rating of &quot;meets standard&quot; based on a rubric.</td>
<td></td>
</tr>
</tbody>
</table>

| A2: Final exam: Students take a final exam where they demonstrate understanding and knowledge of the political context of a cultural text. Each semester all final exams in LACS 101 are assessed. Performance target: 90% of students should achieve a rating of "meets standard" based on a rubric. |

| 3. SLO3: Students in Latin American and Caribbean studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multidisciplinary, and comparative approaches. |

| A1: Students in LACS 495 write a research paper that applies and synthesizes three disciplinary perspectives (political, historical, and cultural) to the theme of the LACS 495 Capstone class. All papers from all LACS 495 Capstone students will be collected every semester. Performance target: 100% of students should achieve a rating of "meets standard" as measured by a rubric. |

| A2: All LACS 495 students will take a final exam and demonstrate knowledge of the three approaches (political, historical, and cultural) to the theme of the LACS 495 Capstone class. Each semester all exams will be assessed. Performance target: 90% of students should achieve a rating of "meets standard" as measured by a rubric. |

| 1.1: Students assemble and complete an academic student portfolio. This portfolio contains hard copies of graded written work from courses in the major. Every portfolio has at least one example of graded written work from a course at the introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, LACS 495. During the final semester of their undergraduate career students write a 1500-2000 word ungraded |

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This form was last updated on 6/6/2013 and replaces all others.
“Reflective Essay” which assesses their academic development from the beginning to the end of their major as well as their assessment of the program. Students turn in this completed student portfolio in hard copy to the LACS Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” is submitted in hard copy to the instructor of record in their LACS 495 capstone course. Members of the LACS Assessment Committee review the Student Portfolios and read the Reflective Essays annually. These portfolios function as an assessment tool for regularly improving the Latin American and Caribbean Studies major. The required student portfolios begin with declared majors starting in FALL 2013.

Performance target: 100% of students should achieve a rating of “meets standard” as measured by a rubric.

1.2: Exit interview: All LACS 495 students will take an exit interview where they will describe the impact of courses and of the LACS program by answering the following questions:

1. How has your course work helped you value Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches?

2. Considering the courses you have completed for this program, what shared issues and themes were introduced in those classes and how did they help you understand the cultures and regions of Latin America?

3. Taking as a whole your coursework in LACS, what contemporary or historical, political, or cultural issues best define the region for you and why?

4. Based on what you have learned here, how do you envision yourself contributing to this region? How do you feel you could impact the LAC region?

Performance target: 100% of students should achieve
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

There is a possibility that some of the new ST 300 level LACS courses might overlap in content with courses from other departments or programs. No cross-listings have been identified yet.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

None

I. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Latin American and Caribbean Studies, B.A.

Degree: Bachelor of Arts

Credit Hours: 3337+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Major Requirements

The curriculum in Latin American and Caribbean Studies is divided into two sequences. Category A: History - Politics - Society and Category B: Literature-Art-Culture - Languages. To ensure depth and breadth, students must take 15 credit hours in one category - category A and 12 credit hours in Category B. Each sequence must have no more than 12 credit hours in any one discipline (except LACS), and no more than 15 credit hours at the 200-level or below (except LACS). All students must take the LACS 101 Introduction to Latin American and Caribbean Studies, INTL 300 Comparative Methodology in International Studies, and the LACS 495 Latin American and Caribbean Studies Capstone.

All students are required to take an additional year of foreign language beyond the College general education foreign language requirement. Students must fulfill their language requirement in Spanish, Portuguese or French. The language requirement may be fulfilled by 6 semesters (or the equivalent) in one language or four semesters in one language and two semesters in another (or equivalent).

All majors are required to spend one semester or summer in a study or internship abroad program and earn a minimum of 6 credit hours (which may be part of the 3337 credit hour major). Abroad program must be arranged with the Director of the Program and with the provision for an alternative or exemption on the basis of special circumstances.

The courses listed below may be supplemented by Special Topics, Tutorials, Independent Studies, Internships, Study Abroad Courses, and Bachelor's Essays that focus on Latin America and/or the Caribbean in the various disciplines as well as study abroad courses not taken in College of Charleston programs.

Latin American and Caribbean Studies majors may also be encouraged to double major or minor in other fields. Double majors and minors gain extra skills and knowledge. Though it is not recommended, students who choose to double major in LACS as well as in International Studies with a concentration in Latin America and the Caribbean may count a maximum of four 100-level courses in LACS towards both majors. No 200, 300, or 400-level courses from either major may count towards the other.

REQUIRED COURSES

LACS 101

Introduction to Latin American and Caribbean Studies (3) PR: None

INTL 300

Comparative Methodology (1) PR: Students should take INTL 300 after completing 15 credit hours of the major.

LACS 495
A. Select four-five courses totaling 12-15 credit hours from the courses listed in Category A; select four-five courses totaling 12-15 credit hours for up to 27 between both categories. Any LACS courses will count for either Category A or B.

Latin American and Caribbean Studies Courses

LACS 103
Introduction to Contemporary Cuba (3) PR: None

LACS 104
Introduction to Contemporary Chile (3) PR: None

LACS 105
Introduction to Contemporary Brazil (3) PR: None

LACS 106
Introduction to Contemporary Argentina (3) PR: None

LACS 200
Special Topics in Latin American and Caribbean Studies (3) PR: None

LACS 300
Special Topics in Latin American and Caribbean Studies (3) PR: None

LACS 316
Special Topics in Race, Gender, and Ethnicity in Latin America and the Caribbean

LACS 320
Special Topics in Human Rights and Social Movements in Latin America and the Caribbean

LACS 330
Special Topics in Colonial and Postcolonial Studies: Latin America and the Caribbean

LACS 332
Latin American Politics and Society in Film (3) PR: None

LACS 340
Special Topics in Afro-Caribbean and Afro-Latin Studies

LACS 350
Special Topics in Globalization and Mass Media in Latin America and the Caribbean
LACS 360
Special Topics in Latina/Latino Identities: Constructions, Contestations, and Expressions

LACS 400
Independent Study in Latin American and Caribbean Studies (3) PR: None

LACS 401
Latin American and Caribbean Studies Internship (1-4) PR: None

LACS 499
Bachelor's Essay (6) PR: None

Category A: History - Politics - Civilization

A. History

HIST 261 *
Special Topics: Modern Asia, Africa, or Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu)

HIST 262
Colonial Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu-general-edu).

HIST 263
Latin America Since Independence (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu-general-edu).

HIST 361 *
Special Topics: Modern Asia, Africa, Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu-general-edu)

HIST 364
Sugar and Slaves in Colonial Brazil (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu-general-edu)

HIST 365
Modern Brazil (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu-general-edu).

HIST 366
Comparative Slavery in the Americas (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.ceu.edu/general-eda).

B. Polities

POLI 245

Cuban Revolution (3) PR: None

POLI 266*

International Diplomacy Studies (3) PR: None

POLI 340

Politics of Latin America (3) PR: None

POLI 347*

International Development: Theories and Practices (3) PR: None

POLI 351

Politics of Contemporary Brazil (3) PR: None

G. Sociology/Anthropology

ANTH 328

Aztecs, Maya and their Ancestors (3) PR: ANTH 101 or ANTH 202 or instructor permission

ANTH 325

Peoples and Cultures of Latin America (3) PR: ANTH 101 or ANTH 202 or instructor permission

ANTH 327

Peoples and Cultures of the Caribbean (3) PR: ANTH 101 or ANTH 202 or instructor permission

SOCY 362*

Social and Cultural Change (3) PR: SOCY 101 or HONS 167 or SOCY 102

D. Spanish

SPAN 333*

Topics in Hispanic Cultures (3) PR: SPAN 313 and one of the following: 312, 314, 316, 317, 328; or SPAN 350. Department chair permission required.

E. French

FREN 326*

A Survey of Francophone Civilization (3) PR: FREN 313 and FREN 314 or instructor permission

Select five courses totaling 15 credit hours from the courses listed in Category B.
Category B: Literature - Art - Culture - Languages

A. Art-History

ARTH 205

Pre-Columbian Art and Culture (3) PR: None

ARTH 255

Latin-American Colonial Art (3) PR: None

B. English

ENGL 233*

Survey of Non-Western 20th Century Literature (3) PR: ENGL 110 or equivalent

ENGL 234*

Survey of Third World Masterpieces (3) PR: ENGL 110 or equivalent

ENGL 358*

Colonial and Post-Colonial British Literature (3) PR: ENGL 110 or equivalent

C. Portuguese Literature in Translation

LTFR 250*

Francophone Literature in Translation (3)

LTPO 150*

Portuguese Literature in (English) Translation (3) PR: None

LTPO 250*

Portuguese Literature in (English) Translation: A Foreign Literature (3) PR: None

LTPO 270

Studies in Brazilian Film (3) PR: None

LTPO 280

Studies in Brazilian Civilization and Culture Through Literature (3) PR: None

LTPO 350*

Portuguese Literature in (English) Translation: A Foreign Author (3) PR: None

LTPO 450*

Portuguese Literature in (English) Translation: Comparative Literature (3) PR: None

D. Spanish-Literature-In-Translation

LITSP 150*
LTSP 250
Literature in (English) Translation: A Foreign Literature (3) PR: None

LTSP 252
Contemporary Latin American Literature in Translation (3) PR: None

LTSP 254
Society, History and Culture in Spanish-American Literature (3) PR: None

LTSP 255
Magic and The Real: Latin American Literature and Film (3) PR: None

LTSP 350
Spanish Literature in (English) Translation: A Foreign Author (3) PR: None

LTSP 450
Spanish Literature in (English) Translation: Comparative Literature (3) PR: None

LING 290
Special Topics in Linguistics (3)

MUSC 222
Special Topics for Non-Majors (3)

PORT 291
Portuguese for Spanish Speakers (3) PR: Spanish native speakers, Spanish majors or minors (or completed 15 or more credit hours in college-level Spanish) or instructor permission.

PORT 390
Special Topics in Portuguese (2) PR: PORT 202 and/or permission of the instructor.

SPAN 315
Spanish
Special Assignment Abroad (3) PR: SPAN 313 and one of the following: SPAN 312, 314, 316, 328; or SPAN 350; or instructor permission

SPAN 328* 

Spanish Language Study Abroad (3) PR: SPAN 275 or instructor permission

SPAN 366

Select Readings in Spanish America (3) PR: SPAN 320 or instructor permission

SPAN 490* 

Seminar: Special Topics in Hispanic Literature (3) PR: SPAN 320 and either SPAN 366 or 367; or permission of the instructor.

SPAN 492* 

Seminar in Hispanic Studies (3) PR: SPAN 320 and either SPAN 366 or 367; or permission of the instructor.

SPAN 494

Seminar in Spanish American Literature (3) PR: SPAN 320 and either SPAN 366 or 367; or permission of the instructor.

SPAN 447* 

Spanish Dialectology (3) PR: SPAN 381 or instructor permission

**French**

FREN 320* 

A Survey of Francophone Literature (3) PR: FREN 313 and FREN 314 or-instructor permission

**H---LACS courses may count for Category A or B**

Latin-American and Caribbean Studies

LACS-103

Introduction to Contemporary Cuba (3) PR: None

LACS-104

Introduction to Contemporary Chile (3) PR: None

LACS-105

Introduction to Contemporary Brazil (3) PR: None

LACS-106

Introduction to Contemporary Argentina (3) PR: None

LACS-200
Special Topics in Latin American and Caribbean Studies (3) PR: None
LACS 300

Special Topics in Latin American and Caribbean Studies (3) PR: None
LACS 332

Latin American Politics and Society in Film (3) PR: None
LACS 400

Independent Study in Latin American and Caribbean Studies (3) PR: None
LACS 401

Latin American and Caribbean Studies Internship (1-4) PR: None
LACS 499

Bachelor’s Essay (6) PR: None

* These courses must have at least 1/3 of content in Latin America and/or the Caribbean to count toward the major. Permission of the program director must be granted for these courses to count toward the major.
Rationale for Changes to the LACS Major and Minor

As part of the strategic plan in effect for the 2016-17 academic year, the LACS program saw the need to review both the LACS major and minor and make appropriate changes to better suit student needs, in terms of both requirements and course offerings. As a result of extensive review and discussion among the LACS faculty, we are proposing to update the LACS curriculum by making a number of modifications, including the addition of six new Special Topics courses at the 300 level to the LACS Major and Minor curriculum. With these improvements and, in particular with these course additions, we wish to achieve a number of goals:

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FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
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- Remember that your changes will not be implemented until the next catalog year at the earliest.
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A. CONTACT INFORMATION.

Name: Lola Coloma-Garrigós Phone: 953-7128 Email: colominagarrigosm@cofc.edu
School: LCWA Department or Program: LACS
Name and Acronym of Minor: Latin American and Caribbean Studies - LACS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☒ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☒ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): __18____
Number of Proposed Credit Hours (for new or changing minors): __18____

Catalog year in which changes will take effect: FALL 2016____

☒ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
  ☒ Yes—Which major(s) or concentration(s)? ___INTL with LACS concentration______
  ____ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

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Addition of SPAN 494 to the LACS curriculum
*Addition of a clause that stipulates how these courses must be at least 1/3 in LACS content to count towards the major or minor in LACS.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g., interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

See rationale attached.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. 1. SLO1: Students in Latin American and Caribbean studies will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience.</td>
<td>A1: Students complete a take home essay where they analyze a cultural text and highlight the political context. Students describe the content of a cultural text and where the essay places text in political context. Students address major contemporary and historical issues pertinent to the Latin American and</td>
</tr>
</tbody>
</table>
2. SLO2: Students in Latin American and Caribbean Studies apply an integrative multidisciplinary approach to an analysis of current issues in Latin America and/or the Caribbean.

A1: Students in LACS 495 write a research paper that applies and synthesizes three disciplinary perspectives (political, historical, and cultural) to the theme of the LACS 495 Capstone class. All papers from all LACS 495 Capstone students will be collected every semester. Performance target: 100% of students should achieve a rating of "meets standard" as measured by a rubric.

A2: All LACS 495 students will take a final exam and demonstrate knowledge of the three approaches (political, historical, and cultural) to the theme of the LACS 495 Capstone class. Each semester all exams will be assessed. Performance target: 90% of students should achieve a rating of "meets standard" as measured by a rubric.

3. SLO3: Students in Latin American and Caribbean studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean studies and its interdisciplinary, multidisciplinary, and comparative approaches.

1.1: Students assemble and complete an academic student portfolio. This portfolio contains hard copies of graded written work from courses in the major. Every portfolio has at least one example of graded written work from a course at the introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, LACS 495. During the final semester of their undergraduate career students write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major as well as their assessment of the program. Students turn in this completed student portfolio in hard copy to the LACS Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” is submitted in hard copy to the instructor of record in their LACS 495 capstone course. Members of the LACS Assessment Committee review the Student Portfolios and read the Reflective Essays annually. These portfolios...
function as an assessment tool for regularly improving the Latin American and Caribbean Studies major. The required student portfolios begin with declared majors starting in FALL 2013. Performance targets: 100% of students should achieve a rating of "meets standard" as measured by a rubric.

1.2 Exit interview: All LACS 495 students will take an exit interview where they will describe the impact of courses and of the LACS program by answering the following questions:

1. How has your coursework helped you value Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches?

2. Considering the courses you have completed for this program, what shared issues and themes were introduced in those classes and how did they help you understand the cultures and regions of Latin America?

3. Taking as a whole your coursework in LACS, what contemporary or historical, political, or cultural issues best define the region for you and why?

4. Based on what you have learned here, how do you envision yourself contributing to this region?; How do you feel you could impact the LAC region? Performance target: 100% of students should achieve a rating of "meets standard" as measured by a rubric.

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G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

There is a possibility that some of the new ST 300 level LACS courses might overlap in content with courses from other departments or programs. No cross-listings have been identified yet.
H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Latin American and Caribbean Studies Minor

This interdisciplinary minor and program will expose students to the cultures, history, politics, economy, and languages of our Latin American and Caribbean neighbors.

Requirements

Credit Hours: 18

Not more than nine of the required credit hours may be in any one discipline (excluding LACS).

NOTE: Students are encouraged to fulfill their language requirement in Spanish, Brazilian Portuguese, or French. Students are encouraged to spend one summer or semester in a study abroad program in Latin America or the Caribbean.

Required course:

LACS 101

Introduction to Latin American and Caribbean Studies

Five courses selected from:

ANTH 325
Peoples and Cultures of Latin America

ANTH 327
Peoples and Cultures of the Caribbean

ANTH 328
Aztecs, Maya, and Their Ancestors

ANTH 362*
Social and Cultural Change

ARTH 205
Pre-Columbian Art and Culture

ENGL 233*
Survey of Non-Western Twentieth-Century Literature

ENGL 234*
Survey of Third World Masterpieces

ENGL 358*
Colonial and Postcolonial British Literature
FREN 320*
A Survey of Francophone Literature

FREN 326*
A Survey of Francophone Civilization

HIST 261*
Special Topics in Asia, Africa and Latin America

HIST 262
Colonial Latin America

HIST 263
Modern Latin America

HIST 361*
Special Topics: Modern Asia, Africa, Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu)

HIST 364
Sugar and Slaves in Colonial Brazil

HIST 365
Modern Brazil

HIST 366
Comparative Slavery in the Americas

LACS 103
Introduction to Contemporary Cuba

LACS 104
Introduction to Contemporary Chile

LACS 105
Introduction to Contemporary Brazil

LACS 106
Introduction to Contemporary Argentina

LACS 200
Special Topics in Latin American and Caribbean Studies

LACS 300

Special Topics in Latin American and Caribbean Studies

LACS 310
Special Topics in Race, Gender, and Ethnicity in Latin America and the Caribbean

LACS 320
Special Topics in Human Rights and Social Movements in Latin America and the Caribbean

LACS 332

Latin American Politics and Society in Film

LACS 330
Special Topics in Colonial and Postcolonial Studies: Latin America and the Caribbean

LACS 340
Special Topics in Afro-Caribbean and Afro-Latin Studies

LACS 350
Special Topics in Globalization and Mass Media in Latin America and the Caribbean

LACS 360
Special Topics in Latina/o Identities: Constructions, Contestations, and Expressions

LACS 400

Independent Study in Latin American and Caribbean Studies

LING 290*

Special Topics in Linguistics

LTFR 250*

Francophone Literature in Translation

LTPO 150*

Portuguese Literature in (English) Translation

LTPO 250*

Portuguese Literature in (English) Translation: A Foreign Literature
LTPO 270
Studies in Brazilian Film

LTPO 280
Studies in Brazilian Civilization and Culture Through Literature

LTPO 350*
Portuguese Literature in (English) Translation: A Foreign Author

LTPO 450*
Portuguese Literature in (English) Translation: Comparative Literature

LTSP 252
Contemporary Latin American Literature in Translation

LTSP 254
Society, History, and Culture in Spanish-American Literature

LTSP 256
The Magic and The Real in Latin American Literature and Film

MUSC 222*
Special Topics for Non-Majors

POLI 245
Cuban Revolution

POLI 266*
International Diplomacy Studies

POLI 340
Politics of Latin America

POLI 347*
International Development: Theories and Practices

POLI 351
The Politics of Contemporary Brazil

PORT 251*
Portuguese for Spanish speakers (3) PR: Spanish native speakers, Spanish majors or minors (or completed 15 or more credit hours in college-level Spanish) or instructor permission.

PORT 390*

Special Topics in Portuguese (3); PR 202 and/or permission of the instructor.

SOCY 362*

Social and Cultural Change

Electives (including the above):

ARTH 255

Latin American Colonial Art

SPAN 315*

Special Assignment Abroad

SPAN 328*

Spanish Language Study Abroad

SPAN 333*

Topics in Hispanic Cultures

SPAN 366

Select Readings in Spanish America

SPAN 447*

Spanish Dialectology

SPAN 490*

Seminar: Special Topics in Hispanic Literature

SPAN 492*

Seminar in Hispanic Studies

SPAN 494

Seminar in Spanish American Literature

NOTE: Departmental Special Topics, Tutorials, Independent Studies, and Internships as appropriate.

* These courses must have at least 1/3 content in Latin America and the Caribbean to count toward the minor. Permission of the program director must be granted for these courses to count toward the major.
Hi Lola,

Yes, as we discussed earlier last semester, LING 290: Special Topics may be added to the LACS curriculum with a note indicating that 1/3 of the content must address Latin American and/or the Caribbean. I want you to know also, that I have submitted the paperwork to add “Indigenous Languages of the Americas” as a regular course offering for Linguistics. As you know, this course will have at least 1/3 content addressing the indigenous languages of Latin America and the Caribbean. I am attaching the syllabus. We have given this course, if approved, will be LING 260: Indigenous Languages of the Americas. Once it is approved, we are happy to have you list it as a course option for the LACS curriculum. (NOTE: the syllabus is still listed as LING 290, since it was first offered under Special Topics).

Liz

Elizabeth A. Martinez-Gibson, PhD
Professor of Spanish & Linguistics
Director of Linguistic Studies
Nationally Certified Medical Interpreter–Spanish
Dept. of Hispanic Studies–JCL 141
66 George St
Charleston, SC 29424

(843) 953-8066
martinezc@cofc.edu

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From: Colomina-Garrigos, Maria D
Sent: Friday, January 29, 2016 12:55 PM
To: Martinez-Gibson, Elizabeth A <MartinezE@cofc.edu>
Subject: permission to add LING 290 to the LACS major and minor

Dear Liz,

I wanted to officially request your program’s permission to add LING 290: Special Topics in Linguistics to the LACS major and minor curriculum (we will be adding a clause to explain that only in case that at least 1/3 of the content deals with Latin America and/or the Caribbean, the course may count towards LACS). Thank you very much in advance for this consideration.

Best,

Lola

Dr. Lola Colomina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001
Dear Lola,

I both acknowledge and approve these proposed changes, and also confirm that the roster faculty in Hispanic Studies expressed NO objections to this proposal.

Best,

Mark

********************

Mark P. Del Mastro  
Professor and Chair, Hispanic Studies  
College of Charleston  
66 George Street  
Charleston, S.C. 29424-0001 USA  
Tel: 843.953.6740  
http://spanish.cofc.edu/

From: Cololina-Garrigos, Maria D  
Sent: Tuesday, February 23, 2016 12:13 PM  
To: Del Mastro, Mark P  
Subject: permission to add SPAN 490, 492, and 494 to the LACS Curriculum

Dear Mark,

As you know, the LACS Program is currently revisiting its curriculum and we noticed that there are three SPAN courses that could count for the LACS major or minor. Therefore, we would like to request the Hispanic department’s permission to add SPAN 490 Seminar: Special Topics in Hispanic Literature, SPAN 492 Seminar in Hispanic Studies, and SPAN 494 Seminar in Spanish American Literature to the LACS major and minor curriculum (we will be adding a clause to explain that only in case that at least 1/3 of the content deals with Latin America and/or the Caribbean, the course may count towards LACS). Thank you very much for the consideration and please, let me know if you would like us to discuss it.

Best,

Lola
Dr. Lola Colomina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001
Hi Lola,

That would be great! Please consider this email permission.

Thanks, for thinking of us.

Cheers,

Edward

Dr. Edward Hart
Professor of Music
Chair, Department of Music
The College of Charleston
Charleston, SC 29424
harte@cofc.edu
843-953-6532
Website http://blogs.cofc.edu/harte/

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From: "Cololina-Garrigos, Maria D" <CololinaGarrigosM@cofc.edu>
Date: Friday, January 29, 2016 at 3:48 PM
To: Ed Hart <harte@cofc.edu>
Subject: request to add MUSC 222 to the LACS major and minor curriculum

Dear Edward,

My name is Lola Cololina and I am the new director of the Latin American and Caribbean Program. We are currently revisiting our curriculum and we noticed that there is a MUSC course being taught this semester and that could count for the LACS major or minor. Therefore, we would like to request your department’s permission to add MUSC 222: Special Topics for Non-Majors to the LACS major and minor curriculum (we will be adding a clause to explain that only in case that at least 1/3 of the content deals with Latin America and/or the Caribbean may count towards LACS). Thank you very much for the consideration and please, let me know if you would like us to discuss it.

Best,
Lola

Dr. Lola Colomina-Garrigós
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACs
College of Charleston
Charleston, SC 29424–0001
From: Moreira, Maria Luci De Biaji  
Sent: Wednesday, February 03, 2016 3:09 PM  
To: Colomina-Garrigos, Maria D  
Subject: RE: permission to add one PORT and one LTSP course to the LACS major and minor  

Lola,

As I told you, PORT 396 has always been taught as a culture or literature class, not as a language class. It has always been offered to the students as credits for LACS.

And of course I don't have anything against it being in LACS, as I told you. And I always mentioned that the class would count for LACS. I just don't want to add anything Francophone or Caribbean as I still see in the email but you explained that it is not the case.

Luci

Luci Moreira, Ph. D.  
Associate Professor of Portuguese, Spanish, and LACS  
College of Charleston  
Dept. of Hispanic Studies  
Charleston, SC 29424  
Phone: 843-953-6753  
E-mail: moreira@cofc.edu  
Blog: https://blogs.cofc.edu/moreira/  

Director, Portuguese School  
Middlebury Language Schools  
Middlebury, VT 05753  
Email: lmoreira@middlebury.edu  

“Não há enunciado que não suponha outros.” (Foucault, 1995a)  

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From: Colomina-Garrigos, Maria D  
Sent: Wednesday, February 03, 2016 2:55 PM  
To: Moreira, Maria Luci De Biaji  
Subject: FW: permission to add one PORT and one LTSP course to the LACS major and minor  

Luci,

This is the email I sent you last Friday. As you can see, I mentioned PORT 390. Thank you very much for letting LACS include PORT 390 (not LTPO 328) in its curriculum.

Basti,

Lola
Dear Lola,

The two professors who teach this course favor your proposal and say that students regularly study Martinique, Guadeloupe, and Haiti in the course.

I would advise you to check with the Registrar’s Office about how courses can “double dip.” Any student who enrolls in FREN 326 is already a French major or minor, most likely. I believe that courses can be shared between two majors, but not between a major and a minor or concentration.

Yours,
Robyn

From: Colomina-Garrigos, Maria D
Sent: Friday, January 29, 2016 12:40 PM
To: Holman, Robyn A <HolmanR@cofc.edu>
Subject: permission to add FREN 326 to the LACS major and minor

Dear Robyn,

I also wanted to request your department’s permission to add FREN 326 to the LACS major and minor curriculum (of course, once again we will be adding a clause to explain that only in case that at least 1/3 of the content deals with Francophone Latin America and/or the Caribbean may count towards LACS). Thank you very much for your consideration.

Best,
Lola

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Dr. Lola Colomina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001
Hi Lola,

Thank you for your mail. It would be great opportunity to the CPLT minor. As it stands, LTFR 250 concentrates on South-East Asia, North Africa and Sub-Saharan and the portion on Caribbean studies is only 1/4. That being said, I would be delighted to have students from LACS as well and for that I will revise the syllabus to make sure that 1/3 covers French Caribbean writers.

Best,
Martine

Sent from my iPad

On Jan 29, 2016, at 6:38 PM, "Colomina-Garrigos, Maria D" <ColominaGarrigosM@cofc.edu> wrote:

Dear Robyn and Martine,

I hope this email finds you both well. We are currently revisiting the LACS curriculum and we noticed that there is a LTFR course that could count towards the LACS major or minor. Therefore, we would like to request your departments' permission to add LTFR 250: Francophone Literature in Translation to the LACS major and minor curriculum (we will be adding a clause to explain that only in case that at least 1/3 of the content deals with Francophone Latin America and/or the Caribbean may count towards LACS).

Thank you very much for the consideration and please, let me know if any of you would like us to discuss it.

Best,
Lola

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Dr. Lola Colomina-Garrigos  
Program Director, Latin American & Caribbean Studies  
Associate Professor, Hispanic Studies & LACS  
College of Charleston  
Charleston, SC 29424-0001
Aha! Yes, that makes more sense. History would have no objection to your adding HIST 361 to the LACS major.

Phyllis

Dr. Phyllis G. Jessice
Professor & Chair
Department of History
College of Charleston
66 George St.
Charleston, SC 29424

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Hi, Lola:

You're welcome to add HIST 261: Topics in Modern Asian, African, or Latin American History to your curriculum. But HIST 461 is an option for the senior capstone in History and is normally reserved for History majors only.

Best,
Phyllis

-- Dr. Phyllis G. Jessice
Professor & Chair
Department of History
College of Charleston
From: <Cololina-Garrigos>, Maria D <CololinaGarrigosM@cofc.edu>
Date: Friday, January 29, 2016 12:31 PM
To: Phyllis Jестice <jesticepg@cofc.edu>
Subject: permission to add HIST 261 and 461 to the LACS major and minor

Dear Phyllis,

My name is Lola Cololina and I am the new director of the Latin American and Caribbean Program. We are currently revisiting our curriculum and we noticed that there are two HIST courses that could count for the LACS major or minor. Therefore, we would like to request your department’s permission to add HIST 261: Modern Asia, Africa, or Latin America and HIST 461: Research Seminar in Modern Asia, Africa, Latin America, to the LACS major and minor curriculum. Thank you very much for the consideration and please, let me know if you would like us to discuss it.

Best,
Lola

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Dr. Lola Cololina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001