

RECEIVED

APR 15 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/12/2014

1b. Department/Division: Hispanic Studies

1c. Contact Person

Name: Dr. Georgie Medina

Email: gmedi00@uky.edu

Phone: 257-7097

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SPA 111

2c. Full Title: The Hispanic Caribbean

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3 credits

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will examine the culture, literature, arts and historical issues of the Hispanic Caribbean - Cuba, Puerto Rico and the Dominican Republic - from Columbus' arrival to the contemporary period. The students will gain understanding of the convergence of the three ethnic groups that make up this region - the indigenous population, the European colonizers and the enslaved Africans - frameworks that help us understand the Hispanic Caribbean and its place in a global society and the unique identity of the Hispanic Caribbean in the context of Latin America; music, emigration and the U.S. Caribbean Hispanic communities. This UK Core course will be taught in English and will consist of readings, lectures, multi-media resources, writing assignments, student presentations and small discussion groups.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 100 students

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Students interested in History, Politics, Music and other related fields can also benefit from this course.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|YBLABA0|Yanira B Paz|SPA 111 NEW Dept Review|20140924

SIGNATURE|ACSI222|Anna C Harmon|SPA 111 NEW College Review|20141021

SIGNATURE|JMCDO2|Juliana McDonald|SPA 111 NEW UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|SPA 111 NEW UKCEC Review|20150415

SIGNATURE|JMETT2|Joanie Ett-Mims|SPA 111 NEW Undergrad Council Review|20150415

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

Open in full window to print or save

Attachments:

Upload File

ID	Attachment
Delete 3684	Global Dynamics Course Review Form For SPA 111 Com
Delete 3685	Essay Paper Scoring Guide SPA 111.pdf
Delete 3686	Post Presentation SPA 111.pdf

First 1 2 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course will examine the culture, literature, arts and historical issues of the Hispanic Caribbean - Cuba, Puerto Rico and the Dominican Republic - from Columbus' arrival to the contemporary period. The students will gain understanding of the convergence of the three ethnic groups that make up this region - the indigenous population, the European colonizers and the enslaved Africans - frameworks that help us understand the Hispanic Caribbean and its place in a global society and the unique identity of the Hispanic Caribbean in the context of Latin America; music, emigration and the U.S. Caribbean Hispanic communities. This UK Core course will be taught in English and will consist of readings, lectures, multi-media resources, writing assignments, student presentations and small discussion groups.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 100 students

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Students interested in History, Politics, Music and other related fields can also benefit from this course.

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
 Relatively New - Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^s for ANY program? Yes No

If YES ^s, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: SPA 111

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Week 2 and Week 3

Brief Description:

Students will read and discuss the conquering of the native people of the Caribbean in the reading "Discovery of the Americas: The Archive of the Indies". Students will read and discuss a selection from "Sugar, Slavery, and Freedom in Nineteenth-Century Puerto Rico", as well as "The Cuban Counterpoint: Tobacco and Sugar" which details the practice of bringing enslaved Africans as a labor force for their plantations.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Week 6

Brief Description:

Students will analyze the inter-connectedness of our country and the Caribbean region during discussions of the Bay of Pigs, the Cuban Missile Crisis and the role of Puerto Rico as a territory of the United States. Students will read chapters from "Fidel Castro: My Life: A Spoken Autobiography" and selections from "Puerto Rico: A Political and Cultural History".

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Week 7

Brief Description:

Students will read and discuss the American policies regarding Cuba (past and present) and the ethical dilemmas, conflicts and trade-offs that have occurred as a result of those decisions. Readings include "Revolution vs. Globalization - Cuba" and "U.S. Economic Sanctions Against Cuba: Objectives of U.S. Imperialist Policy".

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a

studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Weeks 9 - 11

Brief Description:

One of the Learning Outcomes for this course is that students will be able to explain the culture, literature, arts and historical issues of the Hispanic Caribbean. Some representative readings are "The Black Image in Latin American Literature", "Afro-Cuban Religious Experience: Cultural Reflections in Narrative", and "Caribbean Currents: Caribbean Music from Rumba to Reggae".

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Week 12 and Week 13

Brief Description:

Throughout the course the students will demonstrate an understanding of the economic, cultural, social, political and religious aspects of the Hispanic Caribbean as outlined in the syllabus. Their readings will include "Social Polarization and Colonized Labor: Puerto Ricans in the United States, 1945 - 2000", "A Historic Overview of Latino Immigration and the Demographic Transformation of the United States" and "The Changing Face of Latin America and the Caribbean".

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

Student Learning Outcomes and Weeks 13-15 and Weeks 2 - 5

Brief description:

Through reading selections from texts such as "Las Americas: A Reader in Culture, History & Representation" and "How the Garcia Girls Lost Their Accents", students will analyze how the region of the Hispanic Caribbean has evolved and how those changes impacted the people of that area, both in the Caribbean and in the United States. The issues of power and resistance occurs during different eras of the history of the Caribbean. The power and resistance of the indigenous people, conquering Europeans and enslaved Africans is discussed in readings such as "Discovering the Americas: The Archive of the Indies". During the colonial time period, this region fought for independence, which is described in "Quisqueya La Bella: The Dominican Republic in Historical and Cultural Perspective" and "The Colonial Period to the Early Nineteenth Century: Colonial Voices of the Hispanic Caribbean". Power and resistance is also discussed in the modern era with the rise to power of leaders such as Trujillo and Castro in selections entitled "Living in the Shadow of Trujillo" and "Revolutionizing Cuba".

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:
Week 4 - Essay 1 due, Week 12 - Essay 2 due

Brief description:

The six learning outcomes are included in the topics for Essay 1 and Essay 2 which comprises 20% of the final grade. Students must synthesize the information from lectures, discussions and readings to compare and analyze differing perspectives of the history of the region during its early history and colonial period for the first essay. Students will analyze the influences of the convergence of the three groups of people on the culture and contemporary issues that shape this region for the second essay.

The non-US focus constitutes at least 50% of the course.

Brief Description:

This course focuses on the region of the Hispanic Caribbean. The US is included only in discussions of the impact the US had on the region and vice versa.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:
Week 4 - Student presentations begin.

Brief description:

Student presentations on related topics to the course must include independent research. A minimum of four additional sources, beyond what is supplied in class, must be included according to the scoring criteria for the Oral Presentations.

Reviewer Comments:

Essay Paper Scoring Guide

SPA 111

Grade	Task Completion	Topic Development	Language
A+ = 100% A = 95% A - = 91%	<ul style="list-style-type: none"> • Fully addresses and completes the task • Refers to and integrates well all sources into the essay 	<ul style="list-style-type: none"> • Treatment of the topic is relevant and thorough • Essay is very well organized and cohesive • All or almost all information is accurate • Synthesis of information significantly outweighs summary or mere citations • Accurate social and/or cultural references included 	<ul style="list-style-type: none"> • All sentences are clear and concise • Words fit and are explained • Paper has few proofreading errors
B+ = 88% B = 83% B- = 80%	<ul style="list-style-type: none"> • Appropriately addresses and completes the task • Refers to and integrates all sources into essay 	<ul style="list-style-type: none"> • Treatment of the topic is relevant and well developed • Essay is well organized and generally cohesive • Information is generally accurate • Synthesis of information outweighs summary or mere citations • Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> • All sentences are clear and concise • Words fit but not always explained • Paper has few proofreading errors
C+ = 78% C = 73% C- = 70%	<ul style="list-style-type: none"> • Addresses and completes the task • Refers to most if not all of the sources in the essay 	<ul style="list-style-type: none"> • Treatment of the topic is relevant • Essay is organized, with adequate cohesiveness • Information is generally accurate, although there may be some inaccuracy or lack of precision • Summary or mere citations of information may outweigh synthesis • Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> • A few sentences are incorrect • Words fit but not always explained • Paper has few proofreading errors
D+ = 68% D = 63% D- = 60%	<ul style="list-style-type: none"> • Partially addresses and/or completes the task • May only refer to some but not all of the sources in the essay 	<ul style="list-style-type: none"> • Treatment of the topic may be somewhat irrelevant • Essay may be inadequately organized • Information may be limited or inaccurate • There is little synthesis of the information • Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> • Paper is somewhat poorly written • Words fit but not always explained • Paper has several proofreading errors
E = 58%	<ul style="list-style-type: none"> • Does not complete the task • Refers poorly to only one or two of the sources in the essay 	<ul style="list-style-type: none"> • Treatment of the topic is somewhat irrelevant • Essay may be disorganized • Information is very limited and mainly inaccurate • There may be no synthesis of information • Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> • Paper is poorly written • Words fit but not always explained • Paper has many proofreading errors

Name - _____

Post Presentation Form for _____
(topic of presentation)

OVERALL IMPRESSION

5 4 3 2 1 0

- very interesting / very boring
- pleasant / unpleasant to listen to
- very good / poor communication

Best part of the presentation:

Suggestions to improve:

From this presentation, I learned:
