

NEW COURSE FORM

1. General Information.					
a.	Submitted by the College of: Arts and Sciences	Today's Date:	11/15/10		
b.	Department/Division: SPA				
c.	Contact person name: Susan Larson	Email: slarson@uky.edu	Phone:	859 257 1569	
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number: SPA 208				
b.	Full Title: U.S. Latino Culture and Politics				
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed ² with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	03			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course studies U.S. Latino history and culture, with an emphasis on the evolution of the politics of immigration and the use of Spanish in the U.S. These broader issues will be studied with the express intent of determining what they mean for central Kentucky.			
j.	Prerequisites, if any:	NONE			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	
3.	Will this course be taught off campus?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.					

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.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If NO, explain:	This course will not necessarily be offered every year. The department Chair will need to determine this.		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	50		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	Course is in English, cross-disciplinary and on issues that are of great interest to students both professionally and personally.		
8.	Check the category most applicable to this course:			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> 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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs:	_____		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> 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.			

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: SPA 208 (course pre-approved for UkCore area C-USA on Aug, 24, 2010)

Proposal Contact Person Name: Susan Larson Phone: 257 1569 Email: slarson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Hispanic Stds, DUS	10/08/10	Yanira Paz / 7-7100 / yblaba0@uky.edu	
Hispanic Stds, Chair	10/08/10	Ana Rueda / 7-7091 / rueda@uky.edu	
College of A&S, EPC	12/07/10	Joanna Badagliacco, Soc. Sci. area / 7-4335 / jmb@uky.edu	
College of A&S, Assoc. Dean	12/07/10	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

SPA 208

U.S. LATINO CULTURE AND POLITICS [tentative syllabus; UKCore Approved Aug 24, 2011 for C-US area]

T Th 11:00 – 12:15

General Education Course Approved for “Community, Culture and Citizenship in a Diverse U.S. Society” (Learning Outcome 4)

Professor Susan Larson
Office: 1131 Patterson Office Tower
E-mail: slarson@uky.edu

Office Hours: T Th 12:30 – 1 or by appointment
Telephone: (859) 257-1569

Bulletin Course Description

This course studies U.S. Latino history and culture, with an emphasis on the evolution of the politics of immigration and the use of Spanish in the U.S. These broader issues will be studied with the express intent of determining what they mean for central Kentucky.

Course Description: As college students in Kentucky, you are no doubt aware of the rise in population of Hispanic Americans in the Commonwealth and in the rest of the United States. It is inevitable that you will have direct contact with members of the growing Latino population not only in your daily lives but in your future careers. This course studies U.S. Latino history and culture, with an emphasis on the evolution of the politics of immigration and the use of Spanish in the U.S. These broader issues will be studied with the express intent of determining what they mean to Central Kentucky, which is at present undergoing a major demographic shift with the influx of Spanish speakers from all over the Spanish-speaking world.

Primary Goals and Objectives of the Course:

- 1) to familiarize students with U.S. Latino history, the nature of immigration to the U.S. by Spanish speakers, and how these issues have a local impact;
- 2) to express themselves coherently in written and spoken form about controversial issues.

Course Requirements:

Participation	10%
Debate	10%
Midterm	20%
2 Critical Essays (2-3 pp.)	30%
Final Paper (6 pp.)	30%

Readings:

Books

Díaz, Junot. *The Brief Wonderous Life of Oscar Wao*. New York: Penguin Books, 2007.

Tobar, Héctor. *Translation Nation: Defining a New American Identity in the Spanish-Speaking United States*. New York: Penguin, 2005.

Essays

- Carrasco, Gilbert Paul. "Latinos in the United States. Invitation and Exile." *The Latino/a Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 77-85.
- Fuentes, Carlos. "Monolingualism is a Curable Sickness."
- García, Cristina. *Dreaming in Cuban*, 1992. Selection.
- Huntington, Samuel P. "The Hispanic Challenge." March 2004.
<http://www.freerepublic.com/focus/f-news/1084558/posts>
- Johnson, Kevin. "Citizens as 'Foreigners.'" *The Latino/a Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 198-201.
- López, Perlada P. "How Much Responsibility Does the U.S. Bear for Undocumented Mexican Immigration?" In *The Latino/a Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 92-98.
- Morales, Ed. "I Am Cuba" and "Puerto Rico – The First Spanglish Nation." In *Living in Spanglish: The Search for a Latino Identity in America*. New York: St. Martin's Press, 2002. 225-50, 251-72.
- Oboler, Suzanne. "Hispanics? What's What They Call Us." In *The Latino/a Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 3-5.
- Pierri, Pedro. "Puerto Rican Obituary." 1973 poem.
- Rich, Brian L. and Marta Miranda. "The Sociopolitical Dynamics of Mexican Immigration in Lexington, Kentucky, 1997 to 2002: An Ambivalent Community Responds." In *New Destinations: Mexican Immigration in the United States*. Víctor Zúñiga and Rubén Hernández-León, eds. New York: Russell Sage Foundation, 2004. pp. 187-219.
- Stavans, Ilan. "Introduction: *La jerga loca*." *Spanish. The Making of a New American Language*. New York: Harper Collins, 2003. 9-42.
- Yeoman, Barry. "Hispanic Diaspora." *Mother Jones* July/ August (2000): 34-41.

Films:

- Beyond the Border / Más allá de la frontera*. Dir. Ari Luis Palos, 2001.
- ¡Chicano! The History of the Mexican American Civil Rights Movement*. NLCC Educational Media, 1996.
- Fear and Learning at Hoover Elementary*. Dir. Laura Angelica Simon, 1997.

Frequently-Consulted and Mentioned Internet Resources:

[Immigration in Kentucky: A Preliminary Description](#)
(2002 Research Report for the Kentucky State Legislature)
www.lrc.ky.gov/lrcpubs/Rr305.pdf

[The Pew Hispanic Center](#)
www.pewhispanic.org

[StoryCorps Historias](#)
www.latinopublicradioconsortium.org

[The United States Census Bureau](#)
www.census.gov/population/www/socdemo/hispanic/files/Internet_Hispanic_in_US_2006.ppt

[La Voz de Kentucky](#) (bi-monthly local bilingual newspaper)
www.lavovky.com

Participation in class must be active and informed by careful readings and viewings of the assigned texts and films. It is recommended that you take notes on assigned texts for class, and that you come ready to discuss questions you have carefully formulated beforehand. Each student is urged to take advantage of the professor's office hours for further discussion or clarification of the course material or assistance with writing the critical essays and final paper.

Attendance in this course is crucial. More than three unexcused absences will result in your grade being lowered by one letter grade. You must try to inform the professor beforehand if you are not going to be in class.

The Midterm will test your knowledge of the material we have discussed in class and that you have read about regarding the history of the United States Southwest and the political involvement of the United States in Latin America. The questions for the midterm will be distributed at least one week beforehand and there will also be a matching section that will allow the student to demonstrate mastery of some of the most important concepts to be used throughout the semester.

Critical Essays will consist of well-presented, clear and focused arguments supported by evidence found in the texts discussed in class or the internet resources used for the class. Possible topics will be made available two weeks before each paper is due, although a student can write on a topic of his or her choice if it is approved in advance by the professor. No late work will be accepted without a valid excuse.

The Debates will take place during the last week of class. Moderated by the professor, each will be 15 minutes long and will take place between two groups of three students each. Positions on issues related to immigration and US policy regarding the use of Spanish will be assigned by the professor two weeks ahead of the scheduled debates. Students will be judged and graded based on their ability to express their arguments in a persuasive, reasoned and informed manner. This is a group effort that will require collaboration and organization beforehand, but each student will be graded individually, with the professor taking into account the student's assessment of his or her own performance during the debate and during the debate preparation.

The Final Paper will consist of a well-presented argument supported by the texts and resources discussed and used in class as well as an additional three sources. The thesis statement, one-page introduction and bibliography must be turned in by November 5th for approval by the professor. Possible topics will be made available two weeks before the introduction and thesis is due, although a student can write on a topic of his or her choice if it is approved in advance by the professor.

Texts and Films are listed below. Secondary readings will be available on BlackBoard. All films are on reserve for the semester in the basement of Young Library and can be seen there. Film viewings will not take place during class but there will be scheduled screenings in the library during the week prior to our class discussion of each film. They are not entertainment: watch them, take notes, and be able to engage in a discussion of the films as they relate to the ideas being discussed in class. While each reading is required, students will take turns presenting the most important aspects of these selections in class. These informal presentations will make up part of the participation grade for the course.

Special Learning Needs

A student with a disability of any kind who needs particular classroom or exam accommodations should tell the professor during the first week of class, and contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu for advice on how to make the necessary arrangements. All

requests will be accommodated to the best of the professor's ability, and depending on university resources.

Academic Honesty and Integrity:

Upon enrolling in college you have entered a profession. Just like Medicine or Law, the academic profession operates by its own standards and rules of ethics and conduct. These entail, among other things, decorum (see above), respect for one's colleagues and, above all, the honest representation of one's own work. Unfortunately, cheating and plagiarism have become rapidly growing problems on campuses across the country and at the University of Kentucky.

Be aware that I, as well as the University of Kentucky as a whole, take cases of academic dishonesty – cheating and plagiarism – with the utmost seriousness. It is very important that you read the policies concerning cheating and plagiarism in *Student Rights & Responsibilities* carefully (<http://www.uky.edu/StudentAffairs/Code/>). If you have doubts or questions in this or any course as to whether something can be construed as dishonest, ask your instructor. Please note that the minimum punishment for cheating or plagiarism is an “E” for the **assignment** in question.

Course Schedule

August 22	Introduction to the Course
August 27 and 29	Readings: Rich & Miranda, Yeoman
September 3 and 5	Reading: Part One of Tobar View <i>Beyond the Border / Más allá de la frontera</i> in class

Latino / U.S. History

September 10 and 12	Reading: “A History of the Southwest”
September 17, 19 and 24	Reading: Part Two of Tobar View: <i>Chicano!</i> Documentary and Discuss Turn in Critical Essay #1 September 24

Latino Identity: Life on the Hyphen

September 26, October 1	Readings: Oboler, Morales (<i>I Am Cuba</i> and <i>Puerto Rico</i>)
October 3 and 8	Reading: Part Three of Tobar

Immigration: Push and Pull

October 10 and 15	Midterm Readings: Carrasco, López
October 17 and 22	Reading: Part Four of Tobar Turn in Critical Essay #2 October 17

Current Political Debates

October 24 and 29	Readings: Huntington, Johnson
October 31 and November 5	View and Discuss <i>Fear and Learning</i> Turn in Outline of Final Paper by November 5

“Monolinguisism is a Curable Illness”: Language and Cultural Representations

November 7 and 12	Reading: Fuentes and Díaz
November 14 and 19	Reading: Díaz
November 21	No Class – Thanksgiving Break
November 26 and 28	Readings: Pietri and García (selections)
December 3 and 5	Debates
December 10	Final Papers Due

SUPPORTING MATERIALS

Book

Translation Nation: Defining a New American Identity in the Spanish-Speaking United States. By Héctor Tobar.
New York: Penguin, 2005.

On-Line Newspaper

La Voz de Kentucky. Bimonthly, bilingual local publication.

Essays

Carrasco, Gilbert Paul. "Latinos in the United States. Invitation and Exile." *The Latino/a Condition: A Critical Reader.* Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 77-85.

Díaz, Junot. *The Brief Wonderful Life of Oscar Wao.* New York: Penguin Books, 2007.

Fuentes, Carlos. "Monolingualism is a Curable Sickness."

García, Cristina. *Dreaming in Cuban*, 1992. Selection.

Huntington, Samuel P. "The Hispanic Challenge." March 2004.

<http://www.freerepublic.com/focus/f-news/1084558/posts>

Johnson, Kevin. "Citizens as 'Foreigners.'" *The Latino/a Condition: A Critical Reader.* Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 198-201.

López, Perlad P. "How Much Responsibility Does the U.S. Bear for Undocumented Mexican Immigration?" In *The Latino/a Condition: A Critical Reader.* Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 92-98.

Morales, Ed. "I Am Cuba" and "Puerto Rico – The First Spanglish Nation." In *Living in Spanglish: The Search for a Latino Identity in America.* New York: St. Martin's Press, 2002. 225-50, 251-72.

Oboler, Suzanne. "Hispanics? What's What They Call Us." In *The Latino/a Condition: A Critical Reader.* Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998. 3-5.

Piertri, Pedro. "Puerto Rican Obituary." 1973 poem.

Rich, Brian L. and Marta Miranda. "The Sociopolitical Dynamics of Mexican Immigration in Lexington, Kentucky, 1997 to 2002: An Ambivalent Community Responds." In *New Destinations: Mexican Immigration in the United States.* Víctor Zúñiga and Rubén Hernández-León, eds. New York: Russell Sage Foundation, 2004. pp. 187-219.

Stavans, Ilan. "Introduction: *La jerga loca.*" *Spanish. The Making of a New American Language.* New York: Harper Collins, 2003. 9-42.

Yeoman, Barry. "Hispanic Diaspora." *Mother Jones* July/ August (2000): 34-41.

Films:

Beyond the Border / Más allá de la frontera. Dir. Ari Luis Palos, 2001.

¡Chicano! The History of the Mexican American Civil Rights Movement. NLCC Educational Media, 1996.

Fear and Learning at Hoover Elementary. Dir. Laura Angelica Simon, 1997.

Frequently-Consulted and Mentioned Internet Resources:

[Immigration in Kentucky: A Preliminary Description](#)

(2002 Research Report for the Kentucky State Legislature)

www.lrc.ky.gov/lrcpubs/Rr305.pdf

[The Pew Hispanic Center](#)

www.pewhispanic.org

[StoryCorps Historias](#)

www.latinopublicradioconsortium.org

[The United States Census Bureau](#)

www.census.gov/population/www/socdemo/hispanic/files/Internet_Hispanic_in_US_2006.ppt

[La Voz de Kentucky](#) (bi-monthly local bilingual newspaper)

www.lavovky.com

LEARNING OUTCOMES /
EXPLANATION OF ACHIEVEMENT OF APPROVED COMPETENCIES

General Education Proposal

U.S. LATINO CULTURE AND POLITICS

Course Objectives (Student Learning Outcomes)

Upon completion of this course, a student should be able to:

- **Explain** the historical and political contexts of the current Latino presence in the United States and in the local area.
- **Demonstrate** 1) a knowledge of the history of the U.S. Latino experience, and 2) an understanding of the nature of the Hispanic presence in Kentucky.
- **Analyze** in an informed way the current debates on issues such as immigration and the use of Spanish, and the playing out of these debates in the media and popular imagination.
- **Apply** this knowledge to their everyday experiences as they begin to think of future job opportunities for themselves as informed professionals.
- **Improve** 1) their ability to read about and understand the nature of U.S. Latino culture in its historical, political and social context and 2) to express themselves coherently in written and spoken form about controversial issues.

I will assess whether or not students have learned to recognize historical and cultural differences within the United States and between the United States and the Spanish-speaking world through their midterm exam, in their written work, in their oral presentation of the readings and in the debate they conduct during the last week of class. See syllabus for descriptions of tests, assignments and other expectations.

Participation	10%
Debate	10%
Midterm	20%
2 Critical Essays (2-3 pp.)	30%
Final Paper (6 pp.)	30%

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)
Final Exam Information (may state Date, time, location, other information to TBD)

SIGNATURE ROUTING LOG

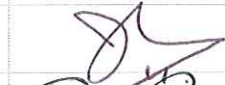



General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): SPA 208 *(new, gen-ed approved)*
 Proposal Contact Person Name: Susan Larson Phone: 257-1565 Email: slarson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Hispanic Studies, DUS	12/8/10	Yanira Paz / 257-7100 / yblaba0@uky.edu	
Hispanic Studies, Chair	12/8/10	Ana Rueda / 257-7091 / rueda@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.		Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	4/12/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*UGC
12/10/10*

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

August 24, 2010

MEMORANDUM

859 257-3027
Fax 859 323-1932

To: Susan Larson
Hispanic Studies

www.uky.edu/ugs

From: Nichole Knutson
Office of Undergraduate Education

Re: Status of General Education Course Submission

I am pleased to inform you that your proposed General Education course,

Community, Culture and Citizenship in a Diverse U.S. Society

has been approved as meeting the General Education course template in the area of

Citizenship - USA

The vetting team found that the course met all five learning outcomes as outlined on the course template.

As a new submission, the Undergraduate Council must still evaluate this course for inclusion in the course catalog. If you have not yet submitted this course for permanent inclusion in the UK course catalog, please do submit it to your departmental committee with the appropriate forms as soon as possible. You will be notified through normal channels as to the final status of the course.

We look forward to the inclusion of this course in the new General Education curriculum. If you have questions, do not hesitate to contact me.

C: Dr. Bill Rayens, Chair, Interim General Education Oversight Committee

General Education Course Approval Cover Sheet

Date of Submission 11/15/2010

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: SPA

Course Prefix and Number: SPA 208 Credit hours: 03

Course Title: U.S. Latino Culture and Politics

Expected # of Students per Calendar Yr: 50 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Susan Larson Email: slarson@uky.edu

Office Address: 1115 Patterson Office Tower Phone: 257-1569

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 15 Nov. 2010

Dean:  Date: 12/7/10

All proposals are to be submitted from the College Dean's Office
 Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: SPA 208 U.S. Latino Culture and Politics

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.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:
Due dates of Critical Essays, Final Paper, Midterm, Debates

Brief description or example:
All Written Work and Debates deal directly with these issues

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:
See Above

Brief description or example:
See Above

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:
All readings provide historical, social and political context

Brief description or example:
All readings.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:
Dates of class debates and due dates of written material.

Brief description or example:
See above.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:
Debates and written Final Paper

Brief description or example:
See above

Evidence that students make effective use of library and other 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:
Due date of final paper.

Brief description or example:
See above.

Reviewer Comments:
See

University Senate Syllabi Guidelines

SPA 208
new

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- ~~NA~~ Final examination information: date, time, duration and location. (Final Paper, pg 1, 6)
- ~~added~~ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- ~~NA~~ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus. pg 5
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- corrected policy* Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- ~~NA~~ Professional preparations.
- Group work & student collaboration.

checked by:
RH