

DEPARTMENT OF GEOGRAPHY AND GEOLOGY – COLONNADE PROPOSAL

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

GEOG 200 Introduction to Latin America (Social and Cultural – Connections Category)

Crosslisted with: HIST 200, SPAN 200 (and perhaps ANTH 200 and PS 200)

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Students will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

Student Learning Outcomes for Connections – Social and Cultural courses:

Colonnade Learning Objective 1) - Analyze the development of self in relation to others and society:

Students will examine social and cultural structures over time and space that have shaped contemporary societies in Latin America, with comparisons to other social groups within the region and beyond.

Colonnade Learning Objective 2) - Examine diverse values that form civically engaged and informed members of society.

Students will gain an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions. This is becoming increasingly important for current and future college students in the U.S. as Latinos/as are now the largest minority group in the U.S., accounting for nearly 50 million U.S. residents.

Colonnade Learning Objective 3) - Evaluate solutions to real-world social and cultural problems.

Students will examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

The Connections component of the Colonnade program is focused on building integrated and collaborative knowledge across the disciplines. As GEOG 200 is co-taught and cross-listed with HIST 200 and SPAN 200 (and perhaps ANTH 200 and PS 200 in the future), it certainly meets this goal and more. GEOG 200 (and its cross-listed partner courses) – Introduction to Latin America - goes beyond a typical introductory history or geography foundational course by taking the basic concepts behind the social and cultural processes that shape peoples and places and focusing on the unique temporal and spatial dimensions that shape Latin Americans. This course (and its cross-listed partner courses) will provide a deeper, more focused examination of a cultural region that is critical to U.S. interests and that is inextricably intertwined with fast-changing social-cultural values across the hemisphere.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

This course (and its cross-listed partner courses) has no prerequisites.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The following items will appear in all GEOG 200: Introduction to Latin America (and its cross-listed partner courses) syllabi:

Course description: Students in GEOG 200 – Introduction to Latin America – (and its cross-listed partner courses) will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

Learning Objectives for Colonnade Program: This course fulfills the Colonnade Program's requirements for the Society and Culture subcategory of the Connections Category. As part of that program, GEOG 200 (and its cross-listed partner courses) has the following learning objectives:

Students will demonstrate the ability to:

- 1) Analyze the development of self in relation to others and society.
- 2) Examine diverse values that form civically engaged and informed members of society.
- 3) Evaluate solutions to real-world social and cultural problems.

Learning Objectives for GEOG 200 (and its cross-listed partner courses): The course objectives for GEOG 200 are designed to integrate fully with the Colonnade Program. Upon successfully completing GEOG 200, students will be able to:

- Examine social and cultural structures over time and space that have shaped contemporary societies in Latin America, with comparisons to other social groups within the region and beyond..
- Gain an understanding of how Latin American societies have evolved in diverse ways over time and space, with a specific focus on those cultural values that shape contemporary political, economic, and environmental actions.
- Examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.
- Understand the key temporal and spatial properties, including a more nuanced understanding of Latin America's map, that shape modern cultures and societies in the region.

Graded Assessment of Learning Objectives:

- Each student will be required to complete a term project comprised of three parts. The first part allows the student to select from three critical areas of social-cultural change: immigration, globalization, and the drug wars. A short response paper will discuss in detail the themes, ideas, and methods of three assigned academic journal articles on the selected topic. The second part requires attendance and participation in a structured 90-minute evening debate, including a video presentation, on the chosen theme. The final component requires the student to write a 400-600 word Op Ed about a key theme addressed in the video presentation and/or in the discussion about the articles reviewed.

Term Project Assessment Rubric:

- Excellent: The student demonstrates sophisticated critical thinking skills and makes appropriate use of references to the assigned articles and video. The writing is well-written, clear, and concise and provides an advanced understanding of the theme chosen by the student.
- Good: The student demonstrates critical thinking skills and makes appropriate use of references to the assigned articles and video. The writing is well-written but is occasionally unclear or not concise. The student provides an adequate understanding of the chosen theme.

- Average: The student demonstrates some critical thinking skills but only occasionally makes appropriate use of references to the assigned articles and video. The writing is adequate but is often unclear or contains a number of grammatical errors. The student provides some understanding of the chosen theme.
 - Below Average: The student demonstrates marginal critical thinking skills and makes poor use of references or fails to use references at all. The writing is unclear and/or contains numerous grammatical errors. The student does not demonstrate an adequate understanding of the chosen theme.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Each student will complete a pre-course assessment of their temporal and spatial knowledge base about the Latin American region. This pre-course assessment consists of approximately 15-20 core questions about the region, and typically reveals that students have a very thin knowledge base about the region. The average pre-course assessment score has ranged between 0 and 10%. These assessment questions are drawn from the core curricula themes addressed during the semester in this course.

At the conclusion of the course, the same core questions are asked in the same format. The faculty will select a random sample of the completed assessments (typically about a 20% sample) and analyze the responses to determine if student learning outcomes have been met successfully. Students are expected to have met core learning outcomes by scoring at least in the 70th percentile, with scores above this range indicating a higher than average understanding of key spatial and temporal themes for Latin America. Past assessments have revealed an average score in the 70-75th percentile range for selected students.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

GEOG 200 – Introduction to Latin America (and its cross-listed partner courses) will provide students with the opportunity to go beyond the introductory topics of a typical general education foundational course and investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. In-class assignments will include basic spatial reasoning, an understanding of key temporal markers in society, and an analysis of a novel that will enable students to work together in a debate group to apply their classroom knowledge to real-life challenges for Latin American societies. Oral presentations of and discussions about the core material are embedded in the course structure. The term project discussed above will let students immerse themselves in one of the key socio-cultural challenges discussed over the course of the semester. This course will provide students with the type of applied knowledge that they will be able to draw upon to understand their changing world.

8. How many sections of this course will your department offer each semester?

Initially the Department will offer one section of GEOG 200 (with its cross-listed partner courses). Depending on faculty availability, GEOG 200 will be offered every Fall semester in a big lecture room with a capacity of 100 students. If demand permits, more sections may be added.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

Sample Syllabus

GEOG/HIST/SPAN 200-001: Introduction to Latin America

TR 2:20 pm – 3:40 pm, Environmental Sciences and Technology 260
(SAMPLE SYLLBUS SUBJECT TO CHANGE) Fall 2014

Co-Course Instructors: Professor Marc Eagle, History
 Professor David J. Keeling, Geography and Geology

Office (Eagle): CH 238
 Phone: 745-7026 Email: marc.eagle@wku.edu
Office (Keeling): EST 304
 Phone: 745-4555 Email: david.keeling@wku.edu

Office Hours (Eagle): TR 12:45-1:45 pm and by appointment
Office Hours (Keeling): TR 1:00-2:00 pm and by appointment

Course Description

This course, which is jointly taught by the History and Geography/Geology departments, is intended to provide an interdisciplinary introduction to the study of the culture and societies of Latin America. This course goes beyond a typical introductory history or geography foundational course by taking the basic concepts behind the social and cultural processes that shape peoples and places and focusing on the unique temporal and spatial dimensions that shape Latin Americans. This course (and its cross-listed partner courses) will provide a deeper, more focused examination of a cultural region that is critical to U.S. interests and that is inextricably intertwined with fast-changing social-cultural values across the hemisphere. This course is also a required foundational course for the Latin American Studies Minor.

Course Objectives and Goals

Students will investigate ways in which Latin Americans shape, and are shaped by, the societies and cultures within which they live. This Colonnade Connections course will consider the ethical questions and shared cultural values that shape societal norms and behaviors across Latin America, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

Required Texts

- Julie A. Charlip and E. Bradford Burns, *Latin America: An Interpretative History*, 9th ed. (2011).
- Isabel Allende, *Of Love and Shadows* (2005). (any edition is acceptable)

We will announce a number of additional readings during the semester that will be posted on the Blackboard website (<http://blackboard.wku.edu>). There will also be a selection of articles for each of the topical discussion sessions scheduled during the semester. You are responsible for keeping up with **all** books and articles assigned.

Evaluation Methods

Grades will be based on the following criteria:

- 10%: Classroom participation
- 20%: Short assignments and quizzes
- 20%: Midterm exam
- 25%: Writing assignment/topical discussion
- 25%: Final exam

Student Learning Objectives:

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Colonnade Learning Objective 3) - Evaluate solutions to real-world social and cultural problems. Students will examine and evaluate existing and future challenges to socio-economic development in Latin America, including poverty, political instability, population growth, migration, resource insecurity, climate change, globalization, and other forces that are shaping the societies and cultures of the region in profound ways.

Other Assessment:

We will have regular short writing assignments on the course readings both in and out of class, and at least two map quizzes will be given during the semester to ensure that students understand the geographical scope of this course. There will also be topical discussion sessions to be held outside of class time. Students will choose one of three sessions, read a relevant selection of articles, watch a film and participate in a discussion at the session itself, and write a paper and an Op Ed response. Further details on this assignment will be handed out in class. Due dates for important assignments will be announced as the semester progresses.

Computer or printer problems are not an acceptable excuse for late work – make sure that you back up your work and arrange to print it out with sufficient time to address any problems. Late writing assignments will be docked 10 points for the first day past the due date and 5 points every calendar day thereafter. Late quizzes and short writing assignments will not be accepted. Assignments may not be sent by email without a previous agreement. There will be no make-up exams without prior arrangement, and any make-up exams given will not have a selection of possible questions to answer.

Attendance

Attendance is mandatory, since much of this course will be based on classroom discussion. We will record class attendance at the beginning of each class session. Leaving class early constitutes an absence. Students are allowed four absences with no penalty; each additional absence will lower your total grade by a half-grade. Eight or more absences will automatically result in a failing grade for the course.

Academic Dishonesty

Academic dishonesty absolutely will not be tolerated in this class. **Any** instance of academic dishonesty (including cheating on tests, failing to properly cite your work, or copying all or part of an assignment from a book, article, online source, or classmate) will result in an immediate failing grade for the entire course and a report to the Dean's office. This includes, for example, copying even part of your paper from Wikipedia. Refer to "Academic Offenses" in WKU's online Student Handbook, at <http://www.wku.edu/handbook/> for details on the university's policy on academic dishonesty.

Please see me if you have **any** questions at all on what constitutes academic dishonesty.

General Policies

Cell phones may not be used in class; turn them off before class begins. Students who violate this policy will receive an absence for the day. The use of notebook computers is discouraged, since it tends to lead to poorer comprehension of lecture material, though it will be allowed unless it is disrupting class or provoking complaints from other students.

Any students with special needs should contact the Office for Student Disability Services in DUC A200 (tel. 745-5004/TTY 745-3030) as soon as possible after the start of the semester to request a letter of accommodation, which I will be happy to honor. If other problems arise during the course of the semester, please let me know as soon as you can instead of waiting until after you have missed class sessions and assignments.

If you have questions about your grades or the assignments, please contact either of your professors. Students are always welcome to come to our office hours or contact us by phone or email, especially if you are having any difficulties in this class. We are also more than happy to look at a draft version of your written assignments before they are due if you need assistance with grammar or spelling. Students are strongly encouraged to make use of the Learning Center in DUC A330 (tel. 745-6254) for general academic assistance, and the Writing Center in Cherry Hall 123 (tel. 745-5719) for help with writing assignments.

The course schedule below is subject to change as the semester progresses.

Course Schedule

(Sample for Colonnade approval only – correct dates will be entered in advance of the Fall 2014 semester).

Week 1

Aug 27: Introduction (DK/ME)

Aug 29: Regional Geography of Middle America (DK)

Week 2

Sep 3: Regional Geography of South America (DK)

Sep 5: Pre-Columbian America (ME)

Reading: Burns & Charlip, Ch. 1

Week 3

Sep 10: The Colonial Past (ME)

Sep 12: The Struggle for Independence (ME)

Reading: Burns & Charlip, Ch. 2-3

Week 4

Sep 17: Post-Independence Challenges (ME)

Sep 19: Nineteenth-Century Politics (JP)

Reading: Burns & Charlip, Ch. 4

Week 5

Sep 24: Nineteenth-Century Development and the Belle Epoque (DK)

Sep 26: Music and Society-From Tango to Salsa (DK)

Reading: Burns & Charlip, Ch. 5

Week 6

Oct 1: Nationalism and the Mexican Revolution (ME)

Oct 3: [Fall Break -- no class]

Reading: Burns & Charlip, Ch. 6

Week 7

Oct 8: Latin American Popular Culture (ME)

Oct 10: **Midterm Exam**

Reading: Burns & Charlip, Ch. 7

Week 8

Oct 15: US Imperialism in the Early Twentieth Century (ME)

Oct 17: World Wars and Depression in Latin America (ME)

Reading: Burns & Charlip, Ch. 8 (begin)

Week 9

Oct 22: Migration in the Twentieth Century (DK)

Oct 24: Cold War I (DK)

Reading: Burns & Charlip, Ch. 8 (finish), Ch. 9 (begin)

Week 10

Oct 29: Cold War II (DK/ME)

Oct 31: From Revolution to Reaction (ME)

Reading: Burns & Charlip, Ch. 9 (finish); *Of Love and Shadows* (begin)

Week 11

Nov 5: Political and Social Change at the Millenium (ME/DK)

Nov 7: Discussion: *Of Love and Shadows* (ME/DK)

Reading: *Of Love and Shadows* (finish)

Week 12

Nov 12: Film: *City of God* (ME/DK)

Nov 14: Film and Discussion: *City of God* (ME/DK)

Reading: Burns & Charlip, Ch. 10

Week 13

Nov 19: Latin American Regional Integration and Geopolitics (DK)

Nov 21: Environmental Challenges and Sustainability in Modern Latin America (DK)

Reading: Burns & Charlip, Ch. 11

Week 14

Nov 26: Modern Latin American Political Developments (ME)

Nov 28: [Thanksgiving Holiday -- no class]

Reading: (review)

Week 15

Dec 3: From Left to Right to Left-Modern Political Change (DK)

Dec 5: Latin America: Towards the Future (DK/ME)

Reading: (review for exam)

Final exam is on Monday, Dec 9 at 1:00 pm – 3:00 pm

Discussion Dates:

The class will be divided into three discussion groups for the writing assignment. There will be a choice of three dates, with about 12 slots available for each date, to accommodate student schedules.

Wednesday October 23rd @ 5-7 pm

Tuesday October 29th @ 5 -7 pm

Thursday November 7th @ 5 -7pm

A sign-up sheet will be circulated during the second week of classes.