

HISP - 3375 - United States Hispanic Culture and Civilization

3d. UH Core - Create New Course and add to Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department*	Hispanic Studies
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input checked="" type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
Justification(s) for Adding Course*	d. To meet instructional needs of students
Justification - if "other" selected above:	

This course will be a version in English of Span 3375, which already exists and is listed as a CORE. We want to open our CORE courses to the larger UH community by offering a listing of courses taught in English.

State the rationale for creating this new course:*

Our courses under the SPAN numbering have language requirements that limit participation from outside our pool of majors. We believe that the culture classes have a wider appeal for those interested in learning about culture without necessarily having knowledge of the language.

2. Course Catalog Information

Former Selected Topics Course Prefix (Rubric)

Former Selected Topics Course Code (Number)

Former Selected Topics Course TOPIC TITLE

Instructional Area/ Course Prefix* HISP

Course Number* 3375

Long Course Title* United States Hispanic Culture and Civilization

Short Course Title (30 character limit)* US Hispanic Culture & Civ

Instruction Type*

Lecture ONLY**Lecture*** 3**Lab*** 0**Course Credit Level*** **Junior****Grade Option*** **Letter (A, B, C.....)****Can this course be repeated for credit?*** Yes No**If Yes, how often and/or under what conditions may the course be repeated?****Number of credit hours required of this course in degree plan*** **3.0****Number of course completions (attempts) allowed*** **3****Are multiple enrollments allowed for course within a session or term?*** Yes No**CIP Code*** 05.0203.00**Prerequisite(s):*** ENGL 1304**Corequisite(s)**

**Requisite Checks
in PeopleSoft***

- Need to adjust requisite checks already in place - Begin enforcement Fall
- Need to adjust requisite checks already in place - Begin enforcement Spring
- Need to create requisite checks for course - Begin enforcement Fall
- Need to create requisite checks for course - Begin enforcement Spring
- No adjustment required - requisites not being changed
- No requisite check desired for course at this time

**Course
Description***

Survey of the cultural history of Hispanics in the United States. Analysis of major cultural, social, literary, and political topics.

Course Notes**3. Authorized Degree Program(s)/Impact Study****Is this a required
course for any**

- Yes - enter additional information in field below

program (degree, certificate, or minor)?* No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan
 No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below
 No

If yes, which course(s) and is a proposal being submitted to reflect the change?

4. Core Curriculum Information

Learning Outcomes*

Students will be introduced to the variety of cultures represented in the Hispanic/ Latino cultures in the United States.

Students will increase grammatical and linguistic accuracy in Spanish, both in written and oral discourse.

Students will develop the ability to write analytically about cultural topics in Spanish with a specific focus on US Latino culture and civilization.

Student Students will strengthen their research skills, formulate research questions, and promote their critical thinking.

Students will critically analyze literary works by writing and presenting on the material read in class



Foundational Component Area for which the course is being proposed (select one)*

Language, Philosophy, & Culture

Component Area Option (optional)

Component Area Option (b): Writing in the Disciplines

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option
- List course in ONLY the Component Area Option

Core Objectives addressed by the course*

- Communication Skills**
- Critical Thinking**
- Personal Responsibility**
- Social Responsibility**

Critical Thinking, if applicable

Students will write a three page papers that will require them to analyze the course's major themes and at least a primary source relevant to the class discussion. This assignment will include a list of points that will promote and elicit the development of critical thinking.

Sample paper assignment:

Write a paper on a cultural celebration, holiday, historical moment or cultural representation of one of the Hispanic groups in the United States. Please use the cultural readings and short stories analyzed in class, as well as the films and other forms of cultural production that were either discussed in class. In addition, you will need to include other sources that you deem relevant to the assignment.

Some sample topics are: 1960s and 70s counterculture, transnational communities, political exile, music and identity, and gender/sexuality.

The focus will be on teaching the students that writing is a process and thus each essay will be graded In three different steps. 1. The student will first submit a brief description of his or her chosen topic and a short bibliography composed of at least 3 scholarly sources. 2. The student will submit a rough draft. 3. The student will incorporate the comments and corrections made to the rough draft to submit a final, polished paper.

Communication Skills, if applicable

In the same three page paper as above, students will demonstrate their ability to communicate effectively

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social Responsibility, if applicable

In the same three page paper as above, students will explore issues of social responsibility.

Personal Responsibility, if applicable

In the same three page paper as above, students will explore issues of personal responsibility.

Will the syllabus Yes

vary across
multiple section
of the course?*

No

If yes, list the
assignments that
will be constant
across sections

The paper assignment will be constant across the sections.

5. Supporting Documentation

- Type of Attachments*
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

"Other"
documents:

6. Additional Information Regarding This Proposal

Contact person
for questions
about proposal:*

*Other, not listed

Comments:

Christina L. Sisk

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

Memorandum

To: Dr. Sarah Fishman-Boyd, Associate Dean
College of Liberal Arts and Social Sciences

From: Dr. Guillermo de los Reyes
Director of Undergraduate Studies
Dept. of Hispanic Studies

Subj: New Core Courses

Date: September 29, 2015

The Hispanic Studies Department has the following proposals:

We are proposing an addition to the undergraduate catalog's description for the major requirements for the BA in Spanish. The addition is the following: "**Students may take only one course with the HISP code that would count towards a requirement for the major.**" So it will look like this:

In addition to completing the degree requirements for the Bachelor of Arts, students majoring in Spanish must complete 27 semester hours in Spanish at the advanced level (3000-4000). Spanish majors must take a minimum 15 credit hours in residence with the Department of Hispanic Studies, not including credit by exam or learning abroad. **Students may take only one course with the HISP code that would count towards a requirement for the major.**

- 1) To date our Department only offered classes in Spanish. We have noticed that there a growing number of students that are particularly interested in three of our core courses: SPAN 3373- Spanish Civilization and Culture, SPAN 3374- Spanish American Civilization and Culture, and SPAN 3375- United States Hispanic Culture and Civilization. However, since these courses are offered completely in Spanish, many of the students who are not bilingual do not have the opportunity to gain the knowledge that these courses provide. Thus, we are proposing to offer those courses in English using a new code: HISP. The new courses will offer exactly the same content and requirements; the only difference is that they will be taught in English. The new proposed courses are:

HISP 3373: Spanish Civilization and Culture

HISP 3374: Spanish American Civilization and Culture

HISP 3375: United State Hispanic Culture and Civilization



US Hispanic Culture and Civilization

Professor: Christina L. Sisk

Course Description: This course will explore the many facets of the Latina/o experience in the U.S. and the specific histories and cultures that mark the trajectories of individual sub-ethnic groups and their representation including the history of the three distinct communities that constitute the greatest part of the category “Latina/o:” Chicano/Mexican Americans, Puerto Ricans/Nuyoricans, and Cuban Americans. The course will also delve into other growing subgroups, such as the Dominicans and Colombians, which expand the notion of a Latina/o identity within the United States. The course will particularly address transnational communities and Latinas/os relationships to Latin America. The topics that will be discussed in the course are: 1960s and 70s counterculture, transnational communities, political exile, music and identity, and gender/sexuality.

Learning Outcomes:

- Students will be introduced to the variety of cultures represented in the Hispanic/ Latino cultures in the United States.
- Students will develop the ability to write analytically about cultural topics with a specific focus on US Latino culture and civilization.
- Student Students will strengthen their research skills, formulate research questions, and promote their critical thinking.
- Students will critically analyze literary works by writing and presenting on the material read in class

Grading: The final grade will be determined in accordance with the following distribution:

Participation	10%
Presentation	10%
Short papers (2)	25%
Exams (2)	30%
Final paper and proposal	25%

Class Participation (10%): In order for this course to be successful, you must attend class regularly and participate actively. Participation involves preparation of readings and other tasks, cooperation with classmates in the different activities, contribution to debates with your ideas and opinions, and respectful attitude toward ideas of classmates. The following description of participation grades is provided to help you understand what is expected:

A (90-100) Always arrives to class prepared, on time, and ready to work. Participates actively in all classroom activities. Volunteers frequently and readily contributes to group work.

B (80-89) Usually arrives to class prepared, but occasionally misses a homework assignment or neglects to learn the material. Occasionally a bit late for

class. Participates in classroom activities on a regular basis. Sometimes volunteers, but usually waits for professor's cue.

C (70-79) Does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Often late for class, thereby missing important instructions and discussion. Contributes to classroom activities occasionally, but usually only when asked to do so by teacher. Sits quietly during group time.

D/F (< 70) Always arrives to class unprepared and is frequently absent. Rarely participates in classroom activities, unless asked to do so by teacher. Does not become involved in group activities.

Presentation (10%): Each student will have to present on a topic that is related to the course. Each presentation should be between 5 and 7 minutes long and should incorporate outside research about the topic being presented. The grade will be based on time, content of the presentation and the bibliography cited. Students must turn in a copy of the bibliography to the professor.

Two Short Papers (25% total, 12.5% for each composition): You will be expected to write two compositions based on the readings. Each of these compositions should be *two to three pages* long (12 point font, double spaced, and one inch margins). The compositions will be graded from an analytical perspective. In other words, they will be scored taking the following points into consideration: comprehension, cohesiveness, and content. Students must turn in two copies of their papers: a hard copy to the professor and a digital copy to Blackboard.

Exams (30% total, 15% each): Students will have to take two partial exams, and they will be tested on the films as well as the readings of the course. The best way to study for the exams is by preparing the homework for the day it is assigned because the exams will mirror the content of the course and the discussions. Make-up exams will only be administered in case of extreme emergencies that can be documented in writing; otherwise, students are expected to take the exams on the day that they are scheduled.

Final paper (25% total, 5% for the proposal, 20% for the final paper): Each student will have to write a *five to seven* page final paper (12 point font, double spaced, and one inch margins). The paper should address issues discussed in the class and can include some of the material assigned as long as the student includes outside research. Prior to writing the paper, students will have to write a proposal that includes a bibliography with at least three references.

University of Houston Grading Scale

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	below 60

When writing your compositions, take the following rules into consideration:

- You should not extract undigested material from written texts (including the Internet). Most Internet sites will not count as formal academic research. Please do not use Wikipedia as a source, for example.

- Make sure the size of the font and the margins are as indicated in the syllabus. Students will not be allowed to manipulate the font and the margins in order to make their papers longer.
- Students must turn in two copies of each composition/paper: one paper copy and another through Turnitin, which will be available through Blackboard.
- Please do not email any assignments to the professor.

Additional Rules for the Course

Attendance: Given the emphasis that must be placed on participation and interaction in foreign language courses students are required to attend all classes. You are allowed a maximum of **four (4)** unexcused absences, which you should reserve for short illnesses and emergencies. After the fourth absence your total grade for the course will be lowered by five (5) percentage points per additional absence (i.e.: 0-4 unexcused absences = 100%, 5 = 95%, 6 = 90%, 7 = 85%). You are responsible for all material covered on days that you are absent.

No Makeup Assignments, Quizzes, or Compositions: Late work will not be accepted. Compositions are due on the dates indicated. Students with a medical excuse should speak to the professor as soon as possible as a way to avoid getting behind with the assignments. It is the student's responsibility to keep informed about assignments when not in class.

Cellular telephones: It is not acceptable to receive calls or text messages during class. Please make sure to use your electronic devices responsibly. If your device makes noise in class, be warned that you may lose the privilege of using it in class.

Academic Honesty: The professor fully supports and adheres to all university policies and procedures regarding academic honesty (cheating, fabrication, plagiarism, etc). The work you submit in this class is expected to be your own. If you submit work that has been copied without attribution from some published or unpublished source including the Internet, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own (e.g. translation without proper attribution), you will face severe discipline by the university. For more information consult:
http://www.uh.edu/provost/policies/uhhonesty_policy.html

Tentative Schedule

M – Aug. 24	First Day of Class: Introduction
W – Aug. 26	<i>Latinidad and terminology</i> Caldararo. “A Note on the Political Idea of ‘Latino’ in American Life.”
M – Aug. 31	<i>Stereotypes</i> Gunckel. “The War of the Accents.”
W – Sept. 2	<i>Race and Ethnicity</i> Pérez Torres. “Ethnicity, Ethics, and Latino Aesthetics.”

- M – Sept. 7 *Labor Day*
- W – Sept. 9 *Marginality*
Massey. “Manufacturing marginality among Women and Latinos in Neo-liberal America”
- M – Sept. 14 *Migration*
Behdad. “Nationalism and Immigration to the United States.”
- W – Sept. 16 *Asimilation and Aculturation*
Golash-Boza. “Dropping the Hyphen.”
- M – Sept. 21 *Language*
Tran. “English Gain vs Spanish Loss.”
- W – Sept. 23 **Turn in Short Paper #1**
Cuban-Americans
Torres. “Encuentros y Encontronazos”
- M – Sept. 28 Pérez-Firmat. “Introduction.” *Life on the Hyphen.*
- W – Sept. 30 García. “Contesting that Damned Mambo.”
- M – Oct. 5 *Puertorricans*
Duany. “Mobile Livelihoods: The Sociocultural Practices of Circular Migrants Between Puerto Rico and the United States.”
- W – 7 Oct. VER: *Piñero* (León Ichaso, 2001)
- M – Oct. 12 Beltran. *Latina/o Stars in U.S. Eyes: The Making and Meanings of Film and TV Stardom.* Ch 6.
- W – Oct. 14 *Dominicans*
Itzigsohn y Dore-Cabral. “Competing Identities? Race, Ethnicity and Panethnicity Among Dominicans in the United States.”
- M – Oct. 19 VER: *Raising Victor Vargas* (Peter Sollett, 2002)
- W – Oct. 21 **First Exam**
- M – Oct. 26 Mexican Americans
Pagán. “Los Angeles Geopolitics and the Zoot Suite Riot, 1943.”
- W – Oct. 28 Ramírez. “Crimes of Fashion: The Pachuca and Chicana Style Politics.”
- M – Nov. 2 *Cesar Chávez* (Diego Luna, 2014)
- W – Nov. 4 VER: *A Better Life* (Chris Weitz, 2011)

M – Nov. 9	Anzaldúa. <i>Borderlands/La Frontera: The New Mestiza</i> . Ch 1
W – Nov. 11	Roundtable on U.S.-Mexico border
M – Nov. 16	Turn in Short Paper #2 <i>Colombians</i> Nasser. “ <i>Bellas por naturaleza</i> : Mapping Identity on US Colombian Beauty Queens.”
W – Nov. 18	<i>Centroamericans</i> Zilberg. “Inter-American Ethnography.”
M – Nov. 23	VER: <i>Which Way Home</i> (Rebecca Cammisa, 2009)
W – Nov. 25	<i>Thanksgiving Break</i>
M – Nov. 30	Second Exam
W – Dec. 2	Last Day of Class
M – Dec. 14	Turn in Final Paper