

# Add Course Request

Submitted on: 2013-04-11 10:26:44

1. COURSE SUBJECT	LLAS
2. COURSE NUMBER (OR PROPOSED NUMBER)	2011W
3. COURSE TITLE	Introduction to Latino-American Writing and R
4. INITIATING DEPARTMENT or UNIT	El Instituto
5. NAME OF SUBMITTER	Anne C Gebelein
6. PHONE of SUBMITTER	Phone: +1 860 436 8030
7. EMAIL of SUBMITTER	Email: anne.gebelein@uconn.edu
8. CONTACT PERSON	Anne C Gebelein
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1161
10. PHONE of contact person	Phone: 860-486-5508
11. EMAIL of of contact person	Email: anne.gebelein@uconn.edu
12. Departmental Approval Date	3/6/2013
13. School/College Approval Date	4/2/2013
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: first, Year: 2014
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	Content Area 4 Diversity and Multiculturalism
18. General Education Skill Code (W/Q). Any non-W section?	W No
19. Terms Offered	Semester: Fall      Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 19
22. Clarification:	
23. Number of Credits	3 if VAR Min: Max: credits each term

<b>24. INSTRUCTIONAL PATTERN</b> once a week for 2.5 hours	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: prerequisite: ENGL 1010 or 1011 or 2011 or 3800 recommended: 1000-level introductory course on Latino or Latin American Studies	
27. Is Instructor, Dept. Head or Unit <b>Consent Required</b> ?	Instructor
28. Permissions and Exclusions:	
29. Is this course <b>repeatable for credit</b> ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale</b> :	
32. Will the course or any sections of the course be taught as Honors? no, although it could be an honor's conversion course	
33. Additional Details:	
34. Special Attributes:	
<b>35. REGIONAL CAMPUS AVAILABILITY:</b> only available at Storrs, since faculty qualified to teach it are only at Storrs. Students cannot major in LLAS in any other campus due to lack of course offerings.	
<b>36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:</b>  LLAS 2011W: Introduction to Latino-American Writing and Research First semester. Three credits. Open to sophomores or higher. Students refine writing skills and learn how and where to conduct transnational academic research on the Latino-American experience. Interdisciplinary approaches, historical background of Latino American studies. Recommended preparation: 1000-level introductory course on Latino or Latin American Studies. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 or instructor consent.	
<b>37. RATIONALE FOR ACTION REQUESTED</b>  a) This course is intended to prepare students to conduct research on the Latino American experience, while simultaneously preparing students to write research papers. Currently no course prepares students to conduct interdisciplinary, transnational research. b) course is targeted at sophomores because we are interested in students learning research and writing skills earlier on in their college trajectories, to allow for more sophisticated capstone projects. c) 19 because a W course d) none e) none f) El Instituto is multi-departmental g-j) none	
<b>38. SYLLABUS:</b>  Online URL: ( <a href="https://web2.uconn.edu/senateform/request/course_uploads/acg10006-1365690398-">https://web2.uconn.edu/senateform/request/course_uploads/acg10006-1365690398-</a>	

**39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**

This course is designated as a “W” course because it provides students with explicit writing instruction and feedback to foster editing and revision of a short essay (17-20 pages). The main objective is to prepare students to conduct basic research in Latino American studies and to learn how to write effective research papers throughout their experience in the Latino/a, Caribbean, and Latin American Studies major. This course will also serve as an introduction to a capstone writing project.

Each class will be divided in two sections. The first section will focus on a discussion of writing skills and assignments. The main objective is to focus on writing and research skills. The second section will focus on a discussion of academic debates that illustrate some of the key research debates as well as provide examples that can assist in the writing process. Students will have an opportunity to re-submit all of their revised/edited work as part of both the working draft and final papers. Remember, the main goal is to develop effective research and writing skills.

Assignments: there will be weekly journal entry assignments that ask students to reflect on the week's readings, and a short, multiple-choice final exam. In addition, students will turn in sections of a research paper for review and revision, culminating in a final project that will be 15-20 pages. See syllabus for more details.

Major themes: writing a research paper, postcolonial theory and debates, Latin American, Latino and indigenous voices in those debates and the history of those populations/regions that informs their stances in those debates.

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

1. Become articulate;

course is principally dedicated to teaching students how to develop a research project and learn to communicate their research ideas. Students will also be presenting on their work

2. Acquire intellectual breadth and versatility;

3. Acquire critical judgement;

Students will be considering important intellectual debates in the western hemisphere and different populations' responses in those debates. Students will be asked to reflect upon and offer their own opinions on those debates in weekly journal entries.

5. Acquire awareness of their era and society;

6. Acquire consciousness of the diversity of human culture and experience

This course will provide students with a history of Latin America, its diaspora in the US, and the relationship between Latinos and native American populations, as they relate to postcolonialism. It will consider the complicated relationships between dominant and subaltern populations and nations, and how these relationships shape thinking and national and ethnic identity.

7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

To us, that what teaching research methods and writing is all about--learning how to develop and communicate ideas in your field.

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and**

**Q courses, MUST answer this question.:** Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
  - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**

This course will provide students with a history of Latin America, its diaspora in the US, and the relationship between Latinos and native American populations, as they relate to postcolonialism. It will consider the complicated relationships between dominant and subaltern populations and nations in the hemisphere, and how these relationships shape thinking and national and ethnic identity. We will examine how postcolonial theory is interpreted and constructed differently depending on ones relationship to other peoples/nations within the hemispheric power dynamic. Consequently, this course content addresses all 5 goals for diversity and multiculturalism.

- 43. **International:**
- e. **Q course:**
- f. **W course:**

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**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed

YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved new CA4 11.11.13. SenCCApprvd\_10/9/13kcp. GEOC/CA4/WAppr\_041713KCP. NewCA4/W\_041113.

**Caribbean and Latin American Studies**

**University of Connecticut**

**LLAS 2011W: Introduction to Latino-American**

**Research and Writing**

**Wednesdays 3:35-6:05pm**

**Room**

**Syllabus - Fall 2013**

**Course & Instructor Information**

**Course Title:** LLAS 2011W: Introduction to Latino-American Research and Writing

**Credits:** 3 credits

**Instructor:** Charles R. Venator-Santiago

**E-mail:** [charles.venator@uconn.edu](mailto:charles.venator@uconn.edu)

**Tel:** (860) 486-9052

**Office:** Oak Hall, Room 424; UConn-Storrs Campus

**Office Hours:** Wednesdays 12:30-3:30pm & by appointment. Students can make appointments through the university's AdvApp appointment system (<http://advapp.uconn.edu/>).

**Online Hours:** Like other workers I try to spend some time with my family after 5:00pm. I also travel for research and work related activities and may be unavailable for extended periods of time. Please note that I may or may not be able to respond to your emails during the evenings. Allow 1-2 days for an email response and do not expect me to answer your emails during the weekends and late at night.

## **Course Description and Objectives**

This is the first of a two part sequence intended to prepare students to conduct research on the Latino American experience, while simultaneously preparing students to write research papers. Although most courses possess a research component, no course prepares students to conduct interdisciplinary research and writing on the Latino American experience.

The course uses the Latino American postcolonial debates as a vehicle to foster the development of research and writing skills in the area of Latino-American studies.

This course is designated as a “W” course because it provides students with explicit writing instruction and feedback to foster editing and revision of a short essay (17-20 pages). The main objective is to prepare students to conduct basic research in Latino American studies and to learn how to write effective research papers throughout their experience in the Latino/a, Caribbean, and Latin American Studies major. This course will also serve as an introduction to a capstone writing project.

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## **Course Outline**

### **Week #1: Introduction**

- Course overview and expectations
- Overview of Latino American studies
- Defining the postcolonial debate and its relevance to the study of the Latino American condition

### **Week #2: Defining Colonial and Post Colonial Studies**

- Scott and Garrison, *The Political Science*, Chapter 1 (Selecting a Topic)
- Ania Loomba, *Colonialism/Postcolonialism*, Chapter 1
- Writing the topic statement

**Journal #1:** *What is the difference between colonialism and imperialism according to Loomba?*

### **Week #3: Defining Colonial and Postcolonial Identities**

- Scott and Garrison, *The Political Science*, Chapter 3 (Selecting a topic and a thesis - effective writing)
- Ania Loomba, *Colonialism/Postcolonialism*, Chapter 2

**Journal #2:** *What is political about the post-colonial notion of identity?*

### **Topic Statement due in-Class**

### **Week #4: Challenging the Colonialism**

- Scott and Garrison, *The Political Science*, Chapter 4 (Outlining your argument and formatting a paper)
- Ania Loomba, *Colonialism/Postcolonialism*, Chapter 3
- What are annotated bibliographies and literary reviews, and how are they written?

**Journal #3:** *What is the difference between a post-modern and a post-colonial critique?*

### **Week #5: Currents in Postcolonial Thought**

- Scott and Garrison, *The Political Science*, Chapter 5 & 8 (Researching Latino American studies and citing your research)
- Dipesh Chakrabarty, *"The Idea of Provincializing Europe"* (HuskyCT)
- Ranajit Guha, *"Subaltern Studies"* (HuskyCT)
- Walter D. Mignolo, *"Introduction"* (HuskyCT)
- Strengthening thesis statements

**Journal #4:** *What is the relationship between language (vernacular) and the subaltern voice?*

**Week #6: Chicanos in The United States**

- Scott and Garrison, *The Political Science*, Chapter 9 (Organize your research)
- Acuña, *Occupied America*, Chapters 1-5

**Literature Review due in-class** (5 academic journal articles)

**Week #7: Latinos in the United States**

- Acuña, *Occupied America*, Chapters 6-10

**Journal #5:** *What is the core thesis of Acuña's argument?*

**Journals 1-5 due in-class**

**Thesis Statement due in-class**

**Week #8: Latino Studies In the U.S.**

- Frances R. Aparicio, "*Latino Cultural Studies*" (HuskyCT)
- Tomás Almaguer, "*At the Crossroads of Race*," (HuskyCT)
- George Yúdice, "*Rethinking Area and Ethnic Studies in the Context of Economic and Political Restructuring*," (HuskyCT)
- Chela Sandoval, "*On Cultural Studies*" (HuskyCT)
- TUSD Files (HuskyCT)
- [Developing a working outline for your writing](#)

**Journal #6:** *Is the TUSD justified in eliminating their ethnic-studies program?*

**Annotated Bibliography due in-class**



## **Week #9: Revisiting the Indigenous Foundations**

- Scott and Garrison, *The Political Science*, Chapter 9
- Anzaldúa, *Borderlands/La Frontera*, Chapters 1-7
- Josefina Saldaña-Portillo, “*Who’s the Indian in Aztlán?*” (HuskyCT)
- Writing for research: putting together 15+ page papers

**Outline due in-class**

## **Week #10: Latina/Latin American Borderlands**

- Walter Mignolo, *Border Thinking and the Colonial Difference* (HuskyCT)
- Anibal Quijano, “*Coloniality of Power, Eurocentrism, and Latin America*” (HuskyCT)

**Journal #7:** *What is coloniality of power?*

## **Week #11: Revisiting Latin America**

- Walter Mignolo, *The Idea of Latin America*, Chapters 1-2

**Draft of paper due in-class. Student presentations of their work.**

## **Week #12: The Latin American Subaltern**

- Walter Mignolo, *The Idea of Latin America*, Chapters 2-3 & Postface

**Journal #8:** *Is there a Latin American epistemology?*

## **Week #13: Postcolonial Identities**

- Enrique Dussel, “*Racism: A Report on the Situation in Latin America*” (Husky CT)
- Marcia Stephenson, “*The Architectural Relationship Between Gender, Race, and the Bolivian State*” (HuskyCT)
- Linda Martín Alcoff, “*Philosophy in/and Latino Afro-Caribbean Studies*” (HuskyCT)

**Journal #9:** *How does the post-colonial conceptualize race differently than traditional interpretations?*

#### **Week #14: What is Political about the Postcolonial?**

- John Beverly, “*The Im/possibility of Politics*” (HuskyCT)
- Chela Sandoval, “*U.S. Third World Feminism*” (HuskyCT)
- Eduardo Mendieta, “*What Can Latino/as Learn From Cornell West?*” (HuskyCT)

**Journal #10:** *Choose one writer and answer the following question: What is the political in his/her argument?*

**Final paper due in- Class**

## Grading Policy

My expectation is that college students will be responsible enough to hand in hard copies of their assignments on time. I reserve the right to accept late papers. Unless a student has made prior arrangements with me, I will only accept late papers. I will not accept papers sent via EMAIL or other digital forums. Although printers break, the library has plenty of printers available. Please plan accordingly.

I will not accept re-writes of final assignments. Please plan accordingly.

Any student should feel free to approach me ahead of time and request special accommodations to complete the required assignments. However, students must have a documented rationale to justify any special arrangements.

My grade scale for the Fall 2013 Semester is the following:

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-59	F

*Note on citing assigned readings. Students are expected to provide citations for all of their major arguments. Citations should follow American Political Science Style (see: [www.ipsonet.org/data/files/APSASStyleManual2006.pdf](http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf)). Students are also required to use the templates provided in Scott and Garrison's *The Political Science Student Writer's Manual*.*

*I also expect students to cite academic research, which includes academic journals, books, and other research-based publications. Please refrain from using non-academic articles to substantiate your arguments unless there are no other publications on the subject available.*

*I will not accept unexcused late papers. All late papers will be penalized 1-2 points per day.*

Class Exercises (10%). I will assign up to 10 points for various exercises that include in-class quizzes, attendance to out of class activities (accompanied by some sort of written assignment), etc.

Journals (20%). Please answer the assigned journal questions using the assigned readings for the week. Students will be awarded 2 points for each answer, 1 point for providing a clear answer/thesis and 1 point for substantiating the answer with textual evidence/citations. Journals 1-5 are due in-class on (Due on XXX, 2013) and Journals 5-10 are due in-class on (Due on XXX, 2013).

Research Paper (60%). Students will be required to write a 20-page paper that analyses a political topic using a post-colonial approach. Students can select their topics and use the assigned readings to analyze it. Students will have the opportunity to revise each section of the final paper as laid out below. I will provide written feedback on your work but you are also welcome to make appts to review your work and my comments during my office hours.

*Topic Statement (5%) (Due on XXX, 2013)*. The topic statement provides an overview of the subject that the student intends to write about.

*Literature Review (5%) (Due on XXX, 2013)*. Identify at least five academic journal articles that address the topic that you are interested in researching. (3-5 pages)

*Thesis Statement* (5%) (Due on XXX, 2013). The thesis provides a clear explanation of the subject that the student will address and why the student will examine that topic in a particular manner.

*Annotated Bibliography* (10%) (Due on XXX, 2013). Students are expected to identify FIVE ACADEMIC JOURNALS THAT ADDRESS the content of the thesis and if available post-colonial interpretation of the chosen topic. Students are encouraged to use various databases and journals through the UConn Library webpage. (4-5 pages)

*Detailed Outline* (5%) (Due on XXX, 2013). The student outline should serve as a basis for a paper.

*Draft of Paper* (10%) (Due on XXX, 2013). (minimum 15 pages)

*Final Paper* (20%) (Due on XXX, 2013 by 12:00pm).

Final Exam (10%). This exam will consist of 20 multiple-choice, true-false, and short answer questions. The exam date will be announced at a later time.

**Note:** The research paper is 60% of your grade and the main component of the “W” requirements for this course. If you do not receive a passing grade for this paper, you will not pass the course.

### **Required Course Materials**

- Loomba, Ania, *Colonialism/Postcolonialism*, 2<sup>nd</sup> Edition (New York: Routledge, 2005).
- Scott, Gregory M. and Stephen M. Garrison, *The Political Science Student Writer’s Manual*, 7<sup>th</sup> Edition (Boston: Longman, 2012).
- Rodolfo Acuña, *Occupied America* (Longman).
- Walter D. Mignolo, *The Idea of Latin America* (Malden: Blackwell Publishing, 2005).
- Gloria Anzaldúa, *Borderlands/La Frontera*, 2<sup>nd</sup> Edition (San Francisco: Aunt Lute Books, 1999).
- Additional Readings will be available through HuskyCT.

The assigned texts are available at the UConn COOP.

Let me reiterate that you will be evaluated on your ability to understand the materials in the assigned texts. I urge you to purchase or borrow these texts and to read them carefully if you want to succeed in this course.

### **Evaluation of the Course**

Students will be able to evaluate instruction in this course using the University's standard procedures on (XXX).