ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 02/21/2011

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: SSH ASB 322 Peoples of Latin America 3

3. CONTACT PERSON: Name: Alissa Ruth and Andrea Ballestero Phone: 5-4628

Mail Code: 2402 E-Mail: alissa.ruth@asu.edu & aballes2@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry–L ☑
- Mathematical Studies–MA ☐ CS ☐
- Humanities, Fine Arts and Design–HU ☐
- Social and Behavioral Sciences–SB ☐
- Natural Sciences–SQ ☑ SG ☐

Awareness Areas

- Global Awareness–G ☐
- Historical Awareness–H ☐
- Cultural Diversity in the United States–C ☑

6. DOCUMENTATION REQUIRED.

(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: ________________________________

Is this a multisection course?: ☑ No ☐ Yes; Is it governed by a common syllabus? ______

Alexandra Brewis Slade  ______
Chair/Director  (Print or Type)  Chair/Director  (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
MEMO
To: University General Studies Council
From: Alexandra Brewis Slade, Executive Director SHESC
Re: Effective Date for General Studies Designation for ASB 322 Peoples of Latin America
Date: March 21, 2011

Dear General Studies Council,

We are respectfully asking for that the L general studies designation for ASB 322 Peoples of Latin America be effective for Fall 2011. We are currently scheduled to teach this course with 100 seats for the fall semester, and we already have 50 enrollments. We appreciate your consideration of this request.

Cordially,

Alexandra Brewis Slade, PhD
Executive Director
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

<table>
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<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

   - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td><strong>CRITERION 4:</strong> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
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</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB</td>
<td>322</td>
<td>Peoples of Latin America</td>
<td></td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1 and C 3</td>
<td>This is a writing intensive course that integrates two research papers and an essay examination.</td>
<td>Pg. 3, 4</td>
</tr>
<tr>
<td>C 2</td>
<td>Students are required to integrate lectures, readings, collected documents, and media pieces into their written assignments.</td>
<td>Pg. 4</td>
</tr>
<tr>
<td>C4</td>
<td>The written assignments are spread through the course so students will have timely feedback in order to help them do better on subsequent assignments. Students will also get feedback on their journals and written reflection in order to better prepare them for their final oral reflection assignment.</td>
<td>Pg. 3, 4</td>
</tr>
</tbody>
</table>
Peoples of Latin America  
(3 credit hours)  
ASB 322  
Master Syllabus

Course Goals:
This course is designed to give students a critical and nuanced understanding of the cultural, economic, political and social diversity of Latin America. The course cuts across regional divisions and fosters comparative thought and ethical reflection on the way in which asymmetries are created and navigated by contemporary Latin American peoples.

Course Objectives:
At the end of this class students will be able to:
1. Understand the origin of “Latin America” as a historic development and not only a geographic area.
2. Analyze contemporary Latin American cultural and political events using anthropological concepts.
3. Establish connections between historical processes of colonialism and contemporary understandings of “national” identity.
4. Explain the place of Latin America within the process of globalization understood as a centuries long historical event.
5. Critically evaluate the role of the media and pop-culture in perpetuating stereotypes about the region.
6. Analyze pop-culture with the tools that cultural anthropology provides.
7. Access Latin American news sources in English and other languages.

Course Format:
Begins with a historical overview of the “birth” of the geographical area that today we call Latin America. The overview emphasizes the global importance of this event for both Europe and the subsequent religious, political and economic organization of the region. The second section of the course examines central concepts in cultural anthropology (e.g. kinship, hierarchy, gift and commodity, gender, nature, ritual, value) by looking both at foundational theoretical pieces and contemporary ethnographic research that has documented the diversity of meanings and their material implications that the diverse understandings of these concepts have for social organization and subjective experience. The last two weeks XXXX

Prerequisites:
Students are required to have taken ENG 101, 107 or 105 with grade C or higher. Must have ASB 102 with grade C or better, OR at least 45 credit hours.

Attendance:
Attendance and participation in all classes is required. Their participation grade will be based on their performance during students “on-call” days, and attendance will be documented by a series of surprise quizzes.

Required Reading:
An electronic reader containing theoretical articles, ethnographic and historiographic pieces will be available via Blackboard. The assigned books will be available through ASU Bookstore. Students are expected to complete the assigned readings before class. A number of students will be “on call” for each sessions readings and will be responsible for answering questions and clarifying concepts that fellow students might have trouble with.

**Incompletes:**
A mark of “I” (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. Appropriate documentation, according to University policies, will be required to demonstrate the exceptional circumstances you faced. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete Form from [http://students.asu.edu/forms/incomplete-grade-request](http://students.asu.edu/forms/incomplete-grade-request).

**Late Assignments:**
Unexcused late assignments will not be accepted. Excuses for an assignment must be made and approved in advance of the due date of the assignment. Valid excuses are only circumstances not under your control and must follow University policies. Requests for excuses must be written, either on paper or email, and approval must be obtained from the instructor, not the TA. Requests for excuses must be accompanied by the appropriate documentation of the circumstances that prevent you from fulfilling your class obligation. Approval is obtained also in written form wither by an email reply of having a printed paper excuse signed. In order to obtain credit if your excuse is accepted, you must turn in a copy of the approval with the assignment itself.

**Grade appeals:**
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see [Http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal).

**Course Schedule:**
Week by week outline of lectures, readings assignments and other landmark events.

**Course policies**
List of specific policies for the class: cell phone and laptop use in class, attendance, etc.

**Student Standards:**
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:
The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: [http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf)

**Academic Integrity:**
All students are responsible for reviewing and following ASU’s policies on academic integrity: [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity). If you fail to meet the standards of
academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

**Student Support and Disability Accommodations**
ASU offers support services through Counseling ([http://students.asu.edu/counseling](http://students.asu.edu/counseling)), the Learning Resources Center ([www.asu.edu/lrc](http://www.asu.edu/lrc)), and the Disability Resource Center ([http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

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**Coursework and Grades Assessment:**

Final grades for the course will be assigned in the following way:

- Two Research Papers: 60 pts.
- Contemporary Newspaper (30 pts)
- Media analysis paper (30 pts)
- Final Exam: 20 pts.
- “On-call” performance: 10 pts.
- Attendance: 10 pts.

Total possible points: 100

Final grades are assessed as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4</td>
</tr>
<tr>
<td>D</td>
<td>49.5-69.4</td>
</tr>
<tr>
<td>E</td>
<td>&lt;49.5</td>
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**Evaluation Description**

**Two Research Papers (60 pts.)** Your papers will be distributed throughout the semester so that you can incorporate the feedback you receive. One paper will cover material from the first half of class and the other from the second.
Pater 1: Contemporary News Analysis Paper (30 pts.), 7-10 pgs, Double-spaced.
The objective of this assignment is to familiarize students with contemporary events in Latin America while giving them skills to parse out the cultural assumptions of the news representation of the region. First students will select one of the class topics for investigation (kinship, hierarchy, gift and commodity). Second they will identify at least three news articles, no more than one year old, that deal with that topic. Students will use the theoretical concepts and ethnographic examples covered in class to interrogate the views that the articles are presenting. The three sources should include at least one article from a Latin American source. If students speak Spanish they will be encouraged to use a Spanish language article, if they don’t, they will be guided to local sources written in English. The purpose of this assignment is threefold: a) to familiarize students with alternative news sources from Latin America, b) to guide students in elucidating the connections between “theory” and the everyday world, c) to familiarize students with ongoing events in the region.

Paper 2: Popular or Material Culture analysis paper (30 pts), 7-10 pages, Double-spaced.
The purpose of this paper is to de-naturalize popular culture and material objects in order to foster a critical attitude towards regional stereotypes. Students will select a topic from the second part of the course (gender, nature, ritual, or value) and will find a popular culture item or object that they find is “characteristic” of Latin America and will analyze its origins, life cycle, and uses following the concepts that have been studied in class. Students will be asked to provide evidence of the specific item they are analyzing (a photograph, a YouTube video, a sample of the object) in their paper, and will also be required to include at least two outside-class academic sources on the object.

- Final Exam (20 pts.)
The final exam will consist on two essay questions. One of the questions will ask students to reflect on how their understanding of a specific issue about Latin America has changed. It will ask about the their assumptions about hat issue before the class and require them to describe the changes their thought has gone through in relation to that issue. Students will be asked to incorporate evidence from the readings or their own research into their answers. This will make them exercise their ability to create connections between different sources of information and concepts. The second question will ask them to critically engage with a statement that the instructor will provide them. The students will be responsible for outlining the cultural assumptions behind that statement and will be asked to incorporate at least three concepts from class. They will have to define such concepts according to class material and use them for the analysis they will conduct.

- “On-call” performance (10 pts.)
Students will be assigned “On-call” lecture days when they will be responsible for having read and analyzed the lecture material in more depth. The instructor will call on those students during discussion and their performance will be graded. Students on-call are expected to respond to the instructor’s questions by showing that they have
in-depth preparation for in class discussion.

- Attendance (10pts.)
Attendance to all sessions is expected. If a student is unable to attend class the appropriate documentation should be provided. Justification for absence will only be accepted if a document is provided to show the reason for your absence. Such documents include medical records, conference schedules, etc.