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 February 7, 2012

1. ACADEMIC UNIT: School of Transborder Studies

2. COURSE PROPOSED: TCL 220 Transborder Latina/o Expressive Culture 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Norma A. Valenzuela Phone: 4809659426
   Mail Code: 6303 E-Mail: norma.valenzuela@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: ASB 220

Is this an multiline course?: □ No □ Yes; Is it governed by a common syllabus?

Carlos Vélez-Ibáñez
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 2013-02-07

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
TCL/ASB 220 Transborder Latina/o Expressive Culture

GSD Cover #7

This interdisciplinary course introduces students to various forms of cultural expressions found throughout Latin America and the Caribbean region and in Latina(o) communities within the United States. It uses a transborder perspective to examine how migration, race, ethnicity, gender, power, and identity shape and influence different aspects of culture. In sum, the course contributes to civic dialogue which is crucial to the increasing economic and political exchange among nations.

At the completion of the course, students will 1) learn social scientific theories and principles, 2) study methods used to acquire knowledge about cultural or social events and processes, and 3) their impact on the social scientific understanding of the world. They will be able to:

1. Explain how the study of expressive culture helps us understand historical and contemporary global and local processes such as slavery, migration, colonialism, and social movements.
2. Expand their knowledge and appreciation of the role that expressive culture plays in Mexico and the Spanish Caribbean.
3. Think critically about the ways in which music, literature, and food contribute to the collective and unique experiences of the daily lives of people in Mexico and the Spanish Caribbean.
4. Understand the cultural differences and commonalities among people from Mexico and the Spanish Caribbean.
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
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<tr>
<td>1.</td>
<td></td>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2.</td>
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<td>Course content emphasizes the study of social behavior such as that found in:</td>
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<td></td>
<td>• ANTHROPOLOGY</td>
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<td></td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td></td>
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<td>• HISTORY</td>
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<td>3.</td>
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<td>Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR</td>
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<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>4.</td>
<td></td>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<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>to advance basic understanding and knowledge about human interaction</td>
<td>By providing students with an understanding of class, race, and gender issues in Mexico and the Hispanic Caribbean</td>
<td>Week 1 in the syllabus gives students an introduction to culture from an anthropological perspective. All of the other readings address issues of race, gender, class, and ethnicity</td>
</tr>
<tr>
<td>Course content emphasizes the study of social behavior found in Anthropology and History</td>
<td>By providing students an overview of expressive culture from an anthropological perspective and discussing ethnomusicology, social movements, migration, and the history of Mexico and Hispanic Caribbean</td>
<td>Readings for weeks 1-2; week 3-4; week 5; week 7, week 10; week 12;</td>
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Transborder Expressive Culture

Fall 2011

Dr. María L. Cruz-Torres

COURSE DESCRIPTION:

This interdisciplinary course introduces student to various forms of cultural expressions found throughout Latin America and the Caribbean region and in Latina(o) communities within the United States. It uses a transborder perspective to examine how migration, race, ethnicity, gender, power, and identity shape and influence different aspects of culture. The course focuses on the music, literature, and food of Mexico and the Spanish-speaking Caribbean (Cuba, Dominican Republic, and Puerto Rico). Lectures are designed to introduce students to basic concepts necessary to understand the assigned readings. Class attendance and student participation is required.

LEARNING OBJECTIVES:

Upon completion of this course students should:

1. Explain how the study of expressive culture helps us understand historical and contemporary global and local processes such as slavery, migration, colonialism, and social movements.
2. Expand their knowledge and appreciation of the role that expressive culture plays in Mexico and the Spanish Caribbean.
3. Think critically about the ways in which music, literature, and food contribute to the collective and unique experiences of the daily lives of people in Mexico and the Spanish Caribbean.
4. Understand the cultural differences and commonalities among people from Mexico and the Spanish Caribbean.

Copyright: all contents of the lectures including written materials distributed to the class are under copyright protection.

OFFICE HOURS: My office is located in Interdisciplinary Building B (1st floor) and my office hours are Mondays and Wednesdays from 11:30-12:30; and by appointment.

REQUIRED READING MATERIAL:

I. Books (These are available for purchase at ASU Bookstore)


II. Course Packet available at The Alternative Copy Shop.
COURSE REQUIREMENTS:

1. **One Book Review** (50 Points or 15% of the overall grade). Students will choose one of the two books assigned for class *When I was Puerto Rican; In the Times of the Butterflies* to review. See handout attached to syllabus.

2. **Mid-term exams**: (100 points or 25% each of your final grade). There will be two midterm exams throughout the semester. They will not be cumulative. The exams will consist of a combination of multiple choice, true or false, matching and short essay questions.

3. **A critical reading response to one of the assigned readings** (20 points or 10% of your final grade. (It must be two pages long, double-spaced). It is due the day assigned for the reading at the beginning of class.

4. **Creative Project** (50 points or 15% of your final grade)(e.g. photo essay, poem, song, video, short story, ethnohistory, interview, life history). More information will be provided in class.

5. **Class Attendance** (40 Points or 10% of final grade). Students also need to come to class on time. The following scale will be used to deduct points for missing classes:
   - 4-5 classes: 20 points
   - 6-9 classes: 30 points
   - 10 classes or more: 40 points

**ACADEMIC HONESTY**: All written work in this course must be the student’s original and independent ideas. Plagiarism will not be accepted, and a student who is caught plagiarizing will be given an ‘F’ for the course and reported to the Dean’s office.

**CLASSROOM BEHAVIOR**: Your obligation as a student involves showing respect and consideration for your fellow students and the professor. So, please get to class on time. Lateness will count against you. All cell phones and electronic devices must be turned off while in the classroom.

**CONTACTING THE PROFESSOR**: Please do NOT e-mail me unless is an emergency. If you need to contact me please do so during my office hours or if you can’t meet at those times I’ll be more than happy to set up a special appointment at your earliest convenience.

**GRADING**: your overall grade for the course will be determined on the quality of your performance on exams, written work, oral presentation, and class attendance and participation. The grading scale will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>98-100=A+</td>
<td>90-93=A-</td>
</tr>
<tr>
<td>94-97=A</td>
<td>90-93=A-</td>
</tr>
<tr>
<td>80-83=B-</td>
<td>77-79=C+</td>
</tr>
<tr>
<td>65-68=D+</td>
<td>62-64=D</td>
</tr>
</tbody>
</table>
SCHEDULE: Below is a rough schedule of events for the semester. Any changes will be announced in class or posted on Blackboard.
Week 1: August 22, 24: Introduction to the Course: What is culture? Who studies culture? How is culture studied? 
Readings: Culture (purple reader)

Week 2: August 29, 31: The Various Dimensions of Expressive Culture 
Readings: (1) Expressive Culture (purple reader)

Week 3: September 7: Mexico and the Spanish Caribbean 
Readings: (1) Race, Ethnicity and Social Class

Week 4: September 12, 14: Puerto Ricans, Migration, and Transnationalism 
Readings: (1) “Know your Fellow American Citizen from Puerto Rico”; 
(4) Film: Yo soy Boricua

Week 5: Puerto Rican Music in New York 
Readings: (1) Transnational Caribbean Music (purple reader); 
(2) Film: Latin Music USA

Week 5: September 26, 28: Puerto Rican Food 
Readings: (1) Food Culture in the Caribbean (purple reader)

Week 6: October 3, 5: Gender, Economy, and Migration 
Readings: (1) When I was Puerto Rican 
Book Review is due on October 3rd

Week 7: October 10, 12: History of Dominican Republic 
Readings: The Dominican Republic: The Land, Its History and Its People
Exam #1: October 12

Week 8: October 17, 19: Music from Dominican Republic
Readings: (1) Santo Domingo: The Merengue Capital (purple reader); (2) Defining Bachata (purple reader)

Week 9: October 24, 26: Gender, Class and Social Movements
Readings: In the Times of the Butterflies
Book Review is due on October 24th

Week 10: October 31; November 2: Cuba and the Cuban Diaspora
Readings: (1) Going to Cuba: Writing Ethnography of Diaspora, Return and Dispair (purple reader); (2) Running away from Home toward Home (purple reader)

Week 11: November 7, 9: Cuban Music
Readings: (1) Music since the Revolution (purple reader); (2) By Way of a Provisional Epilogue (purple reader); (3) Film: Buena Vista Social Club

Week 12: November 14, 16: Mexican Music
Readings: (1) Corridos, Cultural Representation and Poverty; (2) Investigating Narcocorridos and their Meaning in the U.S.-Mexico Border Context (purple reader)

Week 13: November 21, 23: Mexican Food
Readings: (1) Voices in the Kitchen (purple reader); (2) Changes in Food Habits in Puerto Vallarta (purple reader)

Week 14: November 28, 30: Creative Projects and Review for Second Exam
Weeks 15: December 5: Exam # 2
Bibliography for Reading Packet


