

DEC 19 2006

OFFICE OF THE SENATE COUNCIL

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date 05/16/06

Department/Division offering course Hispanic Studies

2. Proposed designation and Bulletin description of this course

a. Prefix and Number SPA 480 b. Title* Hispanic Kentucky

*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

The study U.S. Latino history, with primary emphasis on the evolution of the politics of immigration and Spanish in the U.S. These issues will be studied with the primary intent of determining what they mean to Central Kentucky. This course is conducted in Spanish and incorporates a service learning component which is finalized the first week of the semester.

h. Prerequisites (if any)

SPA 310 or consent of instructor.

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered [X] Fall [] Spring [] Summer

7. Will the course be offered each year? [X] Yes [] No (Explain if not annually)

8. Why is this course needed?

This course is needed to better introduce and incorporate our majors into the local Hispanic community, since this is where many of them will eventually find themselves working after they graduate -- in fields such as banking, education, medicine, law, church ministry, municipal government and social services.

9. a. By whom will the course be taught? Department of Hispanic Studies faculty

b. Are facilities for teaching the course now available? [X] Yes [] No If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 25
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Susan Larson, Assistant Professor of Spanish Phone Extension 7-1569

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]

Department Chair

[Signature]

Dean of the College

[Signature]

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

June 13, 2006

Date

10/5/06

Date

8/29/06

Date of Notice to the Faculty

12/12/06

Date

Date

Date

Date

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM: SPA 315, SPA 480

DATE FOR EPC REVIEW: 10/03/06

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
No modifications made

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
For SPA 480: concern was raised about the breadth of opportunities. Concern that all service options would be activist assignments.

3. List contacts with program units on the proposal and the considerations discussed therein.
Professor Susan Lawson was contacted on this point. Was reassured that sufficient options were presented to students. The list of options students receives was passed on to reviewer

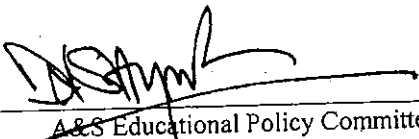
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.  Date: 10/13/06
A&S Educational Policy Committee, Doug Slaymaker

SPA 480: HISPANIC KENTUCKY

Proposed Course for the Department of Hispanic Studies, College of Arts and Sciences

Course Objectives (Student Learning Outcomes)

Upon completion of this course, a student should be able to:

- **Explain** the historical and political contexts of the current Latino presence in the United States and in the local area.
- **Demonstrate** 1) a knowledge of the history of the U.S. Latino experience, and 2) an understanding of the nature of the Hispanic presence in Kentucky.
- **Analyze** in an informed way the current debates on issues such as immigration and the use of Spanish, and the playing out of these debates in the media and popular imagination.
- **Apply** this knowledge to their everyday experiences with the local Hispanic community through the Service Learning component of the course and as they begin to think of future job opportunities for themselves as bilingual professionals.
- **Improve** 1) their ability to read about and understand the nature of U.S. Latino culture in its historical, political and social context and 2) to express themselves coherently in written and spoken form in Spanish in both academic and everyday settings.

HISPANIC KENTUCKY

SPA 480

Professor Susan Larson
Office: 1131 Patterson Office Tower
E-mail: slarson@uky.edu

Office hours: 1:30 - 3:00 Tuesdays and
Thursdays, or by appointment
Telephone: (859) 257-1569

Course Description: As intermediate students of Spanish, you have studied the language and cultures of Hispanic countries and begun to feel comfortable in communicating your own interests and observations. As members of the world community, you are no doubt aware of the rise in population of Hispanic Americans in the United States. It is inevitable that you will have direct contact with members of the growing Latino population not only in your school but in your future careers. This course studies U.S. Latino history and culture, with an emphasis on the evolution of the politics of immigration and Spanish in the U.S. These broader issues will be studied with the express intent of determining what they mean to Central Kentucky, which is at present undergoing a major demographic shift with the influx of Spanish speakers from all over the Spanish-speaking world. This course meets twice a week and requires a service learning component (see below) that will be finalized during the first week of the semester. **This course will be conducted entirely in Spanish.**

Goals of the Course:

- familiarize students with U.S. Latino history, the nature of immigration to the U.S. by Spanish speakers, with a particular focus on how these issues play themselves out locally
- introduce students to the many opportunities for bilingual professionals in the area
- improve students' written and spoken Spanish, both professional and colloquial

Course Requirements:

Participation and Final Presentation	15%
Successful Completion of Service Learning	15%
2 Critical Essays (2-3 pp.)	30%
Quizzes (4)	20%
Final Paper (8 pp.)	20%

Participation in class must be active and informed by careful readings and viewings of the assigned texts. It is recommended that you take notes on your reading and film viewing for class, and come ready to discuss questions you have carefully formulated beforehand. In an effort to build a vocabulary of working terms, each student will be responsible for briefly presenting a secondary reading of their choice to their colleagues during the semester. This entails preparing a one-page handout summarizing the essay and listing the most important concepts or questions explored therein. Each student is urged to take advantage of the professor's office hours for further discussion or clarification of the course material or

assistance with writing the critical essays and final paper. Part of the participation grade will be based on the quality and coherence of the presentation of the final paper, which take place during the last week of class.

Attendance in this course is crucial. More than three unexcused absences will result in your grade being lowered one letter grade. You must try to inform the professor beforehand if you are not going to be in class, or e-mail after a missed class to find out what you have missed.

Successful Completion of the Service Learning Component of the class requires careful attention to the service learning responsibilities outlined in the beginning of the semester, and a positive evaluation from the community contact person with whom each student will be working. The first week of class, you will be asked to make a semester-long commitment to a Service Learning opportunity that could have you working with a local advocacy group, social services agency, business or publication for as many as 30 hours over the course of the semester. Please carefully consider whether you have the time to devote to this course this semester.

Critical Essays will consist of well-presented, clear and focused arguments supported by evidence found in the texts discussed in class. Possible topics will be made available two weeks before each paper is due, although a student can write on a topic of his or her choice if it is approved in advance by the professor. No late work will be accepted without a valid excuse.

Quizzes will take place during the first half of the semester, and will be based on the historical, social and political context discussed in the *Somos vecinos* textbook. These quizzes will be brief and students will be told specifically which material will be tested.

The Final Paper will consist of 1) a description of the service learning experience; 2) a summary of what the student learned about Latino life in Central Kentucky through this experience; and 3) conclusions the students has come to about the nature of Hispanic life in Kentucky.

Texts and Films are listed below. Please attempt to find the recommended editions of the texts. Secondary readings and short stories are scanned at 300 dpi and saved on a CD ROM you will receive the first day of class. All films are on reserve for the semester in the basement of Young Library and can be seen there, but most of them can also be purchased quite inexpensively through Amazon.com. Film viewings will not take place during class and should not be thought of as mere entertainment – please watch them more than once if at all possible and be able to engage in a discussion of the films as they relate to the ideas being discussed in class. A CD ROM of reading selections will also be given to each student on the first day of class. While each reading is required, students will take turns presenting the most important aspects of these selections in class.

A Walking Tour of Cardinal Valley guided by Professor Larson will take place early in the semester, as soon as we can establish a time that is convenient for the group.

Academic Honesty and Integrity

Academic Honesty and Integrity:

If, in the instructor's judgment, an action that may be construed as an offense is so minor that even zero on an assignment is not warranted, then the student's grade may be reduced, but the action should not be treated as an offense. If the action is not so minor, then the chair asks the Registrar whether there was a prior offense. If the offense is the student's first, the instructor must impose a zero for the assignment; an additional penalty of extra work, reduced letter grade, or E/F in class may be imposed at the instructor's discretion. (If the penalty is less than E/E, a "letter of warning" from the instructor to the student, kept by the Registrar, creates a record of "minor offense"; the letter is destroyed upon graduation if there are no subsequent offenses. If the offense is particularly egregious and the chair agrees, the instructor may recommend the dean impose XE/XF or more severe penalty; the dean may impose XE/XF, may ask the Provost to impose suspension or worse, or may require the instructor to impose a penalty no more severe than E/F. If there was only a prior "minor" offense (penalty less than E/F), the instructor must impose and E/F in the course. If the offense is particularly egregious and the chair agrees, the instructor may recommend the dean impose XE/XF or a more severe penalty; the dean may impose E/F, may impose XE/XF, or may ask the Provost to impose suspension or worse. If there was a prior "major" offense (penalty of E/F or more severe), the chair informs the dean, who must ask the Provost to impose the minimum penalty of suspension. The Provost may decline to impose suspension for an offense that is not subject to a "major" one.

Readings:

Textbook

Somos vecinos. Intermediate Spanish Through U.S. Latino Culture. Ed. Joan F. Turner, William C. Maisch and Heather D. Mendoza. New York: Prentice Hall, 2004.

Essays

Asociación de Hispanos Unidos. 1998. Hispanic Community Research Results. Unpublished summary report. Lexington, Kentucky. 1998.

Cobos, Job. "Mano abierto: Project in the Practice of Ministry." Unpublished paper and survey data. Lexington Theological Seminary, Lexington, Kentucky. 2000.

Figueras, Ben and Marta Soller. "No todos somos creados iguales en Kentucky." *La Voz de Kentucky* (February 2002): 6.

Fuentes, Carlos. "Los Estados Unidos por dos lenguas." In *Palabra abierta*. New York: Houghton Mifflin, 2001. pp. 252-54.

Gómez-Peña, Guillermo. "Real Life Border Thriller." In *The New World Border: Poems and Loqueras for the End of the Century*. San Francisco: City Lights, 1996. pp. 50-58.

Huntington, Samuel P. "The Hispanic Challenge." March 2004.

<http://www.freerepublic.com/focus/f-news/1084558/posts>

López, Perlad P. "How Much Responsibility Does the U.S. Bear for Undocumented Mexican Immigration?" In *The Latino/a Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. New York: New York UP, 1998.

Martín-Rodríguez, Manuel. "La voz urgente." In *Palabra abierta*. New York: Houghton Mifflin, 2001. pp. 224-235

Massey, Douglas S. and Kristin E. Espinosa. "What's Driving Mexico – U.S. Immigration? A Theoretical, Empirical, and Policy Analysis." *American Journal of Sociology* 102.4 (1997): 939-99.

Rich, Brian L. and Marta Miranda. "The Sociopolitical Dynamics of Mexican Immigration in Lexington, Kentucky, 1997 to 2002: An Ambivalent Community Responds." In *New Destinations: Mexican Immigration in the United States*. Víctor Zúñiga and Rubén Hernández-León, eds. New York: Russell Sage Foundation, 2004. pp. 187-219.

Yeoman, Barry. "Hispanic Diaspora." *Mother Jones* July/ August (2000): 34-41.

Films:

Beyond the Border / Más allá de la frontera. Dir. Ari Luis Palos. Dos Vatos Productions, 2001.

Lone Star. Dir. John Sayles. TriStar Pictures, 1996.

¡Chicano! The History of the Mexican American Civil Rights Movement. NLCC Educational Media, 1996.