

SPAN R236H: HONORS: CULTURES OF LATIN AMERICA

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R236H

Course Title (CB02)

Honors: Cultures of Latin America

Banner/Short Title

Honors: Cultures of Latin Amer

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course introduces students to various historical, social, and political aspects of Latin American cultures. This course is conducted entirely in Spanish. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better "P". This course is conducted entirely in Spanish.

Taxonomy of Programs (TOP) Code (CB03)

1105.00 - Spanish

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

SPAN R200 or SPAN R220

Entrance Skills**Entrance Skills**

Students must be able to use specific, non-generic vocabulary in Spanish in oral and written communication.

Prerequisite Course Objectives

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

Entrance Skills

Students must be able to write at the intermediate level in Spanish.

Prerequisite Course Objectives

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to give an oral presentation in Spanish.

Prerequisite Course Objectives

SPAN R200-Recognize and use verb tenses of the indicative mood, in oral and written communication.

SPAN R200-Distinguish between the indicative and the subjunctive moods and use them properly.

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to read text selections in Spanish.

Prerequisite Course Objectives

SPAN R200-Read a selection in Spanish and identify main and secondary ideas.

Entrance Skills

Students must be able to write a well-organized essay applying the rules of grammar, spelling, and lexicon in Spanish.

Prerequisite Course Objectives

SPAN R220-Demonstrate improved application of grammar, spelling, and lexicon in writing and speaking.
SPAN R220-Recognize and use different registers of the language in written and oral communication.
SPAN R220-Write well-organized 2 to 3-page essays demonstrating correct syntax, spelling, and vocabulary usage.
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to read and discuss a college-level text in Spanish.

Prerequisite Course Objectives

SPAN R220-Read, analyze, and discuss texts by a diverse group of Spanish-speaking authors.
SPAN R220-Identify and discuss cultural issues relevant to Hispanic cultures.
SPAN R220-Demonstrate critical thinking in written and oral communication in Spanish.

Requisite Justification**Requisite Type**

Advisory

Requisite

SPAN R200

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

SPAN R220

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will read an authentic text in Spanish and will answer comprehension and interpretation questions, orally and in writing. |
| 2 | Students will write a one-page essay in Spanish about a social and/or historical even covered in class, with minimum interference of English syntax and vocabulary. |

- 3 Students will analyze, discuss, and evaluate changing cultural norms, values, and events in Latin America through an oral presentation or online discussion.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Read, analyze and discuss texts by a diverse group of Spanish-speaking authors. |
| 2 | Write clear, precise and well-organized short papers using conventions of the MLA style. |
| 3 | Present and discuss factual, historical, political, and cultural material through oral presentations. |
| 4 | Demonstrate an understanding of the social and historical contexts that have developed in various regions of Latin America. |
| 5 | Demonstrate an understanding of identities, race, class, and gender in the context of Latin American culture. |
| 6 | Identify biases held personally and by one's own culture and apply critical reflection on those biases. |
| 7 | Identify and discuss the major characteristics of Indigenous and Afro-Hispanic languages and cultures in Latin America. |
| 8 | Identify cultural issues relevant to Latin American film and videos. |
| 9 | Develop intercultural competence through discussion and analysis of texts that challenge students' own values and cultural references. |

Course Content

Lecture/Course Content

1. Introduction to Latin America
 - a. Brief History
 - i. Pre-Columbian Civilizations
 - ii. The Spanish Conquest
 - iii. Independence Movements
 - iv. The Twentieth Century
 - v. The New Millennium
2. Indigenous cultures of Latin America
 - a. Representative groups
 - i. Mexico (Aztecs, Olmecs, Mixtecs)
 - ii. Central America (Mayans, Quiche, Garifuna, Miskito, Kuna)
 - iii. The Caribbean (Tainos, Ciguayos, Guanahatabey)
 - iv. South America (Quechua, Guaraní, Tupi, Aymaras, Mapuches)
 - b. Influence of indigenous cultures in music, art and gastronomy
 - c. Religion and traditions of indigenous cultures
3. Afro-Latino cultures of Latin America
 - a. Representative groups
 - i. Caribbean Islands
 - ii. Mexico and Central America
 - iii. Andean Countries
 - iv. Southern Cone
 - b. Influence of Afro-Latino cultures in music, art and gastronomy
 - c. Religion and traditions of Afro-Latino cultures
4. Sociopolitical Movements of Latin America
 - a. Political oppression and violence
 - i. Dictatorships
 - ii. Gang violence
5. The Legacy of Machismo
 - a. Gender violence
 - b. The changing institution of marriage
6. Immigration
 - a. Central American immigration to the USA
 - b. US-Mexican Border
 - c. Immigration to Spain and other countries

Laboratory or Activity Content

N/A.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Film/video productions

Group projects

Individual projects

Journals

Oral analysis/critiques

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Collaborative group work

Class activities

Class discussions

Distance Education

Field trips

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Internet research

Lecture

Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will lecture with Power Point slides on a topic such as the Conquest of the Americas followed by a guided class discussion.
2. Instructor will go over guidelines to conduct online research and direct students to write a report on one of the representative indigenous cultures of the Americas.
3. Instructor will show examples of typical literary devices used in poetry and prose and guide students to complete a literary analysis of texts such as "Máscaras mexicanas" by Octavio Paz or "Nuestra América" by José Martí.
4. Instructor will create a threaded discussion pointing students to a current event and asking them to make a connection with one of the texts read in class.
5. Instructor will guide a class or online discussion as a follow-up to a guest speaker presentation or TED Talk.

Representative Course Assignments

Writing Assignments

1. Students will write short response papers on topics studied and discussed in class.
2. Students will write essays and research papers following conventions of the MLA style.
3. Students will write an opinion paper on a conference, play or movie they have attended.
4. Students will write a short analysis or response paper of a film viewed in class.
5. Students will write online discussion posts and responses to their classmates posts, on topics covered in class.
6. (Honors) In consultation with the instructor, students will research a topic affecting contemporary Spanish-speaking societies which has not been covered in class, and write a 4 to 6-page expository essay on the subject.

- (Honors) Students will conduct interviews with members of the Mixtec community in Oxnard and write a report detailing aspects of the culture that differ from other Mexican communities (i.e. their language, trades, traditions, etc.).
- (Honors) Students will write a script based on a historical or political event discussed in class and produce a 5 to 10-minute video.

Critical Thinking Assignments

- Students will prepare an accusation or a defense for a mock trial against a non-fictitious figure in Latin American history (i.e. Malinche, Cortés, Pancho Villa, Pizarro, etc).
- Students will research, read, and analyze two scholarly articles to be used in a research paper/ essay on a topic related to class content, that has been selected by the student and approved by the instructor.
- Students will select a pre-Columbian indigenous group studied in class and create a PowerPoint presentation discussing and analyzing at least one of its contributions to today's society.
- Students will research an aspect relevant to Colonial Latin American society (i.e. marriage, dowry, the education of the elite) and write a paper comparing and contrasting the status or evolution of that same aspect in contemporary Latin American society.
- Students will read a persuasive article on a subject relevant to the course content, and identify the strengths and weaknesses of the arguments presented by the author.
- Students will write study questions to prepare for the midterm and share them with their classmates.
- (Honors) Students will trace the institution of marriage in Spanish-speaking communities from medieval to present-day times and show its evolution by writing a research paper or report.
- (Honors) Students will conduct interviews with members of the Mixtec community in Oxnard and write a report detailing aspects of the culture that differ from other Mexican communities (i.e. their language, trades, traditions, etc.).
- (Honors) Students will write a script based on a historical or political event discussed in class and produce a 5 to 10-minute video.

Reading Assignments

- Students will read selected articles and opinion pieces on Latin American culture to share and discuss in class.
- Students will read articles dealing with topics such as globalization, immigration, or current social movements in Spanish-speaking countries.
- Students will read essays providing historical and political background on major Latin American events.
- Students will read short stories by representative Latin American authors.
- Students will read additional notes, PowerPoint lectures, charts and guides provided by instructor to supplement textbook materials.
- (Honors) Students will read at least two articles on a current social movement affecting Spanish-speaking societies, such as the creation of a more gender-inclusive language, and prepare a PowerPoint presentation or a short video to illustrate the topic.
- (Honors) In consultation with the instructor, students will read additional essays providing historical, social, and political background on popular movements erupting in Spanish-speaking societies during the last 20 years.

Other assignments (if applicable)

- Students will research material for one oral presentation.
- Students may be asked to attend conferences, exhibitions, lectures, films and other performances, such as the ones offered through the OC Live, on topics related to Latin American cultures.
- Students may be asked to watch a film or video on topics related to Latin American cultures.

Outside Assignments

Representative Outside Assignments

- Students will write essays and research papers following conventions of the MLA style.
- Students will write an opinion paper on a conference, play or movie they have attended.
- Students will write posts and responses to their classmates posts, in online discussions on topics covered in class.
- Students will prepare material for one oral presentation.
- Students will read a chapter from the textbook and prepare questions for class discussion.
- Students will read short stories by representative Latin American authors and answer interpretation questions or write a summary or analysis for class discussion.
- Students will read additional notes, charts and guides provided by instructor to supplement textbook materials.
- Students will research, read and analyze at least two scholarly articles to be used as secondary sources in a research paper/ essay.
- (Honors) In consultation with the instructor, students will research a topic affecting contemporary Spanish-speaking societies which has not been covered in class, and write a 4 to 6-page expository essay on the subject.
- (Honors) Students will conduct interviews with members of the Mixtec community in Oxnard and write a report detailing aspects of the culture that differ from other Mexican communities (i.e. their language, trades, traditions, etc.).
- (Honors) Students will read at least two articles on a current social movement affecting Spanish-speaking societies, such as the creation of a more gender-inclusive language, and prepare a PowerPoint presentation or a short video to illustrate the topic.

12. (Honors) In consultation with the instructor, students will read additional essays providing historical, social, and political background on popular movements erupting in Spanish-speaking societies during the last 20 years.
13. (Honors) Students will write a script based on a historical or political event discussed in class and produce a 5 to 10-minute video.
14. (Honors) Students will trace the institution of marriage in Spanish-speaking communities from medieval to present-day times and show its evolution by writing a research paper or report.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Proposed

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Proposed

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionMojica-Diaz, M. an Sánchez-López, L. *El mundo hispanohablante contemporáneo* 1st ed. Routledge, 2016.**Resource Type**

Textbook

DescriptionMerrell, F. & DePaoli, M.T. *Las culturas y civilizaciones latinoamericanas*. 2nd ed. University Press of America, 2016.**Resource Type**

Other Instructional Materials

Description

Maps.

Resource Type

Other Instructional Materials

Description

Videos.

Resource Type

Other Instructional Materials

Description

Music.

Resource Type

Other Instructional Materials

Description

Films.

Resource Type

Other Instructional Materials

Description

Pictures.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.

Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates

Technical Review

10/09/2019

Curriculum Committee

10/09/2019

DTRW-I

10/10/2019

Curriculum Committee

11/13/2019

Board

12/17/2019

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY