Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

How does the proposed course specifically address the Foundational Component Area definition above?

**ENGL/HISP 362**: This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

**Critical Thinking** (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

**Critical Thinking Skills (CTS)**: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in Latino/a literature in the U.S. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Latino/a literature in the US.

**Communication** (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

**Communication Skills (CS)**: The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Latino/a literature in the US.
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that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

*Social Responsibility (SR):* The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hispanic literature in the US. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic literature in the US.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

*Personal Responsibility (PR):* The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.