INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

<table>
<thead>
<tr>
<th>Assigned Rubric, Course Number, Core Designation (if needed):</th>
<th>SPNS 371</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title (for Catalog):</td>
<td>Latin America in Focus</td>
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<tr>
<td>Course Title (for Schedule of Classes, 30 characters, max.):</td>
<td>Latin America in Focus</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Restricted Entry/Consent of Instructor Required:</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructor’s GID (last 4 digits only):</td>
<td>7478</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Modern Languages and Literatures</td>
</tr>
<tr>
<td>College:</td>
<td>Letters and Science</td>
</tr>
</tbody>
</table>

Is the requested course number available? (x4155 to check): Yes |
Frequency of course offering:  
- Annually
- Alternate Years, starting ________
- Summer
- Fall
- Spring
- on demand
- on demand

<table>
<thead>
<tr>
<th>Semester(s) offered (check all that apply):</th>
<th>First 6 weeks</th>
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</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Second 6 weeks</td>
</tr>
<tr>
<td></td>
<td>12 weeks</td>
</tr>
<tr>
<td>Summer Options (check all that apply):</td>
<td></td>
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</tbody>
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Credits by mode of Instruction:  
- Lecture: 1
- Seminar:  
- Independent Study:  
- Lab/Studio:  
- Recitation/Discussion: 2
- TOTAL CREDITS: 3

Primary Mode(s) of Delivery:  
- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

Time and Location - Call the Registrar's Office at x4155 to find a time and location for the course.
- Assigned Day(s): M T U W Th F S Su
- Assigned Time(s): 1000 - 1050
- Assigned Building: TCE
- Assigned Room: 102
- Capacity (room capacity, or enrollment "cap"): 30

Co- and Pre-Requisites - Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with "and" if both are required, or "or" if only one is required.

Prerequisite(s): SPNS 330 as pre- or co-requisite
Co-Requisite(s):  

Course Description - Provide a course description of 40 words or less for the MSU Catalog.

Analyzes one topic in depth. Topics address current issues in Latin America (i.e. The New Bolivarian Revolution, Violence in the US-Mexican border) or themes (migration, religion, race, etc.). Topics may vary with instructor and year.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Ctools/CCN/ccn_default.asp

   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

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Requested Rubric, Course Number, Core Designation (if needed):

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Abbrev. Course Title (≤ 30 char):

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Credits:

<table>
<thead>
<tr>
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Department Offering Course:

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</table>

College:

<table>
<thead>
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Is this course "equivalent" to a course in the MUS System?:

<table>
<thead>
<tr>
<th>□ Yes</th>
<th>✓ No</th>
</tr>
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</table>

Learning Outcomes for the Course:

- Enhancement of knowledge about Latin America
- Demonstrated and further developed skills in critical thinking and written/oral communication
- Improvement of linguistic proficiency in Spanish
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   > SPNS 371

2. Course Title
   > Latin America in Focus

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.
   > SPNS 371 "Latin America in Focus" (3 credits) will add a crucial component to the Latin American and Latino Studies (LALS) major/minor curriculum. It allows faculty to focus the course on one topic so it can be studied in depth and at length throughout one semester. The majority of the courses currently offered in the LALS option encompass literary and cultural surveys of the regions (i.e. Latin American Literature, Modern Cultures of Latin America, etc). Though "Latin America in Focus," LALS faculty will be able to address current issues such as "The Bolivarian Revolution"—emblemized in the recently-deceased Hugo Chávez as leader of a new Panamerican leftist ideology in the region—as well as thematic topics such as "Migration," "Religion," or "Environment." Since the topics might change from year to year, students can take the course a maximum of two times.

   The overarching goal of this course is to provide students with a solid understanding of the topic chosen in order to enhance their knowledge of this vast region of the world. Topics can vary from year to year depending on faculty's interests and to have the flexibility to be engaged with the issues of the time. In addition, SPNS 371 will achieve three other student learning outcomes. By the end of the course, students will have demonstrated and further developed their skills in critical thinking and written/oral communication as well as practiced and improved their linguistic proficiency in Spanish.

   The structure of the course will consist of periodic lectures by the instructor followed by more numerous class discussions of the materials where students have the opportunity to express their critical analyses with peers. Exams, short presentations, and essays will comprise the rest of the evaluating components for the course. Students will work with cultural material such as fiction, film, music, and art to study the representation of the topic at hand.
4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Class participation, essays, exams, and short presentations.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> Let’s take "Latin America in Focus: The Bolivarian Revolution" as an example.

I. Simón Bolivar

Colonialism, Independence, New Republics

The failure of the Gran Colombia

Materials:

Selected essays
Gabriel García Márquez’s *The General in its Labyrinth* (novel) and *The of the Patriarch* (novel)

Autumn

*Bolivar soy yo* (film)
Selected paintings and murals

II. The End of the Cold War

Neoliberalism and Economic Crises
Latin America, United States, and the World

The Rise of Latin America’s New Left

Materials:

Selected essays
Oliver Stone’s *South of the Border* (documentary)
*Cocalero* (about Bolivia’s Evo Morales), *Ecuador: Rainforest vs. Globalization* (about Ecuador’s Rafael Correa), *The Hugo Chávez Show*
Sergio Ramírez’s *The Heavens Weep For Me* (novel)

III. The Bolivarian Revolution

Poverty, Indigenous rights, Environment, Drugs, Oil

Trade Agreements, China

Materials:

*Amaneció de golpe* (film)
Vicente Ulive-Schnell’s *I Killed Simón Bolívar* (novel)

6. List required texts or other required references.

> Depends on the course topic. See examples of materials in question 5.

7. What are the estimated enrollment and student credit hour (SCH) production?

[SCH = (enrollment * credits)]

> 25 students x 3 credits/hours = 75 SCH

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
> 25 students will be the desired cap to allow effective class discussions.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> No

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> LALS faculty meets every semester to assess the curriculum and students' success. SPNS 371 will be evaluated through students' performance and achievement of learning outcomes as observed by the faculty teaching the course as well as faculty who will have SPNS 371 students in other LALS courses in subsequent semesters.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor's qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Yes

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No

13. Justify the level of course offering.

> SPNS 371 is offered in Spanish. At the 300-level, students' proficiency allows them to communicate effectively on the types of topics covered in the course. In addition, they have taken SPNS 329 and 330 which provide an overview of Latin America and how it is studied in our field.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> SPNS 371 may build on or interrelate with other courses in the LALS curriculum. As mentioned above, the overarching goal of the course is to expand knowledge in the study of Latin American and Latino Studies issues that deserve more attention beyond a general overview in survey courses such as Early Cultures of Latin America and Modern Cultures of Latin America.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.
The topics in the course build on subjects that may have been briefly addressed in survey courses in the LALS option. In cases when the course focuses on topics such as gender, it is important to clarify that "Latin America in Focus: Gender" in the Modern Languages Department is different from "Gender in Latin America" in the History Department. In ML, we study the topic through cultural production (literature, film, the arts) while in History they use primary sources (archival documents). This difference may be clearer using the following example. While an English professor will speak about gender in the Victorian era through novels such as those of the Brontë sisters, a History professor will focus on legal records and health codes to study this topic. In other words, different fields address the same topics from very different perspectives and methods.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> No other programs will be impacted.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> SPNS 371 has a strong interdisciplinary component. If we take the case of "Latin America in Focus: Environment" as an example, the course is going to address issues such as deforestation in the Amazon region, pollution in urban areas, impact on health, the disappearance of indigenous communities, agrarian reform laws, and tourism. As the course studies these issues through cultural materials (literature, film, arts, etc.), students from other disciplines acquire knowledge on these subjects through a different academic lens.

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course serves LALS majors but given its interdisciplinary component it could be of high interest as an elective to other disciplines such as History, Political Science, Women's and Gender Studies, and Land Resources and Environmental Sciences.

Resources

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> No additional resources are needed to offer this course.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided
by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> Students will use the library's electronic resources to research and access scholarly articles for their essays and presentations.

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

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