

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Humanities Effective Fall 2008

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall _____
 CORE CODE: 40

1. Department: MCL College: CLASS

2. Person Submitting Form: Marc Zimmerman Telephone: 2815139475

RECEIVED SEP 24 2007

3. Course Information on New/Revised course:

APPROVED OCT 17 2007

- Instructional Area / Course Number / Long Course Title:
WCL / 3362 / U.S. Caribbean and Central American Latino Literatures
- Instructional Area / Course Number / Short Course Title (30 characters max.):
WCL / 3362 / USCARIB-CENTAM LAT LITS
- SCH: 3.00 Level: JR CIP Code: 1601040001 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: **To provide for new discipline areas**

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
- Content ID: _____ Start Date (yyyy3): _____

6. Authorized Degree Program(s): _____

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Are special fees attached to this course? Yes No
- Can the course be repeated for credit? Yes No

7. Grade Option: Letter (A, B, C ...) Instruction Type: seminar (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

____ / ____ / _____

- Start Date (yyyy3): _____ Content I.D.: _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENG 1304. Description (30 words max.):

Works of U.S. Puerto Rican, Cuban, Central American and other Latino literatures (fiction, poetry, drama, etc.) related to Chicano and Latin American literatures and their theoretical frames. In English.

10. Dean's Signature: _____

[Redacted Signature]

Taught Date: 9/21/07

Print/Type Name: Sarah Fishman

UNIVERSITY of HOUSTON
CORE CURRICULUM COURSE REQUEST

Originating Department/College:

MCL/CLASS

Person making request: Marc

Zimmerman

Telephone: 2815139475

Dean's

signature:

Date: 9/17/07

I. General Information:

Course number and title:

WCL3362. U.S.Caribbean and Central American Latino Literatures

Complete catalog description (NOT required if attached to CBM 003 form):

Works of U.S. Puerto Rican, Cuban, Central American and other Latino literatures (fiction, poetry, drama, etc.) related to Chicano and Latin American literatures and their theoretical frames. In English.

Category of Core for which course is being proposed (mark only one):

Communication

Communication: Writing Intensive Experiences in the Disciplines

Mathematics

Mathematics/Reasoning (IDO)

Natural Sciences

Humanities

Visual/Performing Arts Critical

Visual/Performing Arts Experiential

Social/Behavioral Sciences

U.S. History

American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

A. How does the proposed course meet the appropriate Exemplary Educational Objectives? The objective of the humanities in a Latino-inflected core curriculum is to expand students' knowledge of Latinos in relation to human groups and cultures, especially in relation to behaviors, ideas, and values expressed in works of Latino imagination, art and thought. Through study of Latino literature, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Specific goals include the following

1. To demonstrate awareness of the scope and variety of works of Latino literature, art and humanities.

2. To understand those works as expressions of individual and group values within an historical and social context.
3. To respond critically to Latino works in the arts and humanities.
4. To articulate an informed personal reaction to Latino and other works in the arts and humanities.
5. To develop an appreciation for the aesthetic principles that guide or govern Latino literature.
6. To demonstrate knowledge of the influence of Latino literature, thought and/or the arts on intercultural experiences.
7. To achieve a solid introduction to understanding of the overall field, and to produce written work of quality corresponding to the level of the course involved.

3. *es* Specify the processes and procedures for evaluating course effectiveness in regard to its goals.

Students will receive guidance in analyzing literary texts in relation to social contexts, as well as in the relations between Latino literature and Latin American, U.S. minority and broader world contexts. They will participate in the comparative analysis of texts and the evaluation of analyses by their peers and professionals, so they develop criteria for considering their own work. They will be asked to produce drafts and help evaluate each other's work in the light of the overall field and its contexts this leading to their final draft paper. The final class project will indicate their level of preparedness for more advanced work in this field.

Evaluation of Students:

Attendance and Participation:	10%
Leading discussions (2)	20%
6 300-500 word Reflections/Analyses (5%):	30%
Proposal and presentation of final paper	10%
Final paper (10-15 pp.)	30%

Student Evaluation of Course:

Students will be given a questionnaire about course midway in the semester and at semester's end. The questionnaire will raise questions about reading assignments, requirements, classroom procedures, etc. Students will also evaluate the course at the end of the semester using the standard evaluation form.

C. Delineate how these evaluation results will be used to improve the course.

On the basis of the midterm student evaluation of the course, the professor may consider possible adjustments in the syllabus before semester's end. No syllabus change can raise the requirements or level of difficulty for the course, or make it less likely for the student to succeed.

The final standard evaluation will be used for rethinking the course for the next time it is given.

U N I V E R S I T Y of H O U S T O N

WCL3362. U.S. Caribbean and Central American Latino Literatures

Professor: Dr. Marc Zimmerman

Telephone: 7137433044

Email mzimmerman@uh.edu

Office Hours:

Course Description:

Works of U.S. Puerto Rican, Cuban, Dominican, Central and South American Latino literatures (fiction, poetry, drama, etc.) related to Chicano and Latin American literature and their theoretical frames. In English.

This is a core Humanities course. It also counts as credit toward minors in World Cultures and Literatures, as well as in Latin American Studies. It will also count toward credit in English and Mexican American studies, complementing existing courses in Mexican American and African American literatures.

- A. **II. Objectives and Evaluation** The objective of the course is to expand students' knowledge of Latinos in relation to human groups and cultures, especially in relation to behaviors, ideas, and values expressed in works of Latino imagination, art and thought. Through study of Latino literature, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Specific goals include the following
1. To demonstrate awareness of the scope and variety of works of Latino literature, art and humanities.
 2. To understand those works as expressions of individual and group values within an historical and social context.
 3. To respond critically to Latino works in the arts and humanities.
 4. To articulate an informed personal reaction to Latino and other works in the arts and humanities.
 5. To develop an appreciation for the aesthetic principles that guide or govern Latino literature.
 6. To demonstrate knowledge of the influence of Latino literature, thought and/or the arts on intercultural experiences.
 7. To achieve a solid introduction to understanding of the overall field, and to produce written work of quality corresponding to the level of the course involved.

B. Processes and procedures for evaluating course effectiveness in regard to its goals.

Students will receive guidance in analyzing literary texts in relation to social contexts, as well as in the relations between Latino literature and Latin American, U.S. minority and broader world contexts.

They will participate in the comparative analysis of texts and the evaluation of analyses by their peers and professionals, so they develop criteria for considering their own work.

They will be asked to produce drafts and help evaluate each other's work in the light of the overall field and its contexts—this leading to their final draft paper.

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REQUIRED TEXTS

- ◆ Nicolas Kanellos, ed. *Herencia: The Anthology of Hispanic literature of the United States*.
- ◆ Marc Zimmerman, *South to North: Framing Latin and Central American, Caribbean and U.S. Latino Literatures*.
- ◆ William Luis, *Dance between two cultures : Latino Caribbean literature written in the United States*.
- A. U.S. Puerto Rican Lit. Four of the following:
 - ◆ Piri Thomas, *Down These Mean Streets*.
 - ◆ Nicholasa Mohr: *Nilda*.
 - ◆ Judith Ortiz Cofer. *The Line of the Sun*.
 - ◆ Esmeralda Santiago. *When I was Puerto Rican*.
 - ◆ Abraham Rodriguez. *Spidertown*
 - ◆ Selected poems and plays by Nuyorican poets.

B. Cuban American Lit. Three of the Following:

Ivan Acosta, El Super
Oscar Hijuelos, The Mambo Kings Play Songs of Love
Cristina Garcia: Dreaming in Cuban
Roberto Fernandez. Raining Backwards.
Achy Obejas, Mambo Memories.

C. U.S. Dominican Lit.

- ◆ Julia Alvarez, How the Garcia Girls Lost their Accents.\
- ◆ Juno Diaz. The Brief Wondrous Life of Oscar Wao,

D. U.S. Central and South American Lit. Two of the Following.
Hector Tobar. The Tattooed Soldier
Francisco Goldman: The Long Night of the White Chickens.
Mario Bencastro. Odyssey to the North
Isabel Allende. Zorro: A Novel
Luisa Valenzuela. All Night Movie

Schedule in Brief.

Weeks 1-3. Orientations. Kanellos, Zimmerman & Luis.
Weeks 4-7. U. S. Puerto Rican Literature
Weeks 8-10. Cuban American lit.
Weeks 11-12. Dominican Lit.
Weeks 13-14. Central and South American lit.