

EPC PROPOSAL FORM

Originating Academic Unit: Hispanic Studies, Department of Languages and Literatures

Date Proposal Submitted: 4/1/19 – revised 11/6/19 FINAL version

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Coordinator, Carol Bautista (facgov@plu.edu).

DEADLINES: Proposals are due Nov. 1 for fall/J-Term of the next academic year, Apr. 1 for the next spring/summer.

For specifics on the processing of each type of proposal, see '2. Flowchart of Usual Procedure for Curriculum Revision' and '5. Checklist for Developing Proposals' in the EPC Manual, found in the Faculty Handbook (Section III, Part VI).

[X] TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Then either complete Proposal summary and Catalog/Curriculum Changes sections on the next page and provide chair/dean signatures on final page, or attach a memo with chair/dean signatures.

- ☐ Change course number
- ☒ Change course title (change in course prefix)
- ☒ Change catalog description (no change in substance of course)
- ☐ Delete course with no GenEd element and not required by any major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☒ Catalog correction (editorial)

[X] TYPE 2: SUBSTANTIVE CHANGES *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

Note: All substantive changes to pre-existing courses require a change of course number.

- | | |
|---|---|
| <input type="checkbox"/> Modify existing course | <input type="checkbox"/> Change a course's credit hours |
| <input checked="" type="checkbox"/> Add permanent GenEd course ^{**} | <input type="checkbox"/> Add GenEd Element to existing course ^{**} |
| <input type="checkbox"/> Add permanent non-GenEd course ^{**} | <input checked="" type="checkbox"/> Delete GenEd course |
| <input checked="" type="checkbox"/> Change in major requirement ^{**} | <input checked="" type="checkbox"/> Change in minor requirement ^{**} |
| <input checked="" type="checkbox"/> Revise curriculum ^{**} | <input type="checkbox"/> Change in concentration requirement ^{**} |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Prerequisite change involving another unit's course |

[X] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]*

Note: Some of these proposals require the approval of the Board of Regents in addition to the Faculty Assembly. Proposals for a new degree require attachment of the Institutional Impact Evaluation Form.

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> New Degree ^{**} | <input type="checkbox"/> New Major ^{**} | <input checked="" type="checkbox"/> New Minor ^{**} | <input type="checkbox"/> New Concentration ^{**} |
| <input type="checkbox"/> Eliminate Degree | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input checked="" type="checkbox"/> Other change (change in program name) | | | |

^{**} These changes/proposals require completion of the EPC Curriculum Change Template. (page 15)

^{**} A course syllabus must be submitted with new course proposals. (pages 29-35)

PROPOSAL

Provide a summary of the proposal.

The Hispanic Studies Program proposes three changes to our program:

- 1) A name change to *Hispanic and Latino Studies* to effectively convey the formal integration of this area of study into our program;
- 2) A revision of our current curriculum that reflects the integration of Latino Studies;
- 3) The creation of a second minor track in Latino Studies.¹

The revision of our current curriculum reflects movement away from a distributive Iberian (Spain)/Latin America model, changing preexisting Linguistics and Latino Studies courses from the status of “electives” into options at the 300 and 400-levels for majors and minors.

The new second minor track in Latino Studies requires 24 semester hours of coursework, including a Spanish language course and three core courses that all students must take: LTST 241, LTST 341, and LTST 441. LTST 341 and 441 were previously titled HISP 341 and 441. Courses marked with the LTST designation will be taught in English. Courses marked with the HISP designation will be taught in Spanish.

The syllabus for LTST 241: Introduction to Latino Studies, the only new course, is attached to this proposal. In addition to the 12-semester-hour core, students will take one Spanish language course (the level contingent upon placement) and two elective courses drawn from existing course offerings in regular rotation across a variety of departments. One elective course must be focused on special topics in Latin American or Latino Studies. The other course elective will require study of other historically minoritized ethnic communities in the US.

Please note: the proposed curriculum/catalog changes will incorporate general clean up and editing, including the elimination of courses no longer in rotation already slated for inactivation (HISP 421, 431, and 432). As noted above, HISP 341, also slated for inactivation, should be retained. We propose to bring it back into rotation as LTST 341. HISP 403 is routinely offered and should not be slated for inactivation. A Banner error related to study away courses is being remedied to fix this problem.

A separate proposal was turned in (Spring 2018) for the creation of HISP 351 (a course indirectly related to the proposed LTST minor); however, the catalog changes required to incorporate this course are reflected in this proposal.

STATEMENT OF RATIONALE

Provide a statement of rationale or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

Introduction

With support from the Acting President and Provost, and the Board of Regents (see final FJC recommendations), the proposed name change, curricular revision, and creation of a Latino Studies minor, directly advance and strengthen the institutional commitment articulated in PLU 2020 to thoughtfully integrate the values of diversity, justice and sustainability “ever more intentionally into our mission and institution” (11). Furthermore, the creation of the Latino Studies minor responds to the recommendation from the Ad Hoc Committee on Diversity, Social Justice, and Sustainability to redeploy “existing elements in the current curricular offerings at PLU” to “better underscore the institution’s commitments to DJS” (11). The Latino Studies minor draws upon faculty expertise in the Humanities and Social Sciences, uplifting and strengthening current teaching, scholarship, and service by forging an interdisciplinary learning community committed to intellectual inquiry around pressing issues of race, identity, gender, social class, citizenship and migration. Both urgent and timely, the minor intentionally serves the growing community of Latino/a/x students at PLU at the same time as inviting *all* students to explore the histories, cultural productions and intellectual traditions of the largest minoritized group in the United States. Whether they are motivated by personal histories, intellectual curiosity, economic pragmatism, or a desire to serve, we are confident that students will be drawn to this program and its mission-driven curriculum.

¹ Our proposal uses “Latino/a/x” when referring to people, identities, and communities, yet follows suit with practices in our field with the program name “Latino Studies”. Debates around the term “Latinx” and its promise of inclusivity are ongoing in the field of Latino Studies, and as such, are a rich topic of discussion in our courses.

What is the Difference between Latino Studies and Hispanic Studies?

As will be described in the next section, Latino Studies emerges out of a specific historical and political moment in the United States, whereas Hispanic Studies has its origins in the international field of Romance Languages and Literatures. Latino Studies and Hispanic Studies have intersecting learning objectives, but a few key differences:

HISPANIC STUDIES	LATINO STUDIES
<ul style="list-style-type: none">• Study of Iberian, Latin American, and Latino literatures, linguistics, and cultural studies.• Language of instruction: Spanish• Advanced proficiency in Spanish is a major learning objective.	<ul style="list-style-type: none">• Study of US Latino literatures and interdisciplinary cultural studies.• Language of instruction: English• Basic proficiency in Spanish supports learning objectives.

The revision of our current curriculum reflects movement away from a distributive Iberian (Spain)/Latin America model, changing preexisting Linguistics and Latino Studies courses from the status of “electives” into options at the 300 and 400-levels for majors and minors (see catalog/curriculum changes below). To support the language learning objectives of the HISP major and minor, no more than one LTST courses, which are taught in English, will be counted towards these degrees. The requirement for basic proficiency in Spanish for LTST minors, provides additional entry points into the course material, such as enhance the students’ abilities to analyze Spanglish and bilingual texts, and prepare them to engage, work with, and/or serve in the Latino community.

What is Latino Studies?

Often described as “a border discipline,” Latino Studies is an interdisciplinary field that aims to foster and advance knowledge about the US Latino experience through the critical lenses and methodological approaches of the Humanities and Social Sciences. Accordingly, Latino Studies graduates pursue various professional fields and vocations, including work in social services and public health, education, arts and communications, activism, ministry, business, law, and politics. The first Latino Studies programs in the United States, founded in the late 1960s and early 1970s, were Chicano and Puerto Rican Studies programs. As part of the Civil Rights movement, the Chicano and Puerto Rican Movements aimed to combat the structural racism that disenfranchised these communities through political and educational reforms, such as labor laws, voting rights and the institutionalization of ethnic studies programs, and cultural movements, including literary production and a wide array of visual arts.

Latino Studies programs share the vision, theories and praxis of these movements, but broaden the field beyond the examination of the Puerto Rican and Mexican-American experience. The objective to empower Latino/a/x students and educators through self-knowledge about their own languages, histories, and identities is central in these programs, as is the mandate to foment intersectional solidarities with peoples of diverse ethnic backgrounds. For this reason, the proposed program requires students to study the sociopolitical histories and/or cultural productions of other historically marginalized communities in the US. Finally, given the global/local dialectic of Latino migration histories, the minor embraces a transnational approach, equipping students to appreciate how national realities are directly tied to the US’s economic, political, and cultural interventions in Latin America.

Latino Studies at PLU: An Ongoing Commitment

Latino Studies courses and programs are ubiquitous at universities in the regions of the US with the largest Latino populations, at both the undergraduate and graduate levels. In the Pacific Northwest, there are just a handful of public and private universities that offer coursework in Latino Studies, poised PLU to serve a growing regional need. Latino Studies programs exist as stand-alone departments or are housed within Hispanic, Latin American, Ethnic, or American Studies programs.

Here at PLU, Latino Studies has been an important component of the Hispanic Studies’ curriculum for a number of years. Four out of six members of its faculty specialize or have sub-specialties in this academic field. In a capstone assessment in the summer of 2016, we discovered that 24% of student projects from 2011-2015 were focused on Latino Studies or topics related to Latin American migrations to the US. Many of our graduates—both Latino and non-Latino—, who are often equipped with a double major in HISP and another discipline, go on to serve the Latino community in a wide range of fields that include: business, law, health, education, social work, higher education teaching and administration, advocacy, arts, communications, international development and environmental stewardship. The proposed changes to the program’s name, curricular revision of the HISP major and minor, and the creation of the LTST minor track, will strengthen our existing curricular offerings in Latino Studies, making them even more visible, and increasing the potential to attract more students to our program. These changes can also be seen as formal recognition of Latino Studies’ movement from the margins to the center of our discipline.

Research on Latino Studies courses and programs reveal that they foster a sense of belonging among students from these historically minoritized communities, contribute to critical identity development, and enhance students’ ability to thrive in institutions of higher education. The members of the Hispanic Studies Program are confident that we have contributed to the 79.5% retention rate of Hispanic students at PLU (2011-2015), and assert that the creation of a Latino Studies minor will improve this retention rate. While we do not assume that all Latino/a/x students will participate in our program, we know that students already view the Hispanic Studies Program as a welcoming learning community, one that provides a sense of belonging that ultimately gives meaning and purpose to their PLU experience. As reported at Faculty Fall Conference (2017) by Mike Frechette, the Interim Dean of Enrollment Management, on both the national and state level, Latinos are the fastest growing student population on college campuses. Over the last eight years, the

number of students who self-identify as Latino at PLU has increased steadily—4.32% (2008) to 9.16% (Spring 2018). The Hispanic Studies Program is involved in a number of high impact practices that directly support the retention of Latino/a/x students and strategically position us to house a Latino Studies minor:

- the intentional hire of four Latino faculty members with a proven record of excellence in teaching and service to the Latino community (currently, PLU only employs 4.78% Hispanic/Latino tenure-line and non tenure-line faculty; 22.22% of these are in HISP)
- the creation, in 2015, of a cohort-model course series, Spanish for Heritage Speakers, which has rendered 100% retention rates among first-year Latino students and saw a 100% increase in enrollment from AY 2016-17 to 17-18
- the development of a pilot short-term study away program to the US-Mexico border in collaboration with the CCES and community partners
- the training of Oaxaca Program faculty in best practices for teaching Spanish as a Heritage language and tighter curricular focus on migration issues
- institutional leadership and ongoing service to PLU and the local Latino community through the Task Force Working With and For Undocumented Students
- ongoing co-curricular programming around pressing issues of importance to Latino communities including the Latino Studies Lectures funded through the NEH/ALA Latino Americans Grant and the Mellon Foundation Grant
- ongoing collaboration with PLU's Office of Admissions, Advising, Student Life, Center for Community Engagement and Service, and the Diversity Center in matters related to the recruitment and retention of Latino students. Hispanic Studies faculty members have helped welcome Latino students and their families during: Bilingual Family Orientation, Latinos Unidos Fall Preview Day, Latino/a Alumni Event, Notary Day, and Immigration Lawyer Q&A session

Although the minor will be housed in Hispanic Studies, its success depends upon existing collaborations with colleagues in the Humanities and Social Sciences, Diversity Center, and the Center for Community Engagement and Service. Over the past ten years, the creation of the following courses in our partnering units demonstrate efforts across the curriculum to think broadly about Latino experiences in the US:

- FYEP190/ENG217: Coming of Age on the Border
- WRIT101: The US-Mexico Borderlands
- POLS 388: Latino Politics
- ANTH 362: Transnational Lives: Anthropology of Migration

In this proposal, all of the elective courses taught outside of the Hispanic Studies Program, that will count towards the minor, have been drawn from pre-existing course offerings. Moving forward, we hope that these offerings will grow. Thanks to Mellon Funding (AY2017-18, 2018-19, 2019-20), faculty members will be able to participate in workshops to learn how to incorporate Latino Studies topics and methodologies in their courses and research, rework preexisting courses to enhance the focus on US Latino experiences, and/or propose new Latino Studies courses.

As mentioned in this proposal's introduction, the Latino Studies minor will only require the creation of one new course, LTST241: Intro to Latino Studies. The other two core courses, LTST 341 and LTST 441 (previously HISP 341 and 441) are preexisting Hispanic Studies courses that will be brought into more regular rotation. Given the centrality of the interaction between academic and local communities in Latino Studies praxis, the revamped LTST 341 would include a community engagement component, and when taught in an intensive format, would add to on-campus J-Term offerings. Finally, it's important to reiterate that all of core courses in the Latino Studies minor would be taught in English and would serve the General Education program (LT and A designations), thereby inviting a larger student population to explore this field of study.

In conclusion, the Hispanic Studies Program has proven track record of leadership at PLU in the effort to become a Latino-serving university, making us uniquely poised to support a Latino Studies minor and to lead efforts to expand this field of study more broadly at PLU. We believe that this minor will strengthen existing efforts and collaborations by creating a dedicated academic home for Latino Studies.

Latino Studies Minor Learning Objectives

- 1) Through the analysis of a wide array of Latino cultural productions (literature, film, music, visual arts, socio-political studies), students will be introduced to Latino Studies as a field, its history from the Civil Rights era to the present, its spaces of engagement (community, academy, political, cultural), and main theoretical contributions.
- 2) Students will complicate their understanding of US history, geography, and dominant narratives about Latinos through the study of heterogeneous Latin American and Latino experiences of coloniality, migration, and exile, and the realities of lived experience in borderland and/or transnational contact zones.

3) Students will come to know Latinos as subjects and producers of knowledge through the exploration of diverse and intersectional Latino/a/x identities. Students will engage questions of how indigeneity, race, class, gender, language, and nationality shape negotiations of Latino identities. Through their understanding of diverse Latino experiences and identities, students will consider the tension between calls for strategic Latino unity and the distinct needs of its heterogeneous communities.

4) Through the study of public policy, political struggles and strategies of the past and present, students will critically evaluate structural inequalities in the US and compare the experiences of Latinos with those of other historically minoritized ethnic groups. Through engagement with Latino leaders, community members, and organizations, students will gain understanding of local and regional Latino histories and lived, daily experiences.

5) Throughout their course of study, students will develop critical powers of observation and strengthen their ability to think, write and act. By engaging in thoughtful dialogue about issues of race, ethnicity, class, gender, language, and multiple categories of human diversity, students will be challenged to examine their own places of enunciation, reflect on what to do with the knowledge they obtain, and consider ways to advocate for a more just and peaceful society.



CATALOG/CURRICULUM CHANGES

Current Catalog Language:

Proposed Catalog Language: (note changes in **Bold**)

[In general catalog intro to Department of Languages and Literatures]

Bachelor of Arts Degree

The department offers majors in classical languages, classical studies, French, German, Hispanic Studies, and supports majors in Chinese Studies and Nordic Studies. Minors are offered in Chinese, Chinese Studies, Classical Studies, French, German, Greek, **Hispanic Studies**, **Latino Studies**, Latin, and Norwegian. All majors must complete a capstone senior project within the department. Majors must complete at least 12 semester hours in residence at PLU, of which 4 semester hours must be taken either in the senior year or upon return from a study away program. Minors must complete at least 8 semester hours in residence. Specific requirements (and variations from the above) for specific majors and minors are listed below.

Fields of Study

Courses in the Department of Languages and Literatures are offered in the following general fields in addition to elementary, intermediate, and advanced language:

- Cultural History In English
 - CLAS 350: Classical and Comparative Mythology
 - CLAS 321: Greek Civilization
 - CLAS 322: Roman Civilization
 - GERM 365: Nazi Culture
 - **LTST 241: Introduction to Latino Studies**
 - **HISP LTST 341: The Latino Experiences in the U.S.**
 - NORD 227: The Vikings
 - NORD 322: Scandinavia and World Issues
- In Respective Language
 - FREN 310: French History/Culture, Society
 - GERM 411: German Cultural History to 1750
 - GERM 412: German Cultural History since 1750
 - HISP 321: **Iberian Cultural Studies**
 - HISP 322: **Latin American Cultural Studies**
- Literature In English
 - CHIN 371: Chinese Literature in Translation
 - CLAS 231: Masterpieces of European Literature
 - CLAS 350: Classical and Comparative Mythology
 - **LTST 341: Latino/a/x Experiences in the U.S.**
 - **LTST 441: U.S. Latino/a/x Literary and Cultural Studies**
 - LANG 271: Literature Around the World
 - NORD 241: Nordic Folklore
 - NORD 341: Migrant Voices in Nordic Literature
- In Respective Language
 - FREN 403: Topics in French Literature
 - FREN 404: Postcolonial Francophone Fictions and Criticism
 - FREN 405: French/Francophone Film
 - FREN 406: French/Francophone Feminisms
 - GERM 423: Topics in German Literature and Culture I
 - GERM 424: Topics in German Literature and Culture II
 - HISP 325: Introduction to Hispanic Literary Studies
 - **HISP 422: 20th Century Literature of Spain**
 - HISP 423: Special Topics in **Iberian Literatures & Cultures**
 - HISP 433: Special Topics in Latin American **Literatures & Cultures**

Courses that Meet General Education (GenEd) Program Elements

- Literature Requirement – LT
All department literature courses, offered both in the original language and in English translation, meet this requirement.
- Perspectives on Diversity: Cross-Cultural Perspectives – C
The Cross-Cultural Perspectives element may be fulfilled by a foreign language course numbered 201 or above (not sign language) used to satisfy the entrance requirement, or completion through the first year of college level of a foreign language (not sign language) other than that used to satisfy the foreign language entrance requirement.
- Perspectives on Diversity: Alternative Perspectives – A
GERM 365, ~~meets this requirement.~~ HISP 251, 252 and LTST 241, 341 and 441 meet this requirement.
- ~~Perspectives on Diversity: Alternative Perspectives – A~~
~~HISP 341 and 441 meet this requirement.~~

[In catalog section on Hispanic Studies]

Hispanic and Latino Studies

The Hispanic and Latino Studies Program offers a major and minor in Hispanic Studies and a minor in Latino Studies.

The major and minor in Hispanic Studies combine the study of the Spanish language with courses in Latin American, Latino, and Iberian literatures, linguistics, and cultural studies. Primarily taught in Spanish, courses that count towards the major and minor include the study of advanced Spanish language and composition for heritage and second language learners, and engage topics that include, but are not limited to, social justice struggles present and past, migration, race, gender, sexuality, memory, trauma, and the politics of language.

The Latino Studies minor engages many of the same topics, but with a special focus on the experiences of Latino/a/x communities in the United States and its transnational and cultural borderlands. Elective courses offer interdisciplinary options organized around thematic lines of inquiry. The minor includes a Spanish language requirement, but its core and elective courses are primarily taught in English.

Courses marked with the HISP designation are taught in Spanish. Courses marked with the LTST designation are taught in English.

Major in Hispanic Studies

A minimum of 36 semester hours beyond HISP 201, including:

- ~~HISP 202 or 252, 301, 321, 322, 325~~
- ~~One course from: HISP 421, 422, 423~~
- ~~One course from: HISP 431, 432, and 433~~
- ~~One additional 400-level course (selected from HISP 401, 403, 421, 422, 423, 431, 432, 433, or HISP 441)~~
- ~~HISP 499~~

Language and Composition

8 semester hours of Spanish language and critical writing for second language or heritage learners

- HISP 202 or 252 (4)
- HISP 301 or 351 (4)*

Introduction to Literary and Cultural Studies

12 semester hours

- HISP 325: Introduction to Hispanic Literary Studies (4)
- HISP 321: Iberian Cultural Studies (4)
- HISP 322: Latin American Cultural Studies (4)

Advanced Literary, Linguistic, and Cultural Studies

12 semester hours, selected from the following:

- LTST 341: Latino/a/x Experiences in the U.S. (4)**
- LTST 441: U.S. Latino/a/x Literary and Cultural Studies (4)**
- HISP 401: Introduction to Hispanic Linguistics (4) OR HISP 403: Advanced Spanish (Study Away) (4)
- HISP 423: Special Topics in Iberian Literatures & Cultures (4)
- HISP 433: Special Topics in Latin American Literatures & Cultures (4)

Capstone Project
4 semester hours

- HISP 499

**Students placing at the 301/351 level must take one additional elective course to earn 36 credits.*

***Latino Studies courses are taught in English. No more than one course taught in English may count towards the major.*

Majors are strongly encouraged to pursue at least one semester of study in a Spanish-speaking country on a program approved by the Hispanic Studies faculty. Majors may not normally fulfill the requirements for the major through the election of 300-level courses during the senior year.

Continuation Policy

To remain in the Hispanic Studies major, students must maintain a 2.50 overall grade point average (GPA) and maintain a 2.50 GPA in all Hispanic Studies courses required for the major or the minor.

Minor in Hispanic Studies

20 semester hours, including:

~~—HISP 202 or 252, 301, 325, and two additional upper-division courses.~~
~~—Courses taught in English (HISP 341 and 441) will not count towards a minor in Hispanic Studies.~~

Language and Composition

8 semester hours of Spanish language and critical writing for second language or heritage learners

- HISP 202 or 252 (4)
- HISP 301 or 351 (4)*

Introduction to Literary and Cultural Studies

4 semester hours

- HISP 325: Introduction to Hispanic Literary Studies (4)

Upper Division Literary, Linguistic, and Cultural Studies

8 semester hours, selected from the following:

- HISP 321: Iberian Cultural Studies (4)
- HISP 322: Latin American Cultural Studies (4)
- LTST 341: Latino/a/x Experiences in the U.S. (4)**
- HISP 423: Special Topics in Iberian Literatures & Cultures (4)
- HISP 433: Special Topics in Latin American Literatures & Cultures (4)
- LTST 441: U.S. Latino/a/x Literary and Cultural Studies (4)**
- HISP 401: Introduction to Hispanic Linguistics (4)
- HISP 403: Advanced Spanish (Study Away) (4)

**Students placing at the 301/351 level must take one additional elective course to earn 20 credits.*

***Latino Studies courses are taught in English. No more than one course taught in English may count towards the minor.*

Minor in Latino Studies

24 semester hours, including:

Language

4 semester hours of Spanish language for second language or heritage learners, contingent upon placement

- HISP 101 or 102, 201 or 251, 202 or 252, 301 or 351 (4)*

Latino/a/x Literary and Cultural Studies

12 semester hours

- LTST 241: Introduction to Latino Studies (4)
- LTST 341: Latino/a/x Experiences in the U.S. (4)
- LTST 441: U.S. Latino/a/x Literary and Cultural Studies (4)

Thematic Areas of Inquiry

8 semester hours; one from each line

I. Special topics in Latin American and/or Latino Studies. This line of inquiry examines Latin American and/or Latino experiences broadly, with possible areas of emphasis in cultural, historical, linguistic, political and sociological studies, and/or topics around indigeneity, coloniality, US intervention in Latin America, migration, exile, diasporic identities, borderlands and/or transnational contact zones.

ANTH 336: Ethnography of Latin America
 ANTH 362: Transnational Lives: Anthropology of Migration
 ANTH 388: Mexican Anthropology 1909-present (Oaxaca study away program)
 HISP 301: Hispanic Voices for Social Change
 HISP 351: Hispanic Voices for Social Change for Heritage Speakers
 HISP 322: Latin American Cultural Studies
 HISP 433: Special Topics in Latin American Literature and Culture
 HIST 335: The History of the Caribbean
 NAIS 230: Indigenous Creation Narratives of the Americas
 SOCI 377: Oaxacan Society (Oaxaca study away program)

II. Study of historically marginalized ethnic communities in the US. This line of inquiry examines the experiences of other ethnic communities in the US broadly, with possible areas of emphasis in Indigenous and Native American, African American, and Asian American cultural, historical, linguistic, political and sociological studies, and/or topics around indigenous epistemologies, intersectionality, critical race and identity studies, social and political struggles, structural forms of racism, classism, and discrimination, public policy and social work.

ANTH 192: Practicing Anthropology: Makah Culture Past and Present
 ENGL 217 : Topics in Literature: Emphasis on Alternative Perspectives
 ENGL 396: Studies in Literature, Race and Ethnicity
 HIST 357: African American History
 NAIS 250: Introduction to Native American and Indigenous Studies
 POLS 365: Racial and Ethnic Politics
 SOCI 332: Race and Ethnicity

Students may not apply more than two courses (8 semester hours) from all other major or minors.

**Students placing at the 301/351 level for the LTST language requirement may not use this course to fulfill Thematic Area of Inquiry I.*

HISP 101: Elementary Spanish I

~~Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required.~~ Development of basic communicative proficiency in listening, speaking, reading and writing in Spanish, through learning aspects of the culture(s) in which it is spoken. Students with more than two years of high school Spanish must take the placement survey and enroll in HISP 102 or higher. (4, 4)

HISP 102 : Elementary Spanish II

~~Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required.~~ Development of basic communicative proficiency in listening, speaking, reading and writing in Spanish, through learning aspects of the culture(s) in which it is spoken. Students with more than two years of high school Spanish must take the placement survey and enroll in HISP 102 or higher. Pre-requisite: HISP 101 or equivalent. (4,4)

HISP 190 : FYEP190: Inquiry Seminar

A four-credit seminar to introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program. (4)

HISP 201 : Intermediate Spanish - C

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. Students cannot take both HISP 201 and 251 for credit. (4, 4)

HISP 202 : Intermediate Spanish - C

A continuation of elementary Spanish; reading selections which reflect the Spanish cultural heritage as well as contemporary materials. Lab attendance required. Students cannot take both HISP 202 and 252 for credit. (4, 4)

HISP 231 : Intensive Spanish in Latin America - C

An intensive Spanish course offered in a Latin American country and geared to students at the intermediate (equivalent to HISP 201, 202, 251 or 252) and advanced (equivalent to 301 or 351) language level. Course includes four and one-half hours of class per day for a four-week period, a home stay, a service project, excursions, and guest lectures on a variety of topics related to the history and culture of the host country. Placement at the HISP 231 or 331 levels is determined by the student's background and experience in Spanish. Prerequisite: HISP 102. (4)

LTST 241 : Introduction to Latino Studies – A

This course introduces students to the range of issues and analytical approaches that form the foundation of Latino studies. By tracing the history of the “Latino/a/x” concept in relation to key elements of sociocultural life, such as time, space, migration, identity, class, race, gender, community, power, language, nation, and rights, students will develop understandings of the particular ways in which Latino studies takes shape as an intellectual, literary, artistic and political enterprise. (4)

HISP 251 : Spanish for Heritage Speakers - A

A course designed for students who have been exposed to the Spanish language at home. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. Student cannot take both HISP 201 and 251 for credit. (4)

HISP 252 : Spanish for Heritage Speakers - A

Continuation of HISP 251. The course affirms and builds upon the student's Spanish language abilities through conversation about literary and cultural texts, vocabulary expansion, composition and writing activities, and explicit study of grammar structures. Students cannot take both HISP 202 and 252 for credit. (4)

HISP 287 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 288 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 289 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 301 : Hispanic Voices for Social Change - C

HISP 301 is a content-based intensive reading and writing course that offers an examination of diverse texts from different times and places in Spanish speaking countries, to focus on how people establish different yet coherent strategies of resistance and

adaptation which in turn respond to experiences of social injustice, inequality, geographical displacement and human rights violations in their respective communities. Prerequisite: HISP 202 ~~or 252~~. (4)

HISP 321 : ~~Civilization & Culture of Spain~~ Iberian Cultural Studies - C

~~Development of Spanish society from early times to the present as reflected in architecture, painting, and literature, within their socio-historical context.~~

Interdisciplinary exploration of the construction of "Spanish" national identity through literary and cultural productions as it relates to religion, culture, race, class and gender. Prerequisite: HISP 301 or 351 ~~(or concurrent enrollment)~~. (4)

HISP 322 : ~~Latin American Civilization & Culture~~ Latin American Cultural Studies - C

Interdisciplinary exploration of the construction of "Latin America" throughout history as it relates to conditions of coloniality and negotiations of culture, race, religion, class, and gender. Prerequisite: HISP 301 or 351 ~~(or concurrent enrollment)~~. (4)

HISP 325 : Introduction to Hispanic Literary Studies - C, LT

Acquaints students with techniques of literary analysis, as applied to examples of narrative, poetry, drama, and essay in the Spanish and Latin American literary traditions. Reading, writing, and speaking-intensive. Ongoing review of advanced grammar. Prerequisite: HISP 301 or 351. (4)

HISP 331 : Intensive Spanish in Latin America - C

An intensive Spanish course offered in a Latin American country and geared to students at the intermediate (equivalent to HISP 201, 202 or 251, 252) and advanced (equivalent to 301 or 351) language level. Course includes four and one-half hours of class per day for a four-week period, a home stay, a service project, excursions, and guest lectures on a variety of topics related to the history and culture of the host country. Placement at the HISP 231 or 331 levels is determined by the student's background and experience in Spanish. Prerequisite: HISP 102. (4)

LTST HISP 341 : ~~The Latino Experiences in the U.S.~~ Latino/a/x Experiences in the U.S. - A, LT

Exploration of the histories, experiences, and contributions of ~~the~~ Latino/a/x ~~peoples~~ communities in the United States as they appear in Latino ~~literature and film~~ literary and cultural productions. Course content is enriched through related service learning community engagement experience. ~~Readings are in English. May count toward major, but not toward minor in Hispanic studies.~~ (4)

HISP 351 : Hispanic Voices for Social Change for Heritage Speakers - C

A course designed for students who have been exposed to the Spanish language at home. HISP 351 is a content-based intensive reading and writing course that offers an examination of diverse texts from different times and places in Spanish speaking countries, to focus on how people establish different yet coherent strategies of resistance and adaptation which in turn respond to experiences of social injustice, inequality, geographical displacement and human rights violations in their respective communities. Prerequisite: HISP 252. Student cannot take both HISP 301 and 351 for credit. (4)

HISP 387 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 388 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 389 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 401 : Introduction to Hispanic Linguistics - C

HISP 401 is an advanced-level content-based course with an in-depth analysis of Spanish syntax, phonology, and morphology along with the evolution of the Spanish language, including the study of dialects and the history of indigenous languages. Prerequisite: HISP 301 or 351. (4)

HISP 403 : Advanced Spanish - C

Advanced listening, speaking, reading, and writing in an approved study-away course. Prerequisite: HISP 301 or 351 (4)

~~HISP 421 : Masterpieces of Spanish Literature – C, LT~~

~~A concentrated study of major writers and movements in Hispanic literature from its origins to 1898. Prerequisite: HISP 325. (4)~~

HISP 423 : Special Topics in Spanish Literature & Culture Special Topics in Iberian Literatures & Cultures - C, LT

~~An opportunity to pursue an in-depth study of a specific aspect or topic in Spanish literature, such as Spanish women writers or the relationship of film to other types of cultural production. May be repeated for credit with different topic. Prerequisite: HISP 325. (4)~~

An opportunity to pursue an in-depth study of a specific aspect or topic in Iberian literary and cultural productions. Topics may include: Migration; Afro-Iberian Writers; Memory and Trauma; Iberian Cities and Andalusian Spectres. May be repeated for credit with different topic. Prerequisite: HISP 325. (4)

~~HISP 431 : Latin American Literature 1492 to 1888 – C, LT~~

~~A study of representative genres from the colonial period to the end of the 19th century. Prerequisite: HISP 325. (4)~~

~~HISP 432 : 20th-Century Latin American Literature – C, LT~~

~~Development of the literature of Mexico, Central and South America from the Modernista movement (1888) to the present. Prerequisite: HISP 325. (4)~~

HISP 433 : Special Topics in Latin American Literatures & Cultures - C, LT

~~An opportunity to pursue an in-depth study of a specific aspect or topic in Latin American literature and culture, such as Latin American women writers, Latino narrative, or Latin American film and literature. May be repeated for credit with different topic. Prerequisite: HISP 325. (4)~~

An opportunity to pursue an in-depth study of a specific topic, genre, or time period in Latin American literary and cultural productions. Topics may include: Memory, trauma, and *testimonio* in the Southern Cone; Mexican *indigenismo* and indigenist discourses; Caribbean and Central American migration and diaspora studies. May be repeated for credit with different topic. Prerequisite: HISP 325. (4)

LTST ~~HISP 441 : U.S. Latino Literature~~ U.S. Latino/a/x Literary and Cultural Studies - A, LT

Course introduces students to critical concepts in the field of Latino/a/x literature. Through an examination of narrative texts from different times and places, we will focus on how U.S. Latino/a/x writers reinscribe native roots, cultures and languages in order to respond to the uncertainties of geographical displacement. ~~For Hispanic Studies majors, and English majors may count this course with prior approval from the chair of the English department. (4)~~

HISP 487 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 488 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

HISP 489 : Special Topics in Hispanic Studies

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST; followed by the specific title designated by the academic unit. (1 to 4)

HISP 491 : Independent Study

To provide individual undergraduate students with advanced study not available in the regular curriculum. The title will be listed on the student term-based record as IS; followed by the specific title designated by the student. (1 to 4)

HISP 499 : Capstone: Senior Project - SR

To enable senior students in an academic unit to share their work and receive group criticism. The title will be listed on the student term-based record as Capstone and may be followed by a specific title designated by the academic unit. (4)

For courses ...

Repeatable for credit:	<input checked="" type="checkbox"/> Yes, <u>2</u> times	<input type="checkbox"/> No
Grade Type:	<input checked="" type="checkbox"/> Standard Letter	<input type="checkbox"/> Pass/Fail
Anticipated Enrollment:	<u>20, for the new course, LTST 241.</u>	
Course Syllabus Attached**:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Required for new courses

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☒ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☐ **No**

- | | |
|---|--|
| <input checked="" type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Physical Activity PE |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the General Education Council for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☒ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

Yes. All units contributing elective courses to the minor have approved the proposal with a 2/3 vote

(NAIS, ENGL, HIST, SOCI, POLS, ANTH).

Please see the 2-yr staffing plan for elective courses in Appendix B (pages 26-27). All courses reflected are pre-existing, taught on a regular basis, and align with the needs of LTST minors.

In the case of sabbaticals and/or leaves, other options are available for students.

Added enrollment in these courses will be beneficial to participating units, which have approved the minor and their contributions to it.

☐ No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

☐ Yes (Explain and indicate if support services have been consulted)

☒ No

The Hispanic Studies program already incorporates Latino Studies materials into its library acquisitions.

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

The final FJC recommendations, which called for the Hispanic Studies to give up 3 course releases, have served to ensure that the 3-course core (LTST 241, 341, 441) will be consistently staffed without the need to take away from preexisting course offerings.

See Appendix A (pages 24-25), the Hispanic and Latino Studies 2-year course cycle. This document also details course releases, sabbaticals, and contributions to interdisciplinary programs.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☐ Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☒ No

The revision of our current curriculum integrates Latino Studies courses into course cycle, which will be staffed by current faculty. Please see more details on Institutional Impact Form and budget (pages 18-23).

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Department Chair/Program Chair/Associate Dean

(Date)

K-50%

Dean

11/13/19

(Date)

Joan Smy

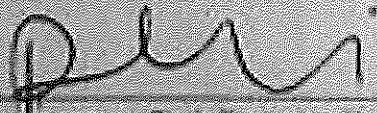
Provost

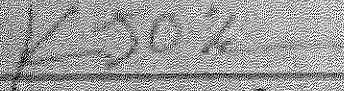
11/13/19


(Date)

☒ Forwarded with Endorsement
☐ Forwarded with Reservations

REQUIRED SIGNATURES

 11/14/19
Department Chair/Program Chair/Associate Dean (Date)

 11/13/19
Dean (Date)

 11/13/19
Provost (Date)

☒ Forwarded with Endorsement
☐ Forwarded with Reservations

Current Courses	Current Hours	Proposed Courses	Proposed Hours
Minor: Hispanic Studies	20 hrs	Minor: Hispanic Studies	20 hrs
HISP 202 or 252	4 hrs	HISP 202 or 252	4 hrs
HISP 301 or 351	4 hrs	HISP 301 or 351	4 hrs
HISP 321	4 hrs	Deleted as requirement. Students can now choose between upper-division classes. (See below).	
HISP 322	4 hrs		
HISP 325	4 hrs	HISP 325	4 hrs
HISP 401	4 hrs	Deleted as requirement. Students can now choose between upper-division classes. (See below).	
HISP 403	4 hrs		
HISP 422 or 423	4 hrs		
HISP 433	4 hrs		
HISP 441	4 hrs		
		LTST 341, LTST 441, HISP 321, HISP 322, HISP 401, HISP 403, HISP 423, HISP 433 (take two courses)	8 hrs (new)

PACIFIC LUTHERAN UNIVERSITY
Educational Policies Committee

Institutional Impact Evaluation

[Note: This completed form must be included with any Type 3 EPC proposal for a new degree. The committee may also require a streamlined version of this form for a new major, minor, or concentration.]

A. Proposal's Enrollment Impacts

1. What number of new students is the proposed program likely to attract over the first 3 (or 5) years of its existence? What substantiation exists for this projection?

We anticipate that the minor will likely attract 20 students over the first 3-5 years (See Budget Chart below).

Substantiation: A survey distributed among 100 students (Fall 2018), inside and outside of the HISP program, revealed strong interest in the minor: 75% responded YES to interest in taking a LTST course for Gen. Ed. credit; 71% of HISP majors/minors responded YES to interest in counting a LTST course towards their degree; 96% of students surveyed strongly agreed or agreed that PLU should approve the creation of a LTST minor.

We expect that new students will include:

- HISP majors and minors who will be interested in the new option;
- Students who take HISP courses, but who are not majors or minors (this includes a notable number of Latino/a/x students who take at least one course in our program out of personal interest while satisfying a General Education requirement).
- Students who view the minor as complementary to their majors (including programs that have pre-existing ties to HISP (Many GLST, SOCI, ANTH, ENGL, NURS students double major or minor in HISP);
- Latino/a/x students who are not currently enrolled in HISP courses;
- Future students that will enroll in a LTST or HISP course to satisfy a General Education requirement, or CAS requirement, and become interested in the program.

According to Melody Ferguson, Director of Admissions, students do not tend to choose PLU due to our minor offerings; however, prospective students are attracted to programs that allow them to explore their identities. Melody says that most students find their way to HISP when looking for Spanish courses. As a Hispanic and Latino Studies program, we have the potential to attract students looking for ethnic studies courses as well.

Based on the success of Latino-serving courses like Spanish for Heritage Speakers (see below), we are confident that the course will support efforts to retain students at PLU by creating a place of belonging where they can thrive.

Substantiation:

- While we do not assume that all Latino students at PLU will be interested in Latino Studies, since its creation, our all-Latino cohort course, Spanish for Heritage Speakers (created AY 2015-2016), saw a 100% increase in enrollment from AY 2016-17 to 17-18.
- Nearly 50% of students enrolled in Spanish for Heritage Speakers from AY2015-16 to date, have declared a Hispanic Studies major or minor.
- The only Latino Studies course that has been in regular rotation in the Hispanic Studies program, the upper division seminar HISP441, was overloaded in J-term 2018, and several students interested in taking the course were turned away, either due to the course not being appropriate for first year students or over-enrollment. The addition of LTST 241 and bringing 341 back into regular rotation will intentionally serve first and second year students.
- The student activist group, The Collective, whose membership includes many students of color and students from historically underrepresented communities in institutions of higher education, have publicly expressed

their support for the creation of this minor (Division of the Humanities meeting, 2/9/18 & Latino Studies Working Group meeting with the Collective, 3/15/18).

2. What retention of first (and second and third) year students is estimated for the proposed program? What substantiation exists?

As mentioned in our proposal rationale, since its creation in 2015, the all Latino cohort-model course series, Spanish for Heritage Speakers, has rendered a 100% retention rate among first-year Latino students.

As reported in the Hispanic Studies final response to the FJC, general retention rates of all students who enroll in our program are also very high (retention 2012-2016):

HISP course	Enrolled	Retained	Retention %
YES	107	98	91.6%
NO	256	194	75.8%

3. What percent of the students in this program will be attracted from existing programs? What substantiation exists?

The majority of current Hispanic Studies majors double major in another field of study. We do not anticipate that this will change and that we will continue to draw students from existing programs (*not necessarily taking away from*) with the incorporation of this second minor option.

We also expect that the new minor will attract even more students from programs which currently share affinities with ours (Sociology, Social Work, Global Studies, History, English, Anthropology, Political Science, Environmental Studies, etc.).

We *do* anticipate that some of our HISP students will choose the LTST minor instead of the HISP minor. As of fall 2019, we currently have 40 majors and 61 minors, so we are easily able to accommodate some shifting in minor tracks. The aforementioned survey revealed that current HISP students are very clear in their motivations for pursuing one minor or the other, or potentially both.

It is possible that students will pursue both minors, or a major in HISP and a minor in LTST. We would ensure that such students comply with 44 credit-hour rule by taking elective lines of inquiry I and II outside of Hispanic Studies; this would guarantee that they have sufficient breadth in their education outside of our programs.

2. Does the proposed program replace, in whole or part, any current programs or is it to be fully a new program?

The minor in LTST is a new program. The other aspects of the proposal are a restructuring of our current HISP major and minor. The LTST minor is not a replacement for the HISP minor. The LTST minor provides a different track for students that desire concentrated study about US Latino/a/x cultural productions, histories, and experiences.

3. What mix is the proposed program likely to attract of four-year students vs. two-year transfer students vs. graduate students? What substantiation exists? Unknown

B. Proposal's Staffing Impacts

1. What new faculty/staff hiring dedicated to the proposed program is called for and when must the hiring be done?

None. As mentioned in the main proposal text, four out of six members of the Hispanic Studies faculty specialize or have sub-specialties in Latino Studies.

The final FJC recommendations, which called for the Hispanic Studies to give up 3 course releases, have served to ensure that the 3-course core (LTST 241, 341, 441) will be consistently staffed without the need to take away from preexisting course offerings.

Furthermore, the proposed changes to the Hispanic Studies minor and major will ensure our ability to deliver all three programs in load.

- 1) HISP majors and minors will be allowed to count one LTST course towards their degree. Previously, this was only an option for majors.;
- 2) In the HISP major, by eliminating the required distributive Spain/Latin America model for 400-level courses, we achieve the flexibility in staffing needed to teach LTST courses. Students will now choose from several 400-level options, including LTST 441.

2. What portion of new staffing is part-time or full-time? Temporary or permanent (tenure track)? N/A
3. Is added administrative staffing called for? When? N/A
4. What added FTEs are called for in other departments to staff added classes for the proposed program's requirements?

N/A. All elective courses outside of HISP will be taught by current faculty and pre-existing courses that are currently in regular rotation.

C. Proposal's Financial Impacts

1. What immediate staffing expenses are required (see Section II)? N/A
2. What substantiation exists for the assumed salary/fringe levels? N/A
3. What added equipment expenses are called for? When must purchases be made? What annual maintenance/repair costs are estimated? N/A
4. What added facilities are called for (distinguish between new construction and remodeling)? N/A
5. What added computer usage is the proposed program likely to generate? Any substantiation? N/A
6. What added library resources are called for to attain an acceptable level of program support? When must library resources be added?

None. The Hispanic Studies program already incorporates Latino Studies materials into its library acquisitions.

7. Is the proposed program dependent upon outside (non-tuition) sources of funds? In what amount, from where, and for how long are these financial supports predicted? Any substantiation for the predictions? What university support, if any, will be needed when these funding sources cease? N/A
8. What program promotional expenses, if any, are estimated? N/A
9. Have revenue and expense projections been compared with a recent similar program addition at a comparable university? Identify. N/A
10. What are the long-term (5 years-10 years) needs for space, staffing, facilities, and equipment? N/A

D. Other Program Impact Issues

1. Does the proposed program offer enhancements/synergies with current PLU programs? Explain.

Yes. Students enrolled in a LTST course may become motivated to take a HISP language course (HL or L2) or literature course. Enrollment in a LTST course could be a gateway to either a LTST or HISP minor.

The LTST minor will feed into preexisting HISP courses in the following ways:

- a. LTST 341 and 441 are pre-existing courses that currently have HISP prefixes.

- b. The one semester language requirement will bring additional students into lower division HISP language courses.
- c. Elective line I of the minor, which is focused on Latin America, includes several HISP courses, including courses in our Oaxaca program.

Due to the elective courses housed in programs outside of Hispanic Studies, other units on campus will benefit from the boost in enrollment/potential student interest in their respective fields of study.

- 2. Must accreditation standards or other program standards be met for the proposed program to achieve professional acceptance? What criteria? By when? Explain. N/A
- 3. Does the proposed program lead to the creation of a new degree or academic unit within the next five years? Explain. N/A
- 4. Does the proposed program call for any likely future added programs (e.g., higher degree program)? Explain. N/A
- 5. What local/Northwest area universities offer similar programs? What has their recent enrollment experience been? What advantages would PLU's program offer over these possibly competitive programs?

The University of Puget Sound offers an interdisciplinary minor in Latino Studies. This program is our only local competition.

While we do not expect a large number of students to be making a decision between UPS and PLU based upon our respective Latino Studies programs, we are confident that the program we have proposed will be superior in three ways:

- 1. The Latino Studies minor at UPS only has two tenure-line faculty members with expertise or sub-expertise in this field. On the first day our minor is available, we will have four faculty with expertise and many more in support of the program.
- 2. The UPS LTST minor only offers one core Latino Studies course. We will offer three.
- 3. Other than the Intro to Latino Studies core course, other Latino Studies courses at UPS are only taught in Spanish. Our core courses will be taught in English, making our program more accessible.

- 6. What market exists for graduates of such a proposed program? Any substantiation?

In our current times, the need for cultural competency around the histories, experiences, and contributions of Latinos in the US is both urgent and relevant.

As noted in our proposal, many PLU Hispanic Studies graduates—both Latino and non-Latino—go on to serve the Latino community in a wide range of fields that include: business, law, health, education, social work, higher education teaching and administration, advocacy, arts, communications, international development and environmental stewardship. We don't anticipate this to change and the incorporation of Latino Studies into our existing program will serve to better prepare our students for their future vocations.

According to the 2016 Census, an estimated 55 million people in the United States identify as Hispanic/Latino, making up over 17% of the population. By 2060, it is projected that Latinos will compromise over 28% of the total population. As noted in our proposal, in his presentation at Faculty Fall Conference (2017), Mike Frechette, Interim Dean of Enrollment Management, reported that on both the national and state level, Latinos are the fastest growing student population on college campuses.

Latino Studies programs were first created during the Civil Rights era, and so there has long been a reason to have such a program at PLU. This need is even more acute now given demographic shifts. PLU is now an institutional member of HACU (Hispanic Association of Colleges and Universities) because we have at least 10% of total student population, and this percentage is only expected to grow as laid out in the SEMAC plan.

Accountability and Exit Strategy:

- a) Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. Since this is a new undergraduate program, provide a 5-year timeline.

We will review enrollment targets at the end of each academic year for the first 5 years. Hispanic Studies is scheduled for a program review in fall of 2023, so this would encompass a review of the new LTST minor and the reconfigured HISP major and minor.

- b)** Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

Since the program does not require any resources beyond what is already spent on current programs, we do not anticipate any challenges to meeting enrollment targets, as long as Hispanic Studies and related programs remain robust.

Nevertheless, during our program review beginning in Fall 2023, Hispanic Studies will evaluate all its programs, and if the Latino Studies minor is at that point deemed to be failing to meet its learning outcomes, or failing to enroll significant students, we will consider what can be done to improve it and also set a timeline for improvement or termination.

In the event that we need to end the Latino Studies minor, its structure within Hispanic Studies would allow us to easily “teach out” the courses required for any declared minors, as we could keep teaching all the relevant courses for majors, minors, and General Education for as long as needed.

Program Financial Impacts (Example)

Please see footnotes for additional information.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program	0	5	10	15	18
# Faculty FTE to Deliver Program ²	4.67 FTE	4.67 FTE	4.67 FTE	4.67 FTE	4.67 FTE
# New Faculty FTE to Deliver Program ³	0	0	0	0	0
Average Faculty Salary in unit	\$68,935	\$68,935	\$68,935	\$68,935	\$68,935
# Administrators or Staff ⁴	.33 FTE	.33 FTE	.33 FTE	.33 FTE	.33 FTE
# New Administrators or Staff	0	0	0	0	0
Average Administrator or Staff Salary ⁴	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Services & Purchases ⁵	0	0	0	0	0
Facility and Technology	0	0	0	0	0
Library Resources ⁶	0	0	0	0	0
Student Services	0	0	0	0	0
Net ⁷	0	0	0	0	0

Budyst Yaden 11/13/19
Originator of Proposal Date

K-5012 11/13/19
Divisional or School Dean Date

Department Chair of Affected Area Date

good day 11/13/19
Provost Date

2 This number is for Hispanic Studies as a whole, as it is impossible to distinguish FTE for LTST and HISP. This accounts for *budgeted* FTE, such that unfunded course releases (IHON director, Faculty Chair) and courses taught for other programs (HGST, IHON) are still charged to HISP, and so count as HISP FTE.

3 The Chair of Languages and Literatures, who receives a two-course release, will be the only compensated administrator with direct responsibility over Latino Studies. Note that this person also has responsibility for the rest of Hispanic Studies and every other language program.

4 The chair is compensated with course releases (accounted above) and summer pay of \$4,500. Again, this includes oversight, reporting, and management of all language programs.

5 Latino Studies would have no S&P of its own, just as HISP has no S&P budget of its own. Both will work with the existing budget of Languages and Literatures.

6 Latino Studies would have no library budget of its own, just as HISP has no library budget of its own. Both will work with the existing budget of Languages and Literatures.

7 This program adds no significant new net costs to the university's budget.


Program Financial Impacts (Example)

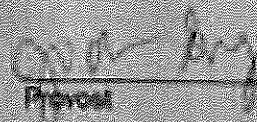
Please see footnotes for additional information.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program	0	5	10	15	18
# Faculty FTE to Deliver Program	4.67 FTE	4.67 FTE	4.67 FTE	4.67 FTE	4.67 FTE
# New Faculty FTE to Deliver Program	0	0	0	0	0
Average Faculty Salary In unit	\$68,935	\$68,935	\$68,935	\$68,935	\$68,935
# Administrators or Staff	.33 FTE	.33 FTE	.33 FTE	.33 FTE	.33 FTE
# New Administrators or Staff	0	0	0	0	0
Average Administrator or Staff Salary	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Services & Purchases	0	0	0	0	0
Facility and Technology	0	0	0	0	0
Library Resources ²	0	0	0	0	0
Student Services	0	0	0	0	0
Net ³	0	0	0	0	0

 11/13/19
Originator of Proposal Date

 11/13/19
Divisional or School Dean Date

 11/13/19
Department Chair of Affected Area Date

 11/13/19
Provost Date

2 This number is for Hispanic Studies as a whole, as it is impossible to distinguish FTE by LTET and HSP. This accounts for budgeted FTE, such that unlimited course releases (HSP director, Faculty Chair) and courses taught for other programs (HIST, HGRP) are not charged to HSP, and so count as HSP FTE.

3 The Chair of Languages and Literatures, who receives a two-course release, will be the compensated administrator with direct responsibility over Latin Studies. Note that this person also has responsibility for the rest of Hispanic Studies and every other language program.

4 The chair is compensated with course releases (accounted above) and income pay of \$4,500. Again, this includes oversight, reporting, and management of all language programs.

5 Latin Studies would have no S&P of its own, just as HSP has no S&P budget of its own. Both will work with the existing budget of Languages and Literatures.

6 Latin Studies would have no library budget of its own, just as HSP has no library budget of its own. Both will work with the existing budget of Languages and Literatures.

7 This program adds no significant net cost to the university's budget.

Appendix A: HISP & LTST - 2 Year Staffing Plan

AY 2020-2021

Carrasco, 1.0 teaching FTE

Davidson, sabbatical leave (replacement for 1.0 teaching)

Palerm, 1.0 teaching FTE (.83 HISP, .16 NAIS)

Urdangarain, 1.0 teaching FTE

Yaden, .33 teaching (HISP), Faculty Chair (.33), LRC Director (.33)

Fall 2020

HISP 102: Bridget

HISP 201: [Sabbatical Replacement]

HISP 202: Carmiña

HISP 202: Carmiña

LTST 241: René

HISP 252: René

HISP 301: Giovanna

HISP 322: Giovanna

HISP 325: Giovanna

HISP 433: René

NAIS 230: Carmiña

J-term 2021

HISP 102/FYEP 190: [Sabbatical Replacement]

HISP 231/331/403 Uruguay: Giovanna

LTST 441: Carmiña

Spring 2021

HISP 201: [Sabbatical Replacement]

HISP 202: [Sabbatical Replacement]

HISP 301: René

HISP 321: Carmiña

HISP 325: Giovanna

LTST 341: René

HISP 351: René

HISP 433: Giovanna

HISP 401: Bridget

HISP 499: Carmiña

AY 2021-2022

Carrasco, 1.0 teaching FTE

Davidson, 1.0 teaching FTE

Palerm, 1.0 teaching FTE

Urdangarain, .5 teaching fall (.13 HGST, .33 HISP), sabbatical leave in the spring

Yaden, .33 teaching (HISP), Faculty Chair (.33), LRC Director (.33)

Fall 2021

HISP 102: René

HISP 201: Giovanna

HISP 202: Emily

HISP 202: Emily

LTST 241: Emily

HISP 252: René

HISP 301: Carmiña

HISP 322: Giovanna

HISP 325: Carmiña

HISP 423: Carmiña

HGST XXX- Giovanna

J-term 2022

HISP 102/FYEP: Bridget

HISP 231/331/403 Uruguay: René

Spring 2022

HISP 201: Bridget

HISP 202: Emily

HISP 301: René

HISP 321: Carmiña

HISP 325: Carmiña

LTST 341: Emily

HISP 351: René

HISP 433: René

LTST 441: Carmiña

HISP 499: Emily

Appendix B: Latino Studies Elective 2 YR Course Schedule

AY 2020-21

Fall

Thematic Area of Inquiry I	Thematic Area of Inquiry II
NAIS 230: Indigenous Creation Narratives of the Americas	ENGL 217 : Topics in Literature: Emphasis on Alternative Perspectives
HISP 301: Hispanic Voices for Social Change	SOCI 332: Race and Ethnicity
HISP 322: Latin American Cultural Studies	
HISP 433: Special Topics in Latin American Literature and Culture	
ANTH 387: Mexican Anthropology 1909-present (Oaxaca study away program)	

J-Term

Thematic Area of Inquiry I	Thematic Area of Inquiry II
	POLS 387: Latino Politics (POLS 265)
	ENGL 217 : Topics in Literature: Emphasis on Alternative Perspectives

Spring

Thematic Area of Inquiry I	Thematic Area of Inquiry II
HISP 301: Hispanic Voices for Social Change	NAIS 250: Introduction to Native American and Indigenous Studies
HISP 433: Special Topics in Latin American Literature and Culture	POLS 365: Racial and Ethnic Politics
	HISP 357: African American History

AY 2021-22

Fall

Thematic Area of Inquiry I	Thematic Area of Inquiry II
ANTH 336: Peoples of Latin America (tentative plan)	SOCI 332: Race and Ethnicity

HIST 335: The History of the Caribbean	
HISP 301: Hispanic Voices for Social Change	
HISP 322: Latin American Cultural Studies	
ANTH 387: Mexican Anthropology 1909-present (Oaxaca study away program)	

J-Term

Thematic Area of Inquiry I	Thematic Area of Inquiry II
	ANTH 192: Practicing Anthropology: Makah Culture Past and Present

Spring

Thematic Area of Inquiry I	Thematic Area of Inquiry II
ANTH 362: Transnational Lives: Anthropology of Migration	ENGL 396: Studies in Literature, Race and Ethnicity
HISP 301: Hispanic Voices for Social Change	NAIS 250: Introduction to Native American and Indigenous Studies
HISP 433: Special Topics in Latin American Literature and Culture	POLS 365: Racial and Ethnic Politics

Appendix C: Sample Completion Pathways

Four Year Plan:

Year	Fall	J-term	Spring
1			
	LTST241: Introduction to Latino Studies (4)	HISP102: Elementary Spanish (4)	
2			
	ANTH 336: Ethnography of Latin America (4)		LTST 341: Latino/a/x Experiences in the U.S. (4)
3			
	LTST 441: U.S. Latino/a/x Literary and Cultural Studies (4)		
4			
			POLS 365: Racial and Ethnic Politics (4)

Two Year Plan:

Year	Fall	J-term	Spring
1			
	LTST241: Introduction to Latino Studies (4) HISP252: Spanish for Heritage Speakers (4)	POLS 265: Latino Politics (4)	LTST 341: Latino/a/x Experiences in the U.S. (4)
2			
	HIST 335: The History of the Caribbean (4)		LTST 441: U.S. Latino/a/x Literary and Cultural Studies (4)

LTST 241: Introduction to Latino Studies –(A)

I. Course Description

This course introduces students to the range of issues and analytical approaches that form the foundation of Latin@ studies. By tracing the history of the “Latina/o” concept in relation to key elements of sociocultural life, such as time, space, migration, identity, class, race, gender, community, power, language, nation, and rights, students will develop understandings of the particular ways in which Latina/o studies takes shape as an intellectual, literary, artistic and political enterprise. On a practical level, the course balances depth and breadth in its study of the variety of perspectives and experiences that come to be understood as Latin@. Thus, we will analyze the histories and cultural and literary productions of predominant Latina/o subgroups, such as Mexicans, Chicanas/os and Puerto Ricans, while also incorporating broader considerations of the ways in which Central America, South America, and the Caribbean play crucial roles in constituting Latinidad.

Texts

Allatson, Paul. *Key Terms in Latino/a Cultural and Literary Studies*, 2007. Print.
Course Reader in Sakai

Course Learning Outcomes

By the end of this course, students should be able to demonstrate proficiency in the following areas:

- Have a general understanding of key concepts/theories in Latino Studies & history of the field;
- Have a general sense of historical origins, critical re-situation of US history narrative and differing colonial histories in the Americas;
- Be able to define the various factors that have motivated immigration to the United States;
- Have an understanding of Latinos in terms of class, race and gender
- Have a general understanding of the wide array of Latino cultural productions (literary genres, film, visual and performance art, music).

Alternative Perspectives Element

This course fulfills the Alternative Perspectives general education requirement. The goal of this requirement is to create an awareness and understanding of diversity in the United States. Ultimately, this course directly addresses issues such as ethnicity, gender, racism and poverty and gives students critical tools for assessing values within diverse Latino cultural contexts. Viewing one’s own values and narratives in a larger, comparative context should facilitate the kind of introspection that allows students to question received values and narratives, and to arrive at informed commitments. Learning objectives associated with the Perspectives on Diversity requirement include:

- Acquire knowledge about different cultural and social perspectives and traditions.
- Study coherence as well as variations within a culture, group, or knowledge tradition.
- Gain respect and appreciation for a range of values, norms, behaviors, and attitudes.
- Develop an understanding of the dynamics of values formation and change.
- Expand students’ appreciation of the accomplishments and contributions of different groups through the study of a range of cultural expressions.
- Identify their own cultural heritages and knowledge traditions and compare them with others.
- Assess the sources of their assumptions about alternative groups and examine the impact of such assumptions on the valuing of others.
- Increase their ability to cross cultural and social boundaries and interact effectively with multiple groups.
- Increase their facility with “perspective-taking,” seeing events and situations from diverse points of view.
- Broaden, challenge, and complicate their worldviews

II. Grade Distribution:

Thinking/Critical Reflection:

Reaction Papers (6)

40%

Literacy:	
Study Guides and Weekly Homework	20%
Discussion Leader Presentation	10%
Community:	
Class Participation	15%
<u>Final Group Presentation</u>	<u>15%</u>
	100%

III. (Tentative) Course Units & Materials

Course Introduction: What is Latino Studies? Hispanics, Latinos, Chicanos, Boricuas, What do Names Mean?

Week 1

Miranda, Lin Manuel. "Immigrants (We Get The Job Done)" from *The Hamilton Mixtape*

Aparicio, Frances. "(Re)Constructing *Latinidad*: The Challenge of Latino/a Studies from *The New Latino Studies Reader* (54-63)

I. Aztlán and the Borderlands: Whose Land is This?

Weeks 2-3

"Foreigners in their Own Land (1565-1880)" from *The Latino Americans: 500 Years of History*

Miranda, Debora. "The End of the World: Missionization" from *Bad Indians: A Tribal Memoir*

Anzaldúa, Gloria. "The Homeland, Aztlán" from *Borderlands/La Frontera: The New Mestiza*

Guzmán, Michelle and Zachary Hurwitz, "Violations on the Part of the United States Government of Indigenous Rights Held by Members of the Lipan Apache, Kickapoo, and Ysleta del Sur Tigua Tribes of the Texas-Mexico Border"

II. Borderland Identities

Weeks 4-5

Performance Art & Music: Gómez Peña, Guillermo "Border Interrogation"; Downs, Lila "'Pastures Of Plenty'/'This Land Is Your Land'"

Alire Saénz, Benjamín. "Exile" and other selections from *Flowers for the Broken*

Anzaldúa, Gloria. "To Live in the Borderlands Means You..." & "La Conciencia de la Mestiza / Towards a New Consciousness" from *Borderlands/La Frontera: The New Mestiza*

Hentemann, Mark & Lalo Alcaraz, episodes from "Bordertown" (TV series)

III. Migrations and Labor

Weeks 6-7

“II. Empire of Dreams (1880-1942)” from *The Latino Americans: 500 Years of History*

Rivera, Tomás. ...*y no se lo tragó la tierra/And the Earth Did Not Devour Him* (selections)

“Bittersweet Harvest: The Bracero Program 1942 – 1964” (Photo Exhibit) from The National Museum of American History

“III. War and Peace (1942-1954)” from *The Latino Americans: 500 Years of History*

Vega, Bernardo & César A. Iglesias. *Memoirs of Bernardo Vega: A Contribution to the History of the Puerto Rican Community in New York* (selections)

Carracedo, Almudena and Robert Bahar. *Made in LA*

IV. Diasporic Identities: Remigration and Cultural Remittances

Weeks 8-9

“IV. The New Latinos (1946-1965)” from *The Latino Americans: 500 Years of History*

Flores, Juan. “Bring the Music: Diaspora Music as Source and Challenge” and other selections from *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning*

“The Salsa Revolution” from *Latin Music USA*

Mariposa (Fernández, María Teresa). “Ode to the Diasporican (pa’ mi gente)” and other poems from *Aloud: Voices from the Nuyorican Poets Café*

Musical Selections: Calle Trece, Amara La Negra, Cypress Hill, Pitbull & Marc Anthony, “Latina Armada”

Aparicio, Francis. “The Blackness of Sugar: Celia Cruz and the Performance of (Trans)nationalism”

Blanco, Richard. “Cosas del mar/We All Belong to the Sea” and other poems

Hernández-Linares, Leticia, Rubén Martínez, and Héctor Tobar. Selections from *The Wandering Song: Central American Writing in the United States*.

V. Language and Gender

Weeks 10-11

Anzaldúa, Gloria. “How to Tame a Wild Tongue” from *Borderlands/La Frontera: The New Mestiza*

Snyder Urman, Jennie. Episodes from *Jane the Virgin* (Based on *Juana la virgen* by Perla Farías)

Cisneros, Sandra. Poetry selections from *Loose Woman*, and “My Name” from *The House on Mango Street*

Rodríguez, Richard. S “Aria” from *Hunger of Memory*

Henríquez, Cristina. “Mercury” from *Come Together, Fall Apart*

Slam poetry: Lozada-Oliva, Melissa, “My Spanish” and Denise Frohman “Accents”

¡Habla YA! (select videos) New York 2008 from *HBO Latino*

VI. Social Movements & Revolution: Present and Past

Weeks 12-13

“V. Prejudice and Pride (1965-1980)” from *The Latino Americans: 500 Years of History*

Váldez, Luis. *Teatro Latino* (select skits)

Chávez, César. *An Organizers Tale: Speeches* (selections)

Bratt, Peter and Jessica Congdon. *Dolores: Rebel, Activist, Feminist, Mother*

Political Manifestos: “Plan de Aztlán” and “Young Lords Party 13-Point Program and Platform”

Sanctuary Movement present and past (Materials TBD)

“VI. Peril and Promise (1980-2000)” *The Latino Americans: 500 Years of History*

Images from “The Librotraficante Banned Book Bash”

de Onís, Catalina (Kathleen) M. “What's in an “x”? An Exchange about the Politics of ‘Latinx’”

Remezcla, PhotoMontage, “What it Means to Celebrate Afro-Latinidad in the Time of Black Lives Matter”

Thorpe, Helen. *Just Like Us: The True Story of Four Mexican Girls Coming of Age in America* (selections)

Ledesma, Alberto. *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life* (selections)

VII. Conclusions and Synthesis

Week 14: Student Final Presentations

IV. Course Requirements:

Participation/Attendance: Our class time will consist of a combination of faculty lectures, large and small group discussions, and in-class activities. Participation means more than just showing up to class; it requires that you contribute to the intellectual growth of our learning community. This means that you will have studied the reading before class, prepared answers to any pre-assigned questions, and taken notes on aspects of the texts that you are interested in discussing. Participation in class includes actively listening to others, volunteering scripted and/or improvised answers, meaningful engagement in small and large-group discussions, a positive attitude and a commitment to learning.

Students are required to attend all classes. More than three absences (=a week of class) will result in the reduction of your participation grade (one grade category per additional absence). Missing a class is excusable if you are extremely ill or if you experience a family or personal crisis. The following excuses for missing class are NOT acceptable:

- Doctor and dentist appointments (unless emergencies).
- Taking or picking up friends at airports, bus and train terminals.

- The need to do work for other classes.
- Not being/not feeling prepared for class.
- Sleeping in.
- Travel.

Study Guides and Weekly Homework: Extensive homework will be assigned weekly. For most classes you will read articles and/or literary selections and prepare responses to study guides. On other days, you might be asked to listen to a song or watch a film and complete comprehension and interpretation questions that will be discussed in class.

All of your homework will be graded credit/no credit. In other words, you will receive credit for homework that is complete and turned in on time. Late assignments will not be accepted for credit. The importance of doing your homework cannot be exaggerated, since consistent, daily interaction with the material is vital to your success. You can also consider it as on-going preparation for your short response papers and presentations, which will invite you to synthesize the knowledge you build through homework and classroom activities.

Reaction Papers: The reaction paper is your opportunity to reflect and consider each topic presented in this course. It should contain your own thoughts, reactions, opinions, areas of agreement or disagreement that you arrive at as you progress through the class. It may be a reaction to something you read in the text, or saw in a film, a reaction to a classmate's comment, class discussion, instructor comment, or other class-related activities. The papers must be concise (1-2 pp. (not counting references, MLA format)). Each reaction paper should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. You will be graded in part on how effectively you're able to communicate your ideas in written form, so be sure to pay close attention to such details as spelling, grammar, punctuation, etc.

Discussion Leader Presentation: As the discussion leader, you will kick off our class discussion by presenting a close reading for approximately 10 minutes. Close reading means identifying crucial passages from a text or images/scenes from audiovisual materials, analyzing or interpreting their significance, and relating them to the whole. You will e-mail me (at least one day prior to section) to let me know the thematic objective of your presentation and a rough idea of specific examples you will work with.

Final Group Presentation: During the last week of our course, you and your classmates will give a 30 minute group presentation in which you: 1) synthesize a topic or theme explored during the class, and then, 2) explore a cultural production that connects to the theme or serves to complicate or further our understanding of it today. At the end of your presentation, you will lead a short discussion. Questions should provoke intelligent, argumentative discussions, and improve our critical thinking skills. This is your chance to reflect on the texts and themes and raise fundamental questions that most excite or trouble you.

Class Viewing of *The Latino Americans: The 500-Year Legacy that Shaped a Nation*:

The Latino Americans is a groundbreaking PBS documentary series that attempts to historicize the Latino experience in the United States from the 1500s to present day. Over the course of the semester, we will watch the six episodes that make up this series, which will provide us with a rich historical context for understanding the texts that we will be studying. In our post-viewing discussions, we will dialogue about how the series actively constructs a narrative of Latino history. To this end, you will be asked to view these documentaries not as passive spectators of history, but rather as cultural critics who are attentive to the silences, omissions, and generalizations in historiographical discourses.

Cultural Studies Approach: In this course we will study a diverse array of cultural productions and genres, including news articles, essays, short stories, films, video clips, songs, poetry and art. Students will be encouraged to critically interpret these works through a cultural studies perspective, which insists on the analysis of aesthetic elements of the texts as well as their ideological, historical, political, and commercial impact.

Our discussion of the texts will encourage alternative points of view and engage with issues and arguments raised in the texts, in lecture, and by your colleagues. Remember that disagreement among us on issues is expected and a healthy aspect of discussion. As a learning community we will construct, evaluate and analyze important arguments and/or issues found in the texts in collaboration with one another.

V. Additional Course and University Policies

Course Schedule: The course calendar will be posted in our Sakai site. The calendar is subject to revision at the discretion of the instructor. Any alteration of the course schedule will be announced in class and updated on-line. If a student is absent from class, it is his or her responsibility to contact the instructor, or another student in the class regarding such changes.

Electronics Policy: No texting or cellphone use during class—it is very distracting for everyone. Turn off any and all alerts on any devices. Laptops and tablets may be used in the classroom for note-taking and other relevant purposes. Students observed using irrelevant websites or software, or whose devices distract classmates, will be asked to shut their devices off for the remainder of the class period. Students repeatedly violating this policy will be asked not to use any electronics in the classroom for the rest of the semester and will see their participation grades plummet.

Email: I review email during regular business hours and make an effort to respond within 24-hours, either by email or in person. Please use proper etiquette in all email communication (i.e. descriptive subject line (“Question about homework,” “Recent Absences”), proper salutation (“Hi, Emily” “Hola Profesora,”), and appropriate use of language. If you send me a question via email that is sensitive in nature or that entails a lengthy response, I may request that you speak with me in person.

Academic Integrity: PLU’s expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all PLU students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records. Students are expected to abide by institutional guidelines regarding academic honesty and integrity. Consult the current catalog or see: <http://www.plu.edu/acad/integ.shtml>.

Respectful and Civil Conduct: Civil conversation is central to the university’s academic enterprise and centrally guided by faculty expertise. “[The university] is committed to protecting the rights of community members to engage in dialogue and express ideas in an environment that is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, stalk, intimidate, harass, or abuse. Students are therefore expected to treat every individual with respect and civility” (Student Code of Conduct, Disruption of University Community par. 1).

Respect for Diversity: Abide by the PLU Mission Statement and Student Code of Conduct in your interactions with your classmates and instructor by respecting the diverse social and cultural differences among us, which may include, but are not limited to: race, ethnicity, cultural background, disability, age, family structure, gender identity and presentation, citizenship and immigration status, national origin, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.

Special Accommodations: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have questions concerning the services available for students with disabilities at PLU, please contact the Office of Disability Support Services, x7206.

Lute Library Reserves: If you are having difficulty accessing the materials required for your course (e.g. textbooks, clickers, videos etc.) you may be able to access them from the Lute Library Reserves system. The Lute Library Reserves system has the goal of providing students with easy access to required textbooks and materials that might otherwise be difficult to purchase or unavailable (e.g., clickers, videos). It is part of Mortvedt Library's [Course Reserves](#) system and is located on the Library's main floor at the Circulation Desk. For more information, refer to the document "Lute Library Reserve Guide for Students" in Sakai "Resources" or visit the library!

Center for Student Success: PLU has established the Center for Student Success to serve as a campus-wide network of units dedicated to helping students succeed. The website is: www.plu.edu/student-success. Students can find out about Academic Advising and Degree Planning; Tutoring and Assignment Help, Career and Vocation Planning, Personal Health and Wellness, Financial Services and many affinity group connections. Students can make appointments with advising, the writing center, academic assistance, and many other forms of support.

Student Care Network: PLU has established the Student Care Network (SCN) to work with students and partners for a successful academic, social, and emotional experience at PLU. Students, faculty and staff can submit a Care Form (available on the main page of the PLU web-site under EPass) if they have concerns (academic, emotional, physical or social) related to the well-being of a PLU student. The SCN will work with campus partners to support a culture of care and response for all community members. Please go to: www.plu.edu/srr/student-care-network to learn more or to submit a report.

Support for Undocumented Students: I am proud to work with and for undocumented students. Please see the Undocumented Student Resource page (<https://www.plu.edu/dcenter/undocumented-student-resources/>) for a statement of PLU's commitment to serving all students, and for campus resources available to you. If you are a student that needs emergency housing because of the threat of deportation, please reach out to Campus Ministry at cmin@plu.edu (received by Pastor Jen Rude). Campus Ministry is working with local faith communities to identify emergency sanctuary housing and can work with you to explore options. Our University Pastor is also available if you just need a place to talk confidentially (rudejl@plu.edu).

¡Bienvenido/as! Welcome to Latino Studies 241