

**Course Submission Form**

**Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.**

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<b>Current Status</b> Approved	<b>Course Selected:</b> Subject LALS (LALS - Latin Amer & Latino Std) Catalog Nbr 203	

Course Revision & College	
<b>Form Submission</b> Initial Submission	<b>College</b> Queens College

Course Data		
<b>Course ID</b> 010592	<b>Subject</b> LALS (LALS - Latin Amer & Latino Std)	<b>Catalog Nbr</b> 203
<b>Catalog Status</b> Approved	<b>Contact Hours</b> 3	<b>No. of Credits</b> 3
<b>CourseTitle</b> Puerto Rican and Latino/a Ethnic Identity		
<b>Course Description</b> Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.		
<b>Department</b> Latin American Studies		
<b>Pre-Requisites/Co-Requisites</b>		

Course Syllabus [Attachment Filename(s)]
LatinAmericanandLatinoSudies_203_Syllabus_Revised.docx

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE
English Composition	World Cultures & Global Issues
Math & Quantitative Reasoning <input checked="" type="checkbox"/>	US Experience in its Diversity
Life and Physical Sciences	Creative Expression

**Individual and Society**

**Scientific World**

Learning Outcomes: Questions	Learning Outcomes: Responses
<p><b>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</b></p>	<p>The course requires students to gather information, interpret and assess information based on readings and documentaries from different sources and points of view on Latinx history and influence in U.S. development and its diversity.</p> <p>Students will read articles from three required books, as well as articles from journals and books. They will also watch a documentary series. This allows students to gather, interpret and assess information from a variety of sources.</p> <p>Three Required Books:            ? Juan Gonzalez, Harvest of Empire: A History of Latinos in America (Penguin Books, 2011, Revised Edition)            ? Miriam Jimenez Román and Juan Flores, eds., The Afro-Latin@ Reader: History and Culture in the United States (Durham: Duke University Press, 2010)            ? Nancy Raquel Mirabal, Suspect Freedoms: The Racial and Sexual Politics of Cubanidad in New York, 1823-1957 (New York: New York University Press, 2017)</p> <p>Journal Articles from: Journal of American History,            Articles from many books including:            ? Gina Perez, Frank Guridy and Adrian Burgos. Beyond el Barrio: Everyday Life in Latina/o America (NYU Press, 2010)            ? Want to Start a Revolution? Women in the Black Freedom Struggle (NYU Press, 2009)            ? The Maya of Morganton (University of North Carolina Press, 2003)            ? Grounds for Dreaming: Mexican Americans, Mexican Immigrants, and the California Farmworker Movement (Yale University Press, 2016)</p> <p>Documentaries:            ? Latino Americans, Episode Two, Four, Five and Six, "Empire of Dreams (1880-1942)." Available on PBS website.</p> <p>Assessments:            ? Two In-class quizzes. These quizzes will test students on content from readings, lectures, and films.            ? Students are assigned 3 Papers (5 pages each). They are required to gather historical information from primary and secondary sources from different points of view, evaluate and interpret them.</p>

**\* 2. Evaluate evidence and arguments critically or analytically.**

Students will evaluate evidence and arguments critically and analytically through written posts on Blackboard and class discussions about readings and assignments."  
 Assignments:  
 ? Students are expected to attend class meetings, and to have completed all readings and assignments.  
 ? Every week students are assigned to post a short reflection on Blackboard about that week's material. This can be a question provoked by the assignments, a quotation that stood out to the student in the reading, or links from an internet search inspired by course material. Students are expected to read through the statuses of their classmates as well, these posts will be integrated into the classroom discussions on Thursdays.  
 Assessments:  
 ? Students are assigned 3 Papers (5 pages each). They are required to gather historical information from primary and secondary sources related to the course material, evaluate evidence critically and analytically.

**\* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.**

Students are expected to write three papers.  
 Paper #1: Historiography Paper  
 For this five-page paper, students place Nancy Mirabal's Suspect Freedoms in conversation with one other secondary source. Students can choose a chapter or section from The Afro-Latin@ Reader, the entirety of Harvest of Empire, an episode from the Latino Americans documentary, or a secondary source (book or journal article) that they find on their own. The goal is for students to think about the different ways that Latinx History is researched and narrated, and to consider gaps, genealogies, and future directions.  
 Paper #2: Historical Roots of Contemporary Issues  
 For this five-page paper, students use primary and secondary sources to identify historical roots and provide historical context for a contemporary theme within Latinx communities. Examples of contemporary themes include immigration enforcement, participation in higher education, youth cultures, and transnational organizing.  
 Paper #3/Final Project:  
 Students will identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme. For example, the theme could be family, migration, or language. The time periods will be 1500-1800; 1800-1900; and 1900 to the present. Students will close read each primary source, citing relevant secondary sources, and then will create a narrative connecting the sources. Project is to be presented in an online format.

**4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.**

Paper Assignment 1 Historiography Paper requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity.

Paper #1: Historiography Paper

For this five-page paper, students place Nancy Mirabal's Suspect Freedoms in conversation with one other secondary source. Students can choose a chapter or section from The Afro-Latin@ Reader, the entirety of Harvest of Empire, an episode from the Latino Americans documentary, or a secondary source (book or journal article) that they find on their own. The goal is for students to think about the different ways that Latinx History is researched and narrated, and to consider gaps, genealogies, and future directions.

Paper Assignment 2 Historical Roots of Contemporary Issues requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity.

Paper #2: Historical Roots of Contemporary Issues

For this five-page paper, students use primary and secondary sources to identify historical roots and provide historical context for a contemporary theme within Latinx communities. Examples of contemporary themes include immigration enforcement, participation in higher education, youth cultures, and transnational organizing.

Paper Assignment 3 Final Paper/Project requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity. Students need to Identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme creating a narrative citing primary and secondary sources.

Paper #3/Final Project:

Students will identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme. For example, the theme could be family, migration, or language. The time periods will be 1500-1800; 1800-1900; and 1900 to the present. Students will close read each primary source, citing relevant secondary sources, and then will create a narrative connecting the sources. Project is to be presented in an online format.

**5. Analyze and explain one or more major themes of U. S. history from more than one informed perspective.**

<p><b>6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</b></p>	<p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Evaluate how indigenous populations, afro-Latino, and other immigrants from Latin American countries have shaped the development of the United States</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Evaluate how an Afro-Latino with Puerto Rican roots engaged in African diasporic studies proving the importance of Afro-Latino influence in the intellectual development of African American studies in the united states.</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Evaluate how Afro- Latino immigration has contributed to the U. S. development in music and art.</p>
<p><b>7. Explain and evaluate the role of the United States in international relations.</b></p>	<p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Explains Latino immigration as an outgrowth of U.S. economic expansion and U.S. international relations in Latin America.</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Evaluates the role of the U.S in international relations in Cuba and its impact on the development of the first Cuban diaspora in the U.S .before 1959.</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Evaluates the role the U.S had in the Spanish American War and the annexation of Puerto Rico as a U.S. territory.</p>
<p><b>8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</b></p>	

<p><b>9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</b></p>	<p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Analyzes and discusses patterns of life in contemporary U.S. society have been influenced by immigrants' race and ethnicity. It also analyzes how Latinx migration has influenced laws and policing in the U.S.</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Analyze and discuss patterns of life in contemporary U.S. society have been influenced by immigrants' race and ethnicity. It explores the impact of Puerto Ricans and other Afro-Latinx in the U.S. Civil Rights Movement.</p> <p>Readings and Writing Assignments Weekly Posts on Readings &amp; three papers: Analyzes and discusses common institutions like historical accounts, family and religion and patterns of life in contemporary U.S. society influence or are influenced by race and ethnicity of Latinx population with an emphasis on Afro-Latinos.</p>
<p><b>A. If there is a change to the course title, what is the new course title?</b></p>	
<p><b>B. If there is a change to the course description, what is the new course description?</b></p>	
<p><b>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</b></p>	

<p><b>Chair (Approver) Comments</b></p>
<p><b>Comments</b> Meets SLOs.</p>