# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **HIST 243: LATINo peoples and US HISTORY****BA GLOBAL STUDIES MAJOR AND MINOR****BA HISTORY****BA SECONDARY EDUCATION: HISTORY****BA MODERN LANGUAGES, LATIN AMERICAN STUDIES CONCENTRATION AND MINOR** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** **Feinstein School of Education and Human Development (FSEHD)** |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program:** [**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **Tommy Ender** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **The new HIST 243 course will introduce the historical experiences of Latino/a/x peoples in the United States. Students will examine the historical situations in the Caribbean and Latin America that influenced migrations to the United States. Notably, a focus will be on groups who have historically moved to Rhode Island, i.e., Dominicans, Puerto Ricans, Colombians, Mexicans, Guatemalans, Brazilians, and others. The course covers 1565 to the present and allows new opportunities to examine contemporary American society from the viewpoints of the Hispanic & Latino/a/x experiences. In addition, the course allows the instructors to incorporate recent scholarship about Latino/a/x social, cultural, and political histories. Students will spend considerable time on class discussions, small group work, and undergraduate research through this context.****The HIST 243 course, aimed at History majors, fills two significant holes in the curriculum. First, the course highlights essential connections between the regions, countries, and individuals in Latin America and the United States. Second, it complements existing Latin American and US courses and enriches students’ understanding of the complexities of being Latino/a/x within US history. This course could also be of use to other majors (and some minors), including Global Studies, Secondary Education (History), and Latin American Studies.****Additionally, the HIST 243 course serves as a new course in updating the overall curriculum regarding the Hispanic Serving Institution (HSI) designation at Rhode Island College. In particular, this course addresses a critical need for more Hispanic/Latinx-foci academic offerings in the catalog.****Lastly, the term “Latino/a/x” describes the comprehensive yet complex identities currently under debate within the academy and society. Latino and Latina reflect the gendered Spanish language commonly found in the United States. In contrast, Latinx reflects an American English neologism mostly found in academia. The complexities around culture, identity, and historical interpretations demonstrate a need to write Latino/a/x in this form when describing the rationale for the course.****When creating catalog copy a typo was noticed in the Latin American Studies major that can be fixed: a 400-level Spanish or Portuguese course in Latin American literature As needed film, culture, etc. The “As needed” should be deleted.** |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Global Studies – Students in the Global Studies programs will expand their global comprehension of historical and contemporary issues affecting Hispanic/Latinos living in the United States.****History – The course expands the department’s curricular focus on US history.****History Secondary Education – Students in the History Secondary Education program will learn additional depth and viewpoints not previously addressed in their program of study. The course will also better prepare them to teach this subject to diverse students in RI public schools.****Latin American Studies – Students in Latin American Studies programs will expand their comprehension of historical and contemporary issues affecting Latin Americans by learning about Hispanic & Latino/a/xs living in the United States. The course also helps expand the number of courses available, especially in light of the recent HSI designation for RIC.** |
| A.6. [Impact on other programs](#impact)  | **Global Studies, Secondary Education (History), and Latin American Studies will be adding this course as a required elective to their programs, as well as History.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **N**one |
| [*Library*:](#library) | **N**one |
| [*Technology*](#technology) | **N**one |
| [*Facilities*](#facilities): | **N**one |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:<http://ric.smartcatalogiq.com/en/2022-2023/Catalog/Faculty-of-Arts-and-Sciences/Global-Studies/Global-Studies-BA>HIST 243: Latino Peoples and US History – added to “Global Historical Perspectives” table. Both on the major and the minor.<http://ric.smartcatalogiq.com/en/2022-2023/Catalog/Faculty-of-Arts-and-Sciences/History/History-B-A>HIST 243 Latino Peoples and US History – added to Category A: US History.<http://ric.smartcatalogiq.com/2022-2023/Catalog/Feinstein-School-of-Education-and-Human-Development/Secondary-Education/Secondary-Education-B-A>HIST 243: Latino Peoples and US History – added to “One Course from U.S. History” table, under the “Secondary Education History Major” section.<http://ric.smartcatalogiq.com/2022-2023/Catalog/Faculty-of-Arts-and-Sciences/Modern-Languages/Modern-Language-B-A>HIST 243: Latino Peoples and US History – added to “One Course from” table, under the “C. Latin American Studies” section.<http://ric.smartcatalogiq.com/2022-2023/Catalog/Faculty-of-Arts-and-Sciences/Modern-Languages/Latin-American-Studies-Minor>HIST 243: Latino Peoples and US History – added to “Two Courses From” table on the Latin American Studies Minor. |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/tender_6333/Downloads/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.**The course will not impact transfer agreements. |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance.No NECHE considerations. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **HIST 243** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Latino Peoples and US History** |
| B.4. [Course description](#description)  |  | **Students examine Latin American migration and settlement in the Students examine Latin American migration and settlement in the United States, Latino civil rights movements, and the contemporary transnational natures of the Latinx experience.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **HIST 101, 102, 103, 104, 105, 106, 107, 108, or consent of the chair** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus |** **[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.) (50% online; 50% in-person)** |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | **Restricted elective for major/minor | Free elective**  |
|  12 b. Is this an Honors  course? |  | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  | **NO**  |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work | Projects |**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  | **HIST 243 differs from FNED 461/ANTH 461 – LatinX in the United States in the following way: HIST 243 will examine the Latino experience in the United States from a historical perspective, whereas FNED 461/ANTH 461 examines the Latino experience through the lens of Education practices and policies.**  |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Written Communication |  | Critical Thinking Activities* Analyzing primary sources, individual and in groups

Reading Response Papers* Analyzing interpretative sources

Research Paper* Written assignment based on historical sources and interpretations

Exams* Writing intensive
 |
| Critical and Creative Thinking |  | Critical Thinking Activities* Interpreting content, purpose, author intentions and perspectives, & cultural values

Reading Response Papers* Comparing and contrasting cultural, linguistic, and political values

Research Paper* Interpreting and analyzing of historical arguments using multiple perspectives from a wide range of historical explanations
 |
| Research Fluency |  | Research Paper* Engaging in a research project about Latinx history in the United States through scaffolded assignments and directions
 |
| Knowledge of Civil Society |  | Critical Thinking Activities* Analyzing interpretations of American juris prudence and civil rights over time through individual and group active learning pedagogies
* Examining historical interactions between Latinxs and federal, state, and local governments, and vice-versa
* Interpreting and analyzing the impacts of interpretations of American juris prudence and civil rights as they apply to race, class, gender, sexual orientation, and migration over time

Reading Response Papers & Research Paper* Interpreting and analyzing the influences of American juris prudence and civil rights through a wide range of primary and interpretative historical documents
 |
| Global Understanding |  | Critical Thinking Activities & Research Paper* Analyzing a wide range of documents that set U.S. history within hemispheric and global contexts

Exams* Writing intensive
 |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| **Topic 1: Who is Hispanic? Who is a Latinx? What do these labels mean?**This unit examines the contemporary constructs of being a Hispanic or Latino, Latina, or Latinx, especially since the end of World War II, in the United States, and in Rhode Island.**Topic 2: St. Augustine to California to New England, 1565-1865 – A Historical Primer**This unit explores the population growth of the Spanish & Spanish-Americans, the independence of the United States from Great Britain, the independence of Latin American countries from Spain and Portugal, and the neo-colonization by the U.S. on Latin America.**Topic 3: California and the American Southwest, 1865-1945**This unit explores the Mexican-American War, American Westward expansion, and the growing reliance on Mexican agricultural workers.**Topic 4: The Northeastern United States, 1865-1945**This unit explores the population growth of Cubans and Puerto Ricans in the region, the impact of the Spanish-American War, and the industrial growth of the 20th century.**Topic 5: South American and Caribbean Migration to the Northeast U.S., 1945-present**This unit explores the migration of Puerto Ricans, Dominicans, Colombians, Brazilians, and Cubans to the Northeast, U.S. involvement in Caribbean and Latin American affairs, and the confluence of American foreign policy with the demand for civil rights.**Topic 6: Latino Social Movements, 1945-present**This unit explores the development of different Latino social movements in the U.S. and their connections to decolonization movements in the postwar era and their impacts on American society. **Topic 7: The “New” Latinx in the South, 1990-present**This unit explores the population growth of Latinxs in the U.S. South and the dramatic impacts these population shifts have had on American cultural and political institutions. **Topic 8: Latinos in Rhode Island**This unit explores the continuous growth of Latinos in Rhode Island and what this new reality has meant for state and local political, economic, and cultural institutions. Particular emphasis will be paid to Dominicans, Puerto Ricans, Colombians, Mexicans, Guatemalans, Brazilians, and others who have made Rhode Island a second home.   |

### C. [Program Proposals](#program_proposals) **Complete only what is relevant to your proposal. Delete section C if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in C. 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) Must be completed. | **History, History Secondary Education Intended Majors, and History Secondary Education Majors – 110** **Global Studies – 2****Latin American Studies** |  |
| C. 2. [2020 CIP number](#CIPnumber) | **N/A** |  |
| C.3. [Admission requirements](#admissions) |  |  |
| C.4. [Retention requirements](#retention) |  |  |
| C.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **Global Studies major**Global Historical Perspectives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE from: |  |  |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 307 | Europe in the Age of Enlightenment | 3 |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |

**Global studies minor**Course RequirementsCore Courses

|  |  |  |  |
| --- | --- | --- | --- |
| GLOB 200W | Global Studies: Methods | 4 | F, Sp |
|  | -And- |  |  |
| GLOB 356 | The Atlantic World | 4 | As needed |

        (or other GLOB 35X course available)Courses

|  |  |  |  |
| --- | --- | --- | --- |
| POL 203 | Global Politics | 4 | F, Sp |
|  |   |  |  |
|  | ONE COURSE from: |  |  |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 307 | Europe in the Age of Enlightenment | 3 | AnnuallyAs needed |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |
| HIST 320 | American Colonial History | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |

**History**Category A: U.S. History

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 201 | U.S. History: 1400-1800 | 3 | F, Sp |
| HIST 202 | U.S. History: 1800-1920 | 3 | F, Sp |
| HIST 203 | U.S. History: 1920 to the Present | 3 | F, Sp |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 217 | American Gender and Women’s History | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 219 | Popular Culture in Twentieth Century America | 3 | Alternate years |
| HIST 320 | American Colonial History | 3 | AnnuallyAnnually |
| HIST 322 | The Early American Republic | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |
| HIST 324 | Crises of American Modernity, 1914-1945 | 3 | Annually |

Latin American Studies MAJORC. Latin American Studies

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| LAS 363 | Seminar: Topics in Latin American Studies | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | Annually |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 461/FNED 461 | LatinX in the United States | 4 | Annually |
| MLAN 320 | Internship in Modern Languages | 1-4 | As needed |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 317 | Politics and Society | 4 | Sp |
| POL 341 | The Politics of Developing Nations | 4 | Sp |
|  | -Or- |  |  |
|  | a 400-level Spanish or Portuguese course in Latin American literature As needed film, culture, etc. | 3 |  |

Latin American Studies Minor RequirementsThe minor in Latin American Studies consists of 18-20 credit hours, as follows:Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 105 | Multiple Voices: Latin America in the World | 4 | F, Sp, Su |

TWO COURSES from either SPAN or PORT sequences (both in the same language):

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 113 | Intermediate Spanish | 4 | F, Sp, Su |
| SPAN 114 | Readings in Intermediate Spanish | 4 | F, Sp, Su |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |
| SPAN 201W | Conversation and Composition | 4 | F, Sp |
| SPAN 202W | Composition and Conversation | 4 | F, Sp |
| PORT 113 | Intermediate Portuguese | 4 | Sp |
| PORT 114 | Readings in Intermediate Portuguese | 4 | F |
| PORT 115 | Literature of the Portuguese-Speaking World | 4 | F, Sp |
| PORT 201W | Conversation and Composition | 4 | F |
| PORT 202W | Composition and Conversation | 4 | Sp |

TWO COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| LAS 363 | Seminar: Topics in Latin American Studies | 3 |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 341 | The Politics of Developing Nations | 4 | Sp |
| PORT 304 | Brazilian Literature and Culture | 4 | Alternate years |
| PORT 460W | Seminar in Portuguese | 3 | As needed |
| SPAN 312 | Latin American Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 313 | Latin American Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 460W | Seminar in Spanish | 3 | Annually |
| ANTH 461/FNED 461 | LatinX in the United States | 4 | Annually |

**Secondary Ed. History**ONE COURSE from U.S. History:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 217 | American Gender and Women’s History | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 219 | Popular Culture in Twentieth Century America | 3 | Alternate years |
| HIST 320 | American Colonial History |  3 |
| HIST 322 | The Early American Republic | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |
| HIST 324 | Crises of American Modernity, 1914-1945 | 3 | Annually |

 | **Global Studies major**Global Historical Perspectives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE from: |  |  |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 243HIST 307 | Latino Peoples and US HistoryEurope in the Age of Enlightenment | 33 | AnnuallyAs needed |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |

**Global studies minor**Course RequirementsCore Courses

|  |  |  |  |
| --- | --- | --- | --- |
| GLOB 200W | Global Studies: Methods | 4 | F, Sp |
|  | -And- |  |  |
| GLOB 356 | The Atlantic World | 4 | As needed |

        (or other GLOB 35X course available)Courses

|  |  |  |  |
| --- | --- | --- | --- |
| POL 203 | Global Politics | 4 | F, Sp |
|  |   |  |  |
|  | ONE COURSE from: |  |  |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 243HIST 307 | Latino Peoples and US HistoryEurope in the Age of Enlightenment | 33 | AnnuallyAs needed |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |
| HIST 320 | American Colonial History | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |

**History**Category A: U.S. History

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 201 | U.S. History: 1400-1800 | 3 | F, Sp |
| HIST 202 | U.S. History: 1800-1920 | 3 | F, Sp |
| HIST 203 | U.S. History: 1920 to the Present | 3 | F, Sp |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 217 | American Gender and Women’s History | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 219 | Popular Culture in Twentieth Century America | 3 | Alternate years |
| HIST 243HIST 320 | Latino Peoples and US HistoryAmerican Colonial History | 33 | AnnuallyAnnually |
| HIST 322 | The Early American Republic | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |
| HIST 324 | Crises of American Modernity, 1914-1945 | 3 | Annually |

Latin American Studies MAJORC. Latin American Studies

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| LAS 363 | Seminar: Topics in Latin American Studies | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | Annually |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 461/FNED 461 | LatinX in the United States | 4 | Annually |
| HIST 243 | Latino Peoples and US History | 3 | Annually |
| MLAN 320 | Internship in Modern Languages | 1-4 | As needed |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 317 | Politics and Society | 4 | Sp |
| POL 341 | The Politics of Developing Nations | 4 | Sp |
|  | -Or- |  |  |
|  | a 400-level Spanish or Portuguese course in Latin American literature, film, culture, etc. | 3 |  |

Latin American Studies Minor RequirementsThe minor in Latin American Studies consists of 18-20 credit hours, as follows:Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 105 | Multiple Voices: Latin America in the World | 4 | F, Sp, Su |

TWO COURSES from either SPAN or PORT sequences (both in the same language):

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 113 | Intermediate Spanish | 4 | F, Sp, Su |
| SPAN 114 | Readings in Intermediate Spanish | 4 | F, Sp, Su |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |
| SPAN 201W | Conversation and Composition | 4 | F, Sp |
| SPAN 202W | Composition and Conversation | 4 | F, Sp |
| PORT 113 | Intermediate Portuguese | 4 | Sp |
| PORT 114 | Readings in Intermediate Portuguese | 4 | F |
| PORT 115 | Literature of the Portuguese-Speaking World | 4 | F, Sp |
| PORT 201W | Conversation and Composition | 4 | F |
| PORT 202W | Composition and Conversation | 4 | Sp |

TWO COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 243LAS 363 | Latino Peoples and US HistorySeminar: Topics in Latin American Studies | 33 | AnnuallyAlternate years |
| POL 203 | Global Politics | 4 | F, Sp |
| POL 341 | The Politics of Developing Nations | 4 | Sp |
| PORT 304 | Brazilian Literature and Culture | 4 | Alternate years |
| PORT 460W | Seminar in Portuguese | 3 | As needed |
| SPAN 312 | Latin American Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 313 | Latin American Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 460W | Seminar in Spanish | 3 | Annually |
| ANTH 461/FNED 461 | LatinX in the United States | 4 | Annually |

**Secondary Ed. History**ONE COURSE from U.S. History:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 217 | American Gender and Women’s History | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 219 | Popular Culture in Twentieth Century America | 3 | Alternate years |
| HIST 243HIST 320 | Latino Peoples and US HistoryAmerican Colonial History | 33 | AnnuallyAnnually |
| HIST 322 | The Early American Republic | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |
| HIST 324 | Crises of American Modernity, 1914-1945 | 3 | Annually |

 |
| C.6. [Credit count](#credit_count) for each program option |  | **This course will not alter any program credit counts.** |
| C.7. Program Accreditation (if relevant) | **N/A** |  |
| C.8 Is it possible that the program will be more than 50% online (includes hybrid)?\* | **NO** | **NO** |
| C.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** | **NO** |
| C. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)  | **NO** | **NO** |
| C.11. [Program goals](file:///Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |
| C.12. Other changes if any |  |  |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Elisa Miller | Chair of History |  | 10/10/22 |
| Eliani Basile | Chair of Modern Languages | \*approved via e-mail | 10/14/22 |
| David Ramirez | Program Coordinator, Latin America Studies | \*approved via e-mail | 8/24/22 |
| April Kiser | Director, Global Studies | \*approved via e-mail | 9/6/22 |
| Earl Simson | Dean of Faculty Arts & Sciences |  | 10/19/22 |
| Charles H. McLaughlin, Jr. | Chair, Educational Studies | Charles H. McLaughlin, Jr. | 09/21/2022 |
| Jeannine Dingus-Eason | Dean of Feinstein School of Education and Human Development |  | 9/22/22 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING