

**Spanish 332/Portuguese 332
Introduction to Andean & Amazonian Cultures
Assessment Plan**

Assessment of Course:

Spanish 332/Portuguese 332 will be critically assessed in order to determine how well it is meeting the general principles and specific General Learning Objectives of its General Education Curriculum category (2. Breadth; B. Arts and Humanities; (3) "Cultures and Ideas;" and also: 4 Diversity (2) International Issues/Non-Western or Global GEC Courses). Assessment will take place after the first quarter in which the course is taught and thereafter biennially.

Spanish 332/Portuguese 332 will be assessed by the Director of Undergraduate Studies of the Department of Spanish and Portuguese in consultation with the Chair of the Department of Spanish and Portuguese. The following procedures and indicators will be used in assessing the course:

- 1) Student SEIs
- 2) Written report of class visit by peer evaluator
- 3) Portfolio of sample student work
- 4) Review of current paper and presentation topics
- 5) Review of course syllabi for each time the course has been taught up to the point of the assessment.
- 6) Biennial assessment report to be submitted to ASC summarizing the results of the of the course assessment.

Items 3-5 will be maintained on file in the Department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.

How Spanish 332/Portuguese 332 meets the Expected Learning Outcomes of GEC 2. Breath; B. Arts and Humanities; (3) "Cultures and Ideas" AND GEC 4. Diversity (2) International Issues ("Non-Western or Global")

ASC GEC Expected Learning Outcomes Statements:

GEC 2. Breath; B. Arts and Humanities; (3) "Cultures and Ideas"

GEC Expected Learning Outcomes: Arts and Humanities

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

1. *Students develop abilities to be informed observers or active participants in the visual, spatial, performing, spoken, or literary arts.*
2. *Students describe and interpret creative work, and/or movements in the arts and literature.*
3. *Students explain how works of art and writings explore the human condition.*

GEC 4. Diversity (2) International Issues ("Non-Western or Global")

International Issues coursework helps students become educated, productive, and principled citizens of their nation and an increasingly globalized world.

Expected Learning Outcomes:

1. *Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the US.*
2. *Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.*
3. *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Assessment of Students:

- The course readings will consist of primary sources that document, participate in, and reflect on the ethnic, social, and cultural features of the Andean and Amazonian regions, and map out the historical, economic, and political processes that have shaped distinctive geo-cultural formations. Through careful readings of, and oral and written commentaries on the reading materials, students will learn to critique the ways in which cultural differences and imperial ideologies are constructed, represented, and evaluated. Students will gain insight into a variety of issues and viewpoints aimed to initiating a discussion of the identity of the Portuguese culture and its global imprint, and will develop descriptive skills as well as critical perspectives on a variety of cultural expressions. By drawing on multiple disciplines, Introduction to Andean and Amazonian Cultures coursework provides an academic experience that helps students enrich their understanding of the human condition. In this course, through readings from different disciplines students will develop capacities for aesthetic and historical response and judgment to experience artistic expressions that characterize the culture and society of the countries of these regions.
- Course requirements include the daily selection of passages from the primary and secondary sources to comment on in class, either in small groups or whole class discussions. The professor's response to these commentaries will help to develop students' abilities to comment critically and spontaneously on primary and secondary sources.
- Each week, students will be required to prepare a one-page, single-spaced response paper on the required reading assigned, in which they offer a critique of a passage selected from the primary readings. The professor's feedback on each paper will foster students' abilities to make a well-documented, persuasive and compelling argument about primary sources in writing.
- Two essays, which will require students to combine and expand their work in the response papers, will assess the degree to which they have developed, on the one hand, the ability to analyze cultural processes and craft coherent arguments based on historical evidence, and, on the other hand, a critical awareness of the ways in which texts represent, reinforce, or challenge social, political, and cultural values. exceptionalist paradigms.
- Class participation will be evaluated according to the student's active involvement in class discussions, thorough reading of class materials, and contribution to the group. Students will be required to prepare, for each class, and to present comments of the readings assigned every week. Students will be expected to improve their performance each week on these preliminary analyses, based on comments provided on previous ones and in-class discussion, based on the analyses, which will oblige students to increase sophistication of their initial analyses and in-class comments.
- In this course students will read a diverse selection of texts, encompassing literary, historical, anthropological, religious, and activist sources from Peru, Brazil, Ecuador, and Bolivia. Analytical skills will be developed through the practice of close reading and comparative analysis, with particular attention to the ways in which cultural difference is constructed, represented, and evaluated in different texts.
- The course will ensure full student participation, and associated practice of analytical skills, in class discussion by requiring each student to select a passage to comment on in each class, whether in small groups or with the entire class. Allowing students to orient the discussion in this way will sharpen their ability to select appropriate passages and prepare comments capable of generating dialogue. The writing assignments, in turn, build on these oral interventions by requiring students to present their textual commentaries in writing, and the professor's written feedback on each of the assignments will sharpen their ability to communicate more effectively and persuasively in writing.