

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

**How this course meets the general principles of the GEC Model Curriculum and the specific goals of the categories for which it is being proposed**

(From Model Curriculum)

**ARTS AND HUMANITIES**

Humanistic inquiry is most often pursued through the study of what are commonly called the humanities and the arts. The humanities, according to a definition accepted by the National Endowment, are “fields of study and branches of learning which record, investigate, analyze, and evaluate the products of human imagination, activity, and culture.” This broad definition is meant to include the history and criticism of the arts. To it must be added production of all forms of artistic expression and the capacity to understand and judge them aesthetically and in cultural context. Humanistic inquiry assesses, across temporal, cultural, or theoretical divisions, how humans view themselves in relation to other humans, to nature, to the divine; what questions they ask about important concerns; and how they express their responses to the conditions of their existence. Language, memory, and symbol are central to the study of both the humanities and the arts. Both also ask questions about the values by which individuals and societies live and the tolerance and mutual understanding needed to allow the full realization of human potential and diversity. Therein they cultivate an appreciation for the unique, particular, and distinctive, for the dated and the placed, often focusing on “tradition” as well as on the intangible aspects of human activity and on the ability of individuals to push against constraints. Therefore, the continuing forms by which humans communicate with, advise, and entertain one another are important, but equally so are those individuals and moments through which new possibilities are opened for the human experience.

The overall goal of this component is to develop knowledge of the humanities and the arts and a humanistic perspective that fosters capacities for: (1) aesthetic and historical response and judgment; (2) interpretation and evaluation; (3) critical listening, reading, seeing, thinking, and writing; and (4) experiencing the arts and reflecting on that experience. As a result of meeting this requirement, each student should have studied significant writings and works of art that can be shown to be of lasting and fundamental importance for humanistic inquiry.

**GEC 2. Breadth; 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.*

- This course addresses the core goals of the GEC’s Arts and Humanities Breadth category. The topics studied in the course will explore cultural processes and artistic expressions of the Andean and Amazonian regions, and their profound, but often under-appreciated influence on and interconnections with other Western and non-Western societies, including mainstream westernized elites. Indeed, In this course, students will learn about the cultural geography, socio-economic history, ethnic composition, political struggles, and ways of life of the societies and peoples of the Andean and Amazonian regions, which include the countries of Bolivia, Brazil, Colombia, Chile, Guyana, Ecuador, Peru, and Venezuela. However, this course will focus on chosen specific events and countries, in order to showcase the dramatic cultural changes that have occurred since colonial times through the present; the successive processes of modernization and economic development that have shaped the history of these regions; and the historical tensions between communities and national governments, between nations and international powers, between the local and the global.
- This course will foster all of the mentioned capacities, as students will be asked not only to acquire knowledge about cultural expressions, but also to look at culture critically and in context. They will evaluate the aesthetic qualities of the cultural artifacts that they are exposed to, but also

interpret their significance within the relevant historical context. This will be practiced through pre-discussion study and writing exercises, in-class discussions, term papers, and group presentations.

#### 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.*

In what ways does this course foster understanding of institutions, issues, events cultures that are international in nature or particular to one or more nations other than the United States?

- This course treats the trans-regional, trans-national, and global nature of the Andean and Amazonian cultures in a historical framework.

How does the course promote appreciation of and reflection on the significance of diversity in the world and the importance of the values of tolerance and justice?

- The cultures and societies of the Andean and Amazonian regions are extremely diverse, which results from centuries of inter-cultural contact deriving from colonialism. The content of the course foregrounds these issues.

What attention is given in the course to issues of race, gender, class, ethnicity, national origin and/or religion in an international, regional or national context other than the United States?

- Due to the fundamental diversity of the peoples and ecologies of the Andean and Amazonian regions, and the resulting impact on cultural manifestations, all of the mentioned categories of diversity are treated in this course.

Does the course fulfill the Western (non-U.S.) designation or the non-Western designation? While definitions of what constitutes the "western world" today are varied, to earn the Western designation, courses should focus significant content on some combination of the following nations or regions: Western Europe, Australia, Canada, and New Zealand. To earn the non-Western designation, courses should focus significant content on indigenous peoples and/or regions of or specific nations within Eastern Europe, Asia, the Pacific Islands, Latin America, Africa, and/or the Middle East.

- This course is focused on the indigenous populations of the Andes and the Amazonian basin, and their social and cultural interaction with other peoples and countries in the modern world.