Core Curriculum Supplement

Academic Unit / Office  CLASS/HIST  Catalog Year of Implementation  2019-2020
Course (Prefix / Number)  HIST / 2374  Course Title  Popular Culture in Latin America

Core Proposal Request
☒ Add to Core Curriculum  ☐ Revise course already in Core Curriculum

<table>
<thead>
<tr>
<th>Foundational Component Area (required)</th>
<th>Current Core Categorization</th>
<th>Proposed Categorization for Upcoming Core</th>
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<tbody>
<tr>
<td>N/A (Not currently a Core course)</td>
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<td>Language, Philosophy Culture (40)</td>
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<tr>
<th>Component Area Option (optional)</th>
<th>Current Core Categorization</th>
<th>Proposed Categorization for Upcoming Core</th>
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<td>N/A (No Component Area Option)</td>
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<td>Select proposed COA status:</td>
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<tr>
<th>Category Listing: Single or Double?</th>
<th>Current Core Categorization</th>
<th>Proposed Categorization for Upcoming Core</th>
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<tr>
<td>Select current category listing status:</td>
<td></td>
<td>List under the Foundational Component Area ONLY.</td>
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Core Proposal Rationale - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

Through lecture, discussion, films, and readings students will master the Core Objectives listed. The required writing will encourage knowledge of a wide variety of primary and secondary sources and will promote deeper conceptions and historical understandings of Latin American cultures and the role of gender, race, sexuality, and class in modern Latin America.

Core Objectives (see THECB Core objectives)

☒ Critical Thinking  ☐ Teamwork
☒ Communication  ☒ Social Responsibility
☐ Empirical & Quantitative Skills  ☒ Personal Responsibility

Please explain how the Core Objectives selected above will be met:

The themes of the course (culture and gender, race, sexuality, and class in modern Latin America) and the written assignments on historical developments, sources, and film will promote critical thinking and communication skills as well as deal with social and personal responsibility.

When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).
HIST- 2000: Popular Culture in Latin America

Natalia Milanesio

Course Description:

This class explores significant aspects of Latin American culture in the nineteenth and twentieth centuries from a historical perspective. It examines the historical context of production, the main characteristics, and the legacies of different cultural expressions, including music, the arts, the media, fashion, sports, and cinema. Some of the topics analyzed are Argentine tango, Mexican narcocorridos, Cuban Nueva Troba, Mexican muralism, Brazilian carnival, Brazilian capoeira, soccer, telenovelas, and comics, among others. The historical exploration of Latin American culture opens the analysis of fundamental aspects of Latin American society including racial issues like mestizaje and indigenismo, political issues like the rise of the modern state, populism, revolutionary movements, and economic themes like export-led economies and neo-liberalism.

Course Objectives:

1. Increase students’ knowledge of the culture and modern history of Latin American countries.
2. Reflect on the role of culture in the construction of the modern nation, social identity, and globalization.
3. Deepen conceptual and historical understandings of gender, race, sexuality, and class in modern Latin American history.
4. Stimulate independent and critical thinking.
5. Relate historical issues with contemporary problems.

Sample readings:


Desmond Rochfort, “The Sickle, the Serpent, and the Soil: History, Revolution, Nationhood, and Modernity in the Murals of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros” in Mary Kay


Sample Assignments:

Map Quiz: Students are asked to identify a list of Latin American countries using a blank map.

Take-home essay: Students are asked to respond to a question posted online based on selected readings.

In-class Short Questions: Students are asked to answer short question or identifications based on selected readings.

Take-home primary source analysis: Students are asked to answer a question based on the reading of primary and secondary sources.

Take-home film analysis: Students are asked to respond a list of question after watching a film at home and connecting it with selected readings.