

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School Languages and Cultures  
 Prefix: SPA Number: 405 Title: Latino Cultural Perspectives for the Professions Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_  
 Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No  
 If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Global Awareness-G **Mandatory Review:** (Choose one)

*Note- a **separate proposal** is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: **October 1, 2017**

For Spring 2019 Effective Date: **March 10, 2018**

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Lorena Cuya Gavilano E-mail lcuyagav@asu.edu Phone 8142225673

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Jacqueline Martinez Date: 9/19/17

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	See the Course Description in the Syllabus and Semana 10 in the Plan of Study.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	See the Course Description in the Syllabus and Semana 6, 7, 8, and 10 in the Plan of Study
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	See Syllabus p.3 and Plan of Study: Semana 2, 6, 10, 11 for example.
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
SPA	405	Latino Cultural Perspectives for the Professions	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1 Studies a subject that leads to the understanding of the world outside the U.S.	The course focuses on the study of cultural perspectives and traditions from the Hispanic world and the Latin American region in particular.	Students read about different religious expressions, such as the cult to the Virgin Guadalupe, syncretism, and voodoo. See Semana 5 in the Plan of Study. In Addition, students study culinary traditions from Latin America. See Semana 6 in the Plan of Study. They also read about socialism and capitalism in Latin America as forces leading to different political revolutions. See the Course Description in the Syllabus and Semana 10 in the Plan of Study.
Criterion 2a In depth area studies concerned with the examination of culture specific issues	The course studies a series of cultural values and systems of thought present in the Latin/o American world and their impact on the professional world inside and outside the U.S.	In Semana 6, 7, 8, and 10 in the Plan of Study for example, students learn about culinary traditions, family values, machismo, collectivism, social structures inherited from colonial times, art systems and movements among other topics that shape the Hispanic world. Also, see the Course Description in the syllabus.
Criterion 2b Language course with significant cultural component	The class is taught in Spanish and specifically addresses cultural issues in the Hispanic world.	The class is taught in Spanish and the main textbook and other readings are also in Spanish. See Syllabus p.3 and Plan of Study Plan of Study Semana 2, 6, 10, 11 for example.

## **SPA 405**

### **Latino Cultural Perspectives for the Professions**

#### **Catalogue Course Description**

Requires students to investigate the Latino cultural perspectives that underlie and affect communication in the professional world. Students come to understand the historical context that has affected the lives of Latino community in the U.S. and take a critical look at values traditionally associated with Latino culture (e.g., the importance of family ties, fatalism, honor, respecting elders, machismo or marianismo), which provide background information for professionals in the public sector who need to serve the needs of the Hispanic community.

#### **Syllabus Course Description**

This class studies different Latino cultural perspectives that underlie and affect professional communication in private and public sectors around the globe. It offers an overview of intercultural issues that may emerge while working with Latino/Hispano and Spanish speaking populations. The course discusses how to design services and working plans that demonstrate respect for human dignity, as well as respect for cultural and ethnic diversity. The class explores the notion of Cultural Intelligence (IC) and its use in professional settings inside and outside the U.S. It studies and analyzes the most relevant Latino cultural values such as familyism, collectivism, *marianismo*, indigenous folklore, manifestations of colonial heritage, as well as the main religious, economic, and political systems in the context of the professions. The course examines how these values and systems impact the professional world and how one should consider them in order to improve the services offered to Spanish Speaking communities in a global world characterized by permanent intercultural contacts.



Syllabus SPA 405  
Perspectivas culturales latinas para las profesiones  
Universidad Estatal de Arizona, Phoenix  
Otoño del 2017 - Curso presencial

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**Profesor:** Lorena Cuya Gavilano  
**Horas de oficina:** martes y jueves 3-4 pm o con cita previa  
**Oficina:** AZCenter, Suite 380, oficina 385-A  
**Correo electrónico:** [lcuyagav@asu.edu](mailto:lcuyagav@asu.edu)

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**Correos electrónicos:**

Cuando tengas preguntas acerca de la clase, recuerda revisar el syllabus y los anuncios de Blackboard antes de enviar un correo. Este criterio te ayudará a identificar las respuestas incluso antes de que tu profesor pueda responder.

Si no encuentras la respuesta a tu pregunta o si tienes información de tipo personal que desees comunicar en privado, puedes contactar a tu profesor por correo. Los correos serán respondidos de 8am-5pm de lunes a viernes. Se le debe permitir al profesor 24 horas para responder cualquier correo durante la semana.

Todos los correos que le escriba al profesor deben ser en español. Si usted siente que no puede transmitir su mensaje correctamente, puede agregar una versión en inglés debajo de su texto en español. Se ha implementado este requisito para ayudarles a ustedes, los estudiantes, a sentirse cómod@s escribiendo correos profesionales en español.

L@s estudiantes deben enviar un correo electrónico al profesor por lo menos 2 veces durante el semestre para clarificar cualquier pregunta o duda. L@s estudiantes deben guardar copias de todos los mensajes enviados durante el semestre. Estos se entregarán como tarea al final del semestre. L@s estudiantes recibirán puntos de participación por este protocolo.

Por favor, asegúrese de usar el siguiente formato para la correspondencia electrónica con la profesora:

Modelo 1	Modelo 2
Estimada profesora Cuya:	Estimada profesora Cuya:
Me dirijo a usted para... (mensaje)	Le escribo para... (mensaje)
Muchas gracias por...	Muchas gracias por...
Atentamente,	Un saludo cordial,
Nombre Apellido	Nombre Apellido

## I. DESCRIPCIÓN DEL CURSO:

Esta clase estudia las diferentes perspectivas culturales latinas/latinoamericanas que subyacen a y afectan la comunicación profesional en el sector público y privado a nivel global. Ofrece un panorama de los principales aspectos y problemas interculturales que pueden surgir al trabajar con y servir a grupos latinos e hispanohablantes. Discute, además, cómo diseñar planes de servicio que consideren el respeto por la dignidad humana así como por la diversidad cultural y étnica. El curso explora la inteligencia cultural (IC) y su aplicación en contextos profesionales al servicio de las necesidades de comunidades latinas e hispanohablantes dentro y fuera de los Estados Unidos. La clase estudia y analiza los principales valores culturales como el familismo, el colectivismo, el marianismo, el folklore, la herencia colonial hispana, así como los principales sistemas religiosos, artísticos, políticos y económicos en un contexto profesional. El curso examina cómo estos valores y sistemas culturales impactan en la vida laboral y cómo se puede manejarlos de manera culturalmente inteligente con el fin de mejorar los servicios ofrecidos a las comunidades hispanohablantes en un mundo global en constante contacto intercultural.

English Version:

This class studies different Latino cultural perspectives that underlie and affect professional communication in private and public sectors around the globe. It offers an overview of intercultural issues that may emerge while working with Latino/Hispanic and Spanish speaking populations. The course discusses how to design services and working plans that demonstrate respect for human dignity, as well as respect for cultural and ethnic diversity. The class explores the notion of Cultural Intelligence (IC) and its use in professional settings inside and outside the U.S. It studies and analyzes the most relevant Latino cultural values such as familism, collectivism, *marianismo*, indigenous folklore, manifestations of colonial heritage, as well as the main religious, economic, and political systems in the context of the professions. The course examines how these values and systems impact the professional world and how one should consider them in order to improve the services offered to Spanish Speaking communities in a global world characterized by permanent intercultural contacts.

**Comment [Office1]:** Criterion 1

The class leads to the understanding of the Latin/o American world in a global context. It explores the cultural perspectives of Spanish speaking populations inside and outside the U.S.

**Comment [Office2]:** Criterion 2-A

The class explores specific cultural values and socio-political systems that contribute to better intercultural relationships with Latin/o American peoples.

**Requisites:** SPA 314 or SPA 316, o permiso del profesor.

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

## II. METAS DE APRENDIZAJE:

El curso busca que los estudiantes:

- Demuestren conocimiento crítico de las diferentes formas de entender la cultura a nivel personal, social y global.
- Desarrollen su capacidad crítica a través del conocimiento de la IC
- Comprendan los valores tradicionales y sistemas culturales de la cultura latina y cómo éstos afectan la comunicación entre latin@s de diferentes generaciones, géneros y las relaciones sociales.
- Elaboren planes de acción profesional que mejoren las relaciones interculturales en general y las laborales en particular.
- Mejoren sus habilidades de escritura formal en español
- Desarrollen sus habilidades oratorias en español

III. **TEXTO Y LECTURAS OBLIGATORIOS:**

- Livermore, David. *Liderar con inteligencia cultural: El nuevo secreto para el éxito*. Nashville: Grupo Nelson, 2012. Print. (\$16.99)
- Otras lecturas y materiales obligatorios estarán disponibles a través de la biblioteca de ASU y en Blackboard según corresponda y según lo indique el profesor.

**Comment [Office3]:** Criterion 2 b  
The class is taught in Spanish.  
The main textbook and other readings are also in Spanish.  
See Plan of Study *Semana 2, 6, 10, 11* for example.

IV. **EVALUACIÓN:**

Todas las evaluaciones deben escribirse en español con ortografía, gramática y puntuación apropiadas/correctas.

*No se aceptará ninguna asignatura fuera de la fecha indicada a menos que exista una justificación real, seria, concreta y comprobable.*

**Comment [Office4]:** Criterion 2 b  
The course is also taught Spanish and addresses diverse aspects of Hispanic cultures. It seeks to improve the students' writing and oral skills in Spanish.

Tareas	10%
Participación y presentaciones (presenciales y virtuales)	10%
Interacción comunitaria	20%
Pruebas teóricas y críticas	20%
Proyecto final	40%

**Escala de evaluación:** A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (70-76); D (60- 69); E (59-0)

**Calificaciones/notas:** Debe permitirse al profesor 2 semanas para calificar cualquier tarea o examen. Por favor, no pregunte por su nota antes de este período de tiempo. Su promedio de nota lo puede encontrar en 'Grade Center' en *Blackboard*. Cada vez que una calificación se añade a 'Grade Center', el sistema actualizará automáticamente su promedio del curso. Su nota aparecerá como porcentaje como se determina en el programa. La columna de puntos totales en 'Grade Center' no refleja su promedio.

- ❖ **Tareas 10%**  
Cada semana deberás completar tareas de diferente formatos con el fin de prepararte para cada sesión y con el fin de evaluar el procesamiento de información antes y después de clase.
- ❖ **Participación y presentaciones presenciales y virtuales 10%**  
Siendo éste un curso presencial, la participación activa y continua a través de discusiones, cuestionarios y presentaciones (facilitación del material) son de vital importancia. En ocasiones, l@s estudiantes (en forma individual o en parejas) deberán llevar a cabo intercambio de ideas fuera de la clase, a través de Google Hangout on Air, foros, chats, cuestionarios en línea y otros medios. Este tipo de participación debe reflejar sus reacciones críticas a las lecturas y temas relevantes discutidos en clase.
- ❖ **Interacción comunitaria 20%**  
Para este proyecto, l@s estudiantes deben asistir a una actividad cultural del mundo hispano/latino, entrevistar a asistentes o performers, recoger información del evento, investigar sobre la festividad y escribir un ensayo crítico.

Instrucciones para el proyecto - Check list



- Asistir a un evento cultural hispano/latino
- Analizar la naturaleza y ejecución del evento
- Obtener y analizar reacciones del público
- Subir las entrevistas a Blackboard
- Entrevistar a un mínimo de dos asistentes para conocer sus opiniones sobre el evento
- Investigar la historia y valor socio-cultural del evento: ¿Cómo ha cambiado o se ha adaptado a las diferentes épocas y lugares? ¿Qué aspectos contextuales pueden explicar esos cambios?
- Explicar cómo se ha adaptado tal evento al contexto particular de Arizona.
- Con la información obtenida, escribir un ensayo académico en donde se de cuenta de la naturaleza del evento (toda la investigación previa), y donde se analice y argumente cómo, desde el campo profesional elegido, se puede contribuir con el evento teniendo en cuenta los valores culturales latinos y la IC en el contexto poblacional y temporal de Arizona. Ejemplos del contexto son por ejemplo, la demografía, el tiempo, lugar, tipo de público, políticas, economía, objetivo del evento, etc.
- El ensayo debe incluir al menos 6 fuentes bibliográficas serias y entre 10-14 páginas.

❖ **Pruebas teóricas y críticas 20%**

Habrán 2 pruebas que consistirán en una mezcla de definiciones, respuestas breves y mini ensayo crítico basado en situaciones orales o escritas que los estudiantes deberán explicar o resolver aplicando la información aprendida en el curso y en algunos casos haciendo una breve investigación.

❖ **Proyecto final 40%**

Los estudiantes crearán un proyecto final que integre los componentes y habilidades aprendidos en este curso. Este proyecto involucrará el análisis, síntesis y aplicación de lo aprendido en clase. Se debe diseñar un taller cultural para un sector profesional específico (e.g., educación, agencia gubernamental, trabajo social, salud, periodismo, educación, entre otros). El taller consistirá de una presentación con un póster a exponerse frente a otros profesores e invitados y un ensayo académico argumentativo de 10-14 páginas que deberá entregarse al profesor, el cual debe incluir un apoyo teórico (lecturas, artículos, libros, etc.), datos recogidos en sus interacciones con la comunidad, análisis, justificación y argumentación de la propuesta de taller.

**Instrucciones para el proyecto - Check list**

- Elegir un sector profesional (e.g., educación, agencia gubernamental, trabajo social, salud, periodismo, educación, entre otros)
- Elegir una agencia o compañía local en donde llevar a cabo sus interacciones: investigar acerca de alguna institución específica en Arizona: pueden buscar información en la red e ir directamente a tal institución.
- Entrevistar a 2 trabajadores y 2 clientes de una agencia profesional local dedicada al campo profesional elegido.
- Presentar la información de contacto de los entrevistados.
- Formular preguntas sobre las prácticas y perspectivas culturales de sus clientes y el tipo de entrenamiento que los empleados reciben para satisfacer las necesidades socioculturales de su clientela.
- Grabar las entrevistas (audio/audiovisual) y subirlas a Blackboard junto con el registro de datos de los entrevistados.

- Escribir una reflexión sobre las entrevistas identificando algún aspecto cultural que se necesite desarrollar, mejorar o solucionar para mejorar el servicio profesional y cómo se planea solucionarlo (2-3 páginas).
- Planear una propuesta de taller en donde se especifique concretamente el problema, la solución, cómo se logrará esa solución, se debe explicar y mostrar los pasos, partes y materiales necesarios que se utilizarían en el taller cultural, luego...
- Entregar una primera versión escrita
  - a. Una *introducción* que establezca claramente la necesidad del taller, el objetivo del proyecto y la relevancia ¿por qué es importante mejorar cierto aspecto? Y ¿por qué es importante mejorarlo de la forma propuesta?
  - b. *Cuerpo del proyecto*: descripción de la institución, contexto socio-cultural, identificación de necesidad + causas del problema/necesidad, **pasos para mejorar, posibles riesgos**, etc.
  - c. **Conclusiones**: importancia de los hallazgos, relevancia de la investigación y propuesta

Para cumplir con este proyecto y respaldar sus interpretaciones y propuestas, los estudiantes usarán los artículos utilizados a través del curso y otros materiales académicos. Deben presentar una bibliografía de al menos 10 fuentes bibliográficas.

**No se permite** que los estudiantes usen fuentes de la Internet que no sean de tipo académico. Consulte con el profesor si tiene alguna duda sobre esto. Los estudiantes pueden usar artículos o revistas académicas en línea a través de la biblioteca de ASU o similares en ERIC, JSTOR. El proyecto final escrito debe tener una página final de referencias/bibliografía.

- Entregar la versión final del proyecto escrito
- Preparar un póster con la información principal del proyecto
- Presentar oralmente el póster

## V. REGLAMENTOS DEL CURSO/ COURSE POLICIES

### Student Conduct Statement

- Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/5Section\\_C.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf)),
- ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and
- the ASU Student Academic Integrity Policy (<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/usi/usi201-10.html>.

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the

assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

- **Establishing a Safe Environment:** Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.
- **Warning about some course content:** since the course explores different manifestations of cultural diversity, some content and conversations—such as religious views and political violence, among other issues—may be deemed offensive for some students. If you find that some sensitive content can affect you, please bring this to the attention of your professor first or, alternatively, to the unit chair or director.
- **Inappropriate use of cell phones or laptops or reading other materials** during class will be considered not participating, and you will lose participation points. Arriving late or leaving early from class will result in deductions from your participation.
- **Accommodation for religious practices:** In compliance with ACD 304-04, students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.
- **Accommodation for university-sanctioned activities:** In compliance with ACD 304-02, students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence.
- **Email Communications:** All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. **You are solely responsible** for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."
- **Prohibition of Commercial Note Taking Services:**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

**Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

**Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

**VI. ACCESSIBILITY STATEMENT**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations. Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

**Tempe Campus**

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

**West Campus**

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

**Polytechnic Campus**

<http://www.asu.edu/studentaffairs/ed/drc/>

480.727.1165 (Voice)

480.727.1009 (TTY)

**Downtown Phoenix Campus**

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

**Technical Support Contact Information**

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu)

Web: <http://help.asu.edu/>

**Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

**Syllabus Disclaimer**

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

**How to Succeed in this Course**

- Check your ASU email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments

**PLAN DE ESTUDIO**

Notas:

- Este plan de curso puede ser modificado por razones pedagógicas en función de las necesidades de la clase.
- Los materiales asignados para cada clase deben ser revisados, estudiados y analizados **antes** de la clase.
- **No se aceptará ninguna tarea fuera de la fecha indicada** a menos que exista una justificación seria.
- **Este plan de estudio se complementa con nuestro curso en blackboard. Revisar este plan de manera conjunta con la página del curso en blackboard.**

Semana	Tema	Materiales a estudiar antes de clase	Asignaturas Entregas: 11.30pm de la fecha de indicada Fecha de entrega   indicación
<b>Sem. 1</b> 8/17- 8/20	<ul style="list-style-type: none"> <li>▪ Introducción al curso</li> <li>▪ Definiciones de <i>cultura</i></li> <li>▪ Significados de Latinoamérica</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leer el syllabus</li> <li>▪ Leer Plan de Estudio</li> </ul>	8/24 Prueba sobre el syllabus
<b>Sem. 2:</b> 8/21- 8/27	<ul style="list-style-type: none"> <li>▪ Dimensiones y perspectivas culturales</li> <li>▪ La identidad hispana</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hofstede, Geert. "National Cultures in Four Dimensions: A Research-Base Theory of Cultural Differences among Nations." <i>International Studies of Management and Organization. Cross Cultural Managment: II. Empirical Studies</i> 13.1-2 (1983): 46-74.</li> <li>▪ "Gain Knowledge and Understanding of Other Cultures." <i>National Standards in Foreign Language Education Project</i>. Standards for foreign language education. Lawrence, KS: Allen</li> </ul>	8/24 Traer a clase una noticia relacionada con los problemas culturales de los latinos en los Estados Unidos  8/24 Entregar 3 preguntas para la interacción comunitaria

		<p>Press, Inc., 1996. 43-48.</p> <ul style="list-style-type: none"> <li>Fernández Leost, José Andrés. "La Identidad hispano-estadounidense: ¿Un sueño americano?" <i>Informes USA</i>. 13 (2013): 1-15.</li> </ul>	
<b>Sem. 3:</b> 8/28-9/3	<ul style="list-style-type: none"> <li>Modelos y elementos de la comunicación intercultural</li> </ul>	<ul style="list-style-type: none"> <li>Byram, M. "A Model for Intercultural Communicative Competence." <i>Teaching and assessing intercultural communicative competence</i>. Clevedon, UK: Multilingual Matters, 1997. 31-55.</li> <li>Bennett, Milton. "Becoming Interculturally Competent." In Wurzel, J. (Ed.). (2004). <i>Toward multiculturalism: A Reader In Multicultural Education</i>. 2nd ed., 62-77. Newton, MA: Intercultural Resource Corporation.</li> </ul>	<p>Proyecto final: Elegir compañía con la que se quiere trabajar</p>
<b>Sem. 4:</b> 9/4-9/10	<ul style="list-style-type: none"> <li>IC: definición y justificación</li> <li>Migración e IC</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 1 "¿Por qué la IC?" 3-21</li> <li>Weaver, Hilary. "Immigrants and Refugees." In: <i>Explorations in Cultural competence: Journeys to the Four Directions</i>. Belmont: Thomsom, 2005. 263-287</li> </ul>	<p>9/7 Entregar prueba #1</p>
<b>Sem. 5:</b> 9/11-9/17	<ul style="list-style-type: none"> <li>Dimensiones de la IC</li> <li>Expresiones culturales latinas: Sincretismo, el voodoo, la virgen de guadalupe, la escuela de arte cuzqueña, El mapamundi de Guaman Poma de Ayala, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 2 "Visión de conjunto." 23-38</li> <li>Cantú, Norma. "Traditional Cultural Expressions: An analysis of the secular and religious Folkways of Latin@s in the United States." In: <i>Inside the Latin@ Experience. A Latino Studies Reader</i>. Eds. Norma Cantú and María Fránquiz. NY: Palgrave Macmillan, 2010. 111-127.</li> </ul>	<p>Proyecto final: Contactar a entrevistados y establecer fechas para las entrevistas</p>
<b>Sem. 6:</b> 9/18-9/24	<ul style="list-style-type: none"> <li>La comida latina</li> <li>Herencia y trans-culturación</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 3 "Estimula tu apetito..." 41-62</li> <li>Fernando Ortiz. <i>Contrapunteo cubano del tabaco y el azúcar (sobre la transculturación latinoamericana)</i></li> <li>Video sobre la comida mexicana y la comida peruana</li> </ul>	<p>9/21 Ensayo crítico sobre la interacción comunitaria (v.1)</p> <p>9/21 Subir las entrevistas a BB</p> <p>9/21 Presentaciones en clase</p> <p>9/21 Wiki: El sabor de latinoamerica</p>
<b>Sem. 7:</b> 9/25-10/1	<ul style="list-style-type: none"> <li>Esferas culturales: personal, local,</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 4 "Estudia la topografía..."</li> <li>Delgado, Melvin. "Latino Cultural Values and</li> </ul>	<p>9/28 Presentaciones en clase sobre valores latinos</p>

**Comment [Office5]:** Criterion 2 b  
The class is taught in Spanish and specifically addresses cultural issues in the Hispanic world.

Fernández Leost, José Andrés. "The Hispanic-US Identity: An American Dream?"

**Comment [Office6]:** Criterion 1  
Studies a subject that leads to the understanding of the world outside the U.S.

This week, students study religious syncretism, voodoo, the cult to Virgin Guadalupe, The Cuzco School of Arts (a religious and artistic movement) and the drawings and writings of Guaman Poma de Ayala.

**Comment [Office7]:** Criterion 2 b  
The class is taught in Spanish and specifically addresses cultural issues in the Hispanic world.

Fernando Ortiz. *Counterpoint of Tobacco and Sugar*. Videos about Mexican and Peruvian Food

**Comment [Office8]:** Criterion 1  
Studies a subject that leads to the understanding of the world outside the U.S.

This week, students study culinary traditions and transculturation as it manifests in the production and consumption of food.

	<ul style="list-style-type: none"> <li>universal</li> <li>Los valores comunitario, marianismo, personalismo, comradazgo, familismo, etc.</li> </ul>	Beliefs." <i>Social Work with Latinos</i> . Oxford: Oxford University Press, 2007. 141-166	9/28 Proyecto final: Preguntas para las entrevistas
Sem. 8: 10/2-10/8	<ul style="list-style-type: none"> <li>Estructuras socio-culturales</li> <li>Las estructuras de castas y la distancia de poder colonial</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 5 "Cava por debajo..." (La hora del reloj, sistema familiar y religioso)</li> <li>Taller para el proyecto final</li> </ul>	10/5 Ensayo crítico sobre la interacción comunitaria (v.2)
Sem. 9: 10/9-10/15		DESCANSO DE OTOÑO	DESCANSO DE OTOÑO
Sem. 10: 10/16-10/22	<ul style="list-style-type: none"> <li>Principales sistemas políticos: socialismo/capitalismo</li> <li>Revoluciones políticas y culturales</li> </ul>	<ul style="list-style-type: none"> <li>Livermore, David. <i>Liderar con inteligencia cultural</i>. Cap. 5 "Cava por debajo..." 89-112 (colectivismo vs. Individualismo)</li> <li>Fidel Castro. Discurso a los intelectuales</li> <li>Garvie, Alejandro et al. "¿Qué es el capitalismo?" <i>Economía desde la antigua Grecia hasta la crisis de la globalización</i>. Kreimer, Juan Carlos Ed. Era naciente Trans. Buenos Aires: Era Naciente, 2003. 11-80.</li> <li>Kreimer, Juan Carlos. <i>Marx para principiantes</i>. Leandro Wolfson Trans. Buenos Aires: Era Naciente, 2004. 76-90.</li> </ul>	<p>10/19 Presentaciones en clase: La revolución mexicana/ la revolución cubana/ la revolución boliviana/ la reforma agraria en el Peru/ La creación del estado pluricultural boliviano</p> <p>10/19 Proyecto final:</p> <ol style="list-style-type: none"> <li>subir entrevistas</li> <li>datos de los entrevistados</li> <li>reflexión sobre las entrevistas</li> </ol>
Sem. 11: 10/23-10-29	<ul style="list-style-type: none"> <li>Sistemas sociales</li> <li>Proyecto final</li> </ul>	<ul style="list-style-type: none"> <li>Film: Iciar Bollain. <i>También la lluvia</i> (2010)</li> <li>Discusión (ii): Analizaremos los valores comunitarios y sistemas culturales básicos a través de la película: qué aprendemos acerca del cine como industria y del contenido de la película.</li> <li>Proyecto final discusión y retroalimentación de propuestas</li> </ul>	10/26 Proyecto final: propuesta de taller
Sem. 12: 10/30-11/5	<ul style="list-style-type: none"> <li>Contextos culturales altos y bajos</li> <li>La hora del reloj/acontecimiento</li> </ul>	Livermore, David. <i>Liderar con inteligencia cultural</i> . Cap. 5 "Cava por debajo..."	<p>11/2 Proyecto final (v.1)</p> <p>11/2 Proyecto final: diseño del poster (v.1)</p>

**Comment [Office9]:** Criterion 2 a  
The course studies a series of cultural values and systems of thought present in the Latin/o American world and their impact in the professional world inside and outside the U.S.  
  
The course studies collectivism, marianismo/machismo, godfathers' relationships, family customs, traditional medicine, among other cultural values.

**Comment [Office10]:** Criterion 2 a  
The course studies a series of cultural values and systems of thought present in the Latin/o American world and their impact in the professional world inside and outside the U.S.  
  
This week, students study lineage structures inherited from colonial times, family systems, religious beliefs, and time management in Latin America.

**Comment [Office12]:** Criterion 2 b

**Comment [Office11]:** Criterion 2 a  
The course studies a series of cultural values and systems of thought present in the Latin/o American world and their impact in the professional world inside and outside the U.S.  
  
The topics of this week are political systems, and political and cultural revolutions. The class pays particular attention to the Cuban, Mexican, and Bolivian Revolutions, as well as to the Agrarian Reform in Peru, and the oficialization of Bolivia as a Pluricultural State.

**Comment [Office13]:** Criterion 2b  
The class is taught in Spanish and specifically addresses cultural issues in the Hispanic world.  
  
Fidel Castro. "Speech to the Intellectual class"

**Comment [Office14]:** Criterion 2b  
The class is taught in Spanish and specifically addresses cultural issues in the Hispanic world.  
  
Iciar Bollain. *Even the Rain* (2010).



	<ul style="list-style-type: none"> <li>▪ Sistemas artísticos:</li> <li>▪ El arte latinoamericano: Los muralistas/ Guayasamín/ la canción de protesta/teatro campesino/etc.</li> </ul>		
<b>Sem. 13:</b> 11/6-11/12	<ul style="list-style-type: none"> <li>▪ La IC y los choques culturales</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coping with Culture Shock: "In Country Culture Strategies Part II." 91-101</li> </ul>	11/9 Proyecto final: diseño del poster (v.2)
<b>Sem. 14:</b> 11/13-11/19	<ul style="list-style-type: none"> <li>▪ Prácticas y adaptación de la IC</li> </ul>	<p>Del libro de Livermore, David. Liderar con inteligencia cultural:</p> <ul style="list-style-type: none"> <li>▪ ---"Cómo desarrollar la estrategia de la IC". 116-25.</li> <li>▪ ---"Buenas prácticas para la estrategia de la IC". 130-31.</li> <li>▪ ---"Adapta tu comunicación". 136-59</li> <li>▪ ---"Plan de desarrollo personal de la IC".</li> </ul>	11/17 Prueba # 2
<b>Sem. 15:</b>	11/20-11/26	Acción de Gracias	
<b>Sem. 16:</b> 11/27-12/3	<ul style="list-style-type: none"> <li>▪ Conclusiones y presentaciones finales</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentaciones finales</li> <li>▪ Conclusiones</li> </ul>	11/30 Proyecto final: ensayo (v.2) 11/30 Presentaciones finales

CISA

Spa 405

Latino/Latin American Film: Ethical Discussions for the Professions

Prof. Lorena Cuya Gavilano Ph.D.

Phoenix, Downtown

Readings  
Table of contents

1. Textbook: Livermore, David. *Liderar con inteligencia cultural*. Ediciones Noufront Trans. Nashville, Dallas, Mexico: Grupo Nelson, 2012.
2. Hofstede, Geert. "National Cultures in Four Dimensions: A Research-Base Theory of Cultural Differences among Nations." *International Studies of Management and Organization. Cross Cultural Management: II. Empirical Studies* 13.1-2 (1983): 46-74.
3. National Standards Committee. "Gain Knowledge and Understanding of Other Cultures." *National Standards in Foreign Language Education Project*. Standards for foreign language education. Lawrence, KS: Allen Press, Inc., 1996. 43-48.
4. Fernández Leost, José Andrés. "La Identidad hispano-estadounidense: ¿Un sueño americano?" *Informes USA*. 13 (2013): 1-15.
5. Byram, M. "A Model for Intercultural Communicative Competence." *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters, 1997. 31-55.
6. Bennett, Milton. "Becoming Interculturally Competent." In Wurzel, J. (Ed.). (2004). *Toward multiculturalism: A Reader In Multicultural Education*. 2nd ed., 62-77. Newton, MA: Intercultural Resource Corporation.
7. Weaver, Hilary. "Immigrants and Refugees." In: *Explorations in Cultural competence: Journeys to the Four Directions*. Belmont: Thomsom, 2005. 263-287
8. Cantú, Norma. "Traditional Cultural Expressions: An analysis of the secular and religious Folkways of Latin@s in the United States." In: *Inside the Latin@ Experience. A Latino Studies Reader*. Eds. Norma Cantú and María Fránquiz. NY: Palgrave Macmillan, 2010. 111-127.
9. Fernando Ortiz. *Contrapunteo cubano del tabaco y el azúcar*. La Habana: Editorial de Ciencias sociales.
10. Delgado, Melvin. "Latino Cultural Values and Beliefs." *Social Work with Latinos*. Oxford: Oxford University Press, 2007. 141-166.
11. Fidel Castro. "Discurso a los intelectuales." *Discursos*.  
<<http://www.cuba.cu/gobierno/discursos/1961/esp/f300661e.html>>.
12. Garvie, Alejandro et al. "¿Qué es el capitalismo?" *Economía desde la antigua Grecia hasta la crisis de la globalización*. Kreimer, Juan Carlos Ed. Era naciente Trans. Buenos Aires: Era Naciente, 2003.11-80.
13. Kreimer, Juan Carlos. *Marx para principiantes*. Leandro Wolfson Trans. Buenos Aires: Era Naciente, 2004. 76-90.
14. Film: Icíar Bollaín. *También la lluvia* (2010).
15. Cohen, Andrew. "Coping with Culture Shock." *Maximizing Study Abroad*. 91-112.