

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Christopher Stojanowski	cstojano@asu.edu	4809659813

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Human Evolution & Social Change (CHUMEVOL)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ASB	322	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Peoples of Latin America

Course Catalog Description

Indigenous, mestizo, and national cultures, rural and urban peoples in the region that today we call Latin America. Covers historic and contemporary events and cultures.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

L - Literacy and Critical Inquiry

L: Literacy and Critical Inquiry

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement. Most lower-level "L" courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division "L" courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

[Revised October 2020]

Please note:

1. ENG 101, 105, or 107 must be prerequisites to this course. ENG 102, 105, or 108 are acceptable as alternatives.
2. Honors Thesis courses ([493 omnibus](#)) meet "L" requirements.
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry "L" course is presented below. It will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

To qualify for the "L" designation, the course design must place a major emphasis on completing critical discourse—as evidenced by the following criteria:

"L" Criterion 1

Per [policy](#), students must have completed ENG 101, 105, or 107 to take an "L" course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.

The "L" designation may not be requested for omnibus special topics, as the course-level prerequisites required for "L" consideration are not possible at the class/topic level.

Please confirm that the course has the appropriate prerequisites, or that a proposal to change the prerequisites has been submitted in Quali CM.

Yes

Identify the submitted documentation that provides evidence.

Syllabus

Provide detailed evidence of how this course meets this criterion.

Pre-reqs in catalog are ENG 101, 105, or 107 with C or better (OR . ENG 102 or 108); ASB 102 with C or better or minimum 45 hours OR Visiting University Student

"L" Criterion 2

At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for the "L" designation.*

Describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

See Assignments – 57 % of class is writing intensive, this includes Assignment 1, Assignment 2, and Final Reflection Speech.

Identify the submitted documentation that provides evidence.

Syllabus (page 2 &3)

How does this course meet the spirit of this criterion?

Assignment 1 and 2 are data driven assignments where students review/collect data, analyze and write it up. The reflection speech asks students to take all the information they learned and synthesize and reflect on how their viewpoints may have changed throughout the class.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

Page 2 graded coursework and 3 - see highlight key at top of syllabus and assignment page

"L" Criterion 3

The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Describe the way(s) in which this criterion is addressed in the course design.

The blue highlighted information in the assignment document shows that the two major assignments requires students to either collect or engage with data. The first assignment has them searching a database where of ethnographic materials collected from scholars over the past century and comparing and contrasting data for analysis. The second assignment involves students research a food that has its roots in a Latin American country/region and researching the history. They then have to eat that food and, as a first-person researcher, write out their ethnographic experience with the food

Identify the submitted documentation that provides evidence.

Assignment document

How does this course meet the spirit of this criterion?

Assignment 1 and 2 include research, data gathering, comparing and contrasting and reflecting through the lessons we are learning in the class.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

See detailed instructions highlighted in the Assignment Document – see highlight key at top of page

"L" Criterion 4

The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Consider at least 5 pages (~2500 words) for an in-depth critical analysis and 10-15 minutes for a presentation. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements. *

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process-- and label this information "C-4".

See

Assignment 1:

Use a blank document to write up your report on your chosen society. Be sure to clearly outline each section (with bolded headings) and write up your answers in paragraph form and in complete sentences. Do not just copy what is written, rather summarize the material in your own words. If you need to copy what is written please place the prose within quotation marks so that we know that you copied what an author had written. In all cases, give the reference to the source from which you obtained your information and the page numbers (as appropriate). You do not need to cite any materials outside of the eHRAF (but be sure to cite the eHRAF pages you consult), but if you do, please include in your reference list. Any citation style is okay, just as long as it is consistent. The total assignment should be 2500-3000 words (excluding citations). Be sure to put the total word count (excluding references) at the bottom of your paper.

Assignment 2:

In this assignment* you will write a researched food review. It will be a photo-essay reviewing a food item that you have research and experienced (i.e., eaten for the first time). The food much have its roots in a Latin American place. Ideally, you should eat this item from a restaurant or a food truck, but you can pick it up from a grocery store/market, or order it off the internet (such as snack items). As an ethnographic assignment, I want you to engage in the experiencing of eating and taking "field notes" on your experience. Your writing and photos should also tell a story that gives voice to flavors. The text should include 4-6 photographs embedded within the body of the essay page, as well as captions. The text must be 2500-3000 words, have all the section headings below, include citations to your research, and a reference section (any citation style you desire is fine just as long as it is consistent). And, since this is a first-person account, is absolutely expected that you will use the first-person in your write up (i.e., it is okay for you to say I went to, I selected, etc...). See detailed instructions below.

Note that this assignment will require you to purchase food. I do not want this to be expensive, so you are not required to purchase a lot of food and ideally, I suggest not going over 10-15 dollars (spend less, if possible).

*Adapted from Steven Alvarez' (University of Kentucky) Taco Literacy assignment.

Identify the submitted documentation that provides evidence.

Syllabus and Assignment page

How does this course meet the spirit of this criterion?

Assignment 1 and Assignment 2 are both writing assignments of 2500-3000 words.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

See highlighted text in syllabus and assignment page – key to highlight at top of pages.

"L" Criterion 5

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

Describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

Students are required to turn in a draft for feedback two weeks prior to the final drafts' due data for both major writing assignments.

Identify the submitted documentation that provides evidence.

Course schedule listed at the end of the syllabus

How does this course meet the spirit of this criterion?

Students turn in drafts of Assignment 1 and 2 for feedback.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

See Course schedule towards the end of the syllabus.

Attach a sample syllabus for this course or topic, including the list of any required readings.

[ASB 322 Syllabus -gen studies L.docx](#)

Attach the table of contents from any required textbook(s).

[ASB 322 Text - Sanabria ToC.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

[ASB 322 - L.doc](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - February 20, 2023 at 9:48 AM (America/Phoenix)

Department Approval

Approved

Christopher Stojanowski - February 20, 2023 at 9:48 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:23 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - March 27, 2023 at 4:19 PM (America/Phoenix)

Resubmit

Per criterion 2, 50% of the grade in the course should depend upon writing assignments. Assignments 1 and 2 account for 38% of the grade. It is unclear from the syllabus the assignment details of the Final Reflection Speech and the amount of writing, if any, that accompanies this assignment. Also, per criterion 3, writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Christopher Stojanowski
