

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more 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 sent to the Senate.

Submission Information

College/School	Department/School
New College of Interdisciplinary Arts and Sciences (CAS)	School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
LAS	194	3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Visions of Latin America: A Journey through Film	SPA 194

Topic Description

This course invites you to dive into the world of Latin American cinema and visual culture, exploring how films reflect and shape both art and society. You'll critically engage with movies as powerful tools for storytelling, examining their social, political, and historical impact. By connecting film to broader

cultural themes, the course will deepen your appreciation for the arts and their role in influencing the world around us.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.

NO

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[LAS 194 syllabus.docx](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis

and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 1

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Through the **Film Fichas**, students will develop a deeper understanding and appreciation of Latin American cinema (cultural creation), exploring its contributions not only to the histories and cultures of Latin America but also to the global cinematic landscape. Students will also gain proficiency in essential tools for film analysis, along with insights into Latin American historical contexts.

The **Film Fichas** are designed to help students analyze each film in a way that enriches their understanding of its broader context—historically, artistically, and aesthetically. Each ficha prompts students to research key aspects, such as the film's production context, the director's background, the historical moment depicted, and the ways in which the film engages with trends in global cinema before and after its release. This research encourages students to view each film not only within the framework of Latin American cinema but also in relation to international cinema, particularly in dialogue with the United States and Europe.

In addition to completing the fichas, students will explore the complex relationships between art, film, and socio-historical contexts, further deepening their understanding of Latin American cinema, artistic expression, and the cultural dynamics of the region. As part of the coursework, students will also select two film-related terms each week, enhancing their critical vocabulary and developing their ability to discuss and analyze film more effectively throughout the semester.

Film Fichas are due the Sunday before we watch each film Wednesdays as they are to aid students in class discussions.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Film Reflections are 3-4 page reaction papers designed to help students engage critically with the course material. These reflections should integrate the films viewed in class and independently, the readings, and any research conducted for the Film Fichas. In their reflections, students will explore questions such as: How do the readings relate to the visual content and to the Latin American perspective on the world? How do the materials connect (or not) to your personal interests or life experiences?

The purpose of these reflections is to provide students with a space not only to summarize the films and readings but also to develop and articulate their own critical analyses and interpretations. Students can use this opportunity to explore ideas and insights that may not have been shared in class discussions, deepening their engagement with the course material.

Alongside the **Film Fichas**, the **Four Thematic Critical Film Reflections** provide additional opportunities for students to synthesize the information discussed in class, apply critical readings, and incorporate new vocabulary and concepts learned throughout the semester. These essays offer a platform for students to draw conclusions based on their analysis of four key course topics—animation, silent films, sports, and “fan favorites.” Through these reflections, students will demonstrate their ability to communicate well-supported arguments, exhibit creativity, and engage in critical thinking

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Class Discussions are a crucial component of the course, directly tied to the films, Film Fichas, readings, and lectures. These discussions are central to achieving the course's learning outcomes. Throughout the semester, we will explore various Latin American identities and perspectives, examining how films represent the cultural and social systems from which they emerge. This exploration will be woven throughout the course in a variety of ways, with class discussions serving as a primary platform for engagement.

The class discussions will focus on how films tell stories that reflect the human experience, with particular attention to how these stories represent Latin American cultures and histories. While the Film Fichas provide foundational information, the core focus of the course is on articulating the lived experiences and cultural representations found in the films, specifically regarding the Americas.

Active participation in class discussions is an opportunity for students to incorporate new vocabulary, concepts, and ideas from the readings and films. Engaging in group discussions, oral presentations, and class discourse allows students to practice using the new terms they have learned, while also strengthening their ability to critically engage with their peers. This verbal exchange encourages students to integrate interdisciplinary perspectives and aesthetic frameworks, fostering a deeper understanding of the material and developing key skills in critical thinking and communication.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

The final visual or audio presentation offers students the opportunity to showcase their creativity while applying the skills and knowledge they've gained throughout the course. By mid-semester (October), students must select the format for their presentation, which could include a podcast, a fictional interview with a character or director from a film they've chosen (not one viewed in class), a film trailer, or another creative project.

The presentation should incorporate the key information from the fichas and demonstrate a critical understanding of the concepts related to film and film movements discussed in class. Students are encouraged to think critically and creatively when developing their project. Students may choose to work individually or in pairs. However, all project ideas must be submitted for pre-approval, and a detailed plan should be provided to ensure alignment with the course objectives.

This final project serves as an opportunity for students to express their ideas and creativity through research and critical thinking, while engaging with the course material in a meaningful way.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

1. Develop a deeper understanding and appreciation of Latin American cinema and its contributions to both the histories and communities within Latin America and the broader global context, including the United States. [HUAD LO1; Group 1]
2. Gain proficiency in key tools for film analysis and an understanding of Latin American historical contexts. [HUAD LO2; Group 1]
3. Explore how various Latin American identities and perspectives have emerged through engagement with the artistic, cultural and social systems from which they originate. [HUAD LO4; Group 1]

- 4. Build a robust vocabulary of terms from cinematic and cultural studies to enhance critical discourse. [HUAD LO2; Group 1]
- 5. Approach the study of Latin American film production through an interdisciplinary framework, integrating multiple perspectives and methodologies. [HUAD LO4; Group 1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Claudia Villegas-Silva - January 15, 2025 at 9:07 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - January 16, 2025 at 8:57 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 16, 2025 at 9:04 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 16, 2025 at 9:10 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - January 16, 2025 at 9:30 AM (America/Phoenix)

April Randall

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - January 29, 2025 at 10:59 AM (America/Phoenix)

The HUAD committee recommends revise & resubmit. Learning Outcome #3 needs to be reflected in the course-specific learning outcomes on the Kuali form. We are confident with this addition that the proposal meets HUAD requirements.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Claudia Villegas-Silva

College Notification

Notification

James Corbeille

Morgan Johnson

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
