

# PHIL 116: LATIN AMERICAN PHILOSOPHY

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## In Workflow

1. PHIL Committee Chair (grandolphmayes@csus.edu)
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## Approval Path

1. Mon, 07 Nov 2022 18:51:07 GMT  
G. Mayes (grandolphmayes): Approved for PHIL Committee Chair
2. Wed, 15 Feb 2023 22:38:04 GMT  
Russell DiSilvestro (rdisilv): Approved for PHIL Chair
3. Wed, 01 Mar 2023 20:13:49 GMT  
Jacqueline Irwin (irwin): Rollback to Initiator
4. Tue, 28 Mar 2023 19:22:40 GMT  
G. Mayes (grandolphmayes): Approved for PHIL Committee Chair
5. Mon, 03 Apr 2023 21:27:18 GMT  
Russell DiSilvestro (rdisilv): Approved for PHIL Chair
6. Mon, 03 Apr 2023 22:56:13 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Wed, 05 Apr 2023 20:23:00 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Fri, 24 Mar 2023 22:44:42 GMT

**Viewing: PHIL 116 : Latin American Philosophy**

**Last edit: Fri, 24 Mar 2023 22:44:41 GMT**

Changes proposed by: Manuel Barrantes (223010320)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
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**Catalog Title:**

Latin American Philosophy

**Class Schedule Title:**

Latin American Philosophy

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

Philosophy

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

PHIL - Philosophy

**Catalog Number: (course number)**

116

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Despite CSUS being a Hispanic-Serving institution, the Department of Philosophy currently lacks a philosophy course that studies the Latin American philosophical tradition (broadly construed to include philosophy by Latin Americans and/or about Latin America). Since these issues are of universal philosophical interest, the department believes that this course would enrich our course offerings and would be beneficial for majors and non-majors. The purpose of this course is to fill this gap. This course will satisfy the GE area D. The main goal of the course will be to identify and study the concepts necessary to understand some of the most important historical and contemporary topics debated in Latin American philosophy: Latin America's cultural and philosophical identity, the morality of the Iberian conquest, Latin American feminisms, the role of democracy in Latin America, and the relationship between Latin America, Europe and the United States.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Study of Latin American philosophers whose work covers issues related to the culture and politics of Latin America. Topics include meta-philosophical questions such as whether there is a distinctively Latin American philosophy, as well as historical and contemporary debates pertaining the Iberian conquest, Latin American feminism, democracy, globalization, and race and identity.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify and study the concepts necessary to understand some of the most important historical and contemporary topics debated in Latin American philosophy.	Reading quizzes. In-Class tests.
2	Apply critical thinking skills to issues and theories in the Latin American philosophical tradition.	Analytical Essay
3	Implement serious critical discussion and inquiry about the Latin American philosophical tradition.	In-class tests Analytical Essay
4	Execute a clear philosophical analysis.	Analytical Essay
5	Evaluate philosophical arguments.	In-class tests Analytical Essay
6	Explain and apply the principles and methods of academic disciplines to the study of social behavior.	In-class tests Analytical Essay
7	Demonstrate an understanding of the role of human diversity in human society.	Reading quizzes In-class tests Analytical Essay
8	Discuss and critically examine social dynamics and issues in their historical and cultural contexts.	In-class tests Analytical Essay

**Attach a list of the required/recommended course readings and activities:**

Reading List.pdf  
Syllabus LAP.pdf

**For whom is this course being developed?**

Majors in the Dept  
Minors in the Dept  
General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

D. The Individual and Society

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Syllabus.pdf  
Reading List.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area D: The Individual and Society**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

Through reading quizzes, tests, and an analytical essay, students will learn about Latin America's cultural and philosophical identity, the morality of the Iberian conquest, Latin American feminisms, the influence of European political philosophy in Latin America (and the reactions to it), and the philosophical and theological reflections regarding the relationship between Latin America, Europe and the United States. Students will also apply critical thinking skills to implement serious critical discussion and inquiry about issues and theories in the Latin American philosophical tradition.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

The Department conducts comprehensive regular course visitation reports. The Department Chair assigns these reports to different professors each semester. When someone teaches the course for the first time, it is the Department Chair's responsibility to request a syllabus prior to the beginning of the semester. It is also their responsibility to alert the visiting professor to pay special attention

to the questions on the visitation report that relate to the appropriateness of the material. This includes conformity with relevant GE area requirements. Teachers with non compliant syllabi or teaching practices must make the necessary changes if they are to teach the course in the future. Responsibility for course integrity is ultimately the responsibility of the Department Chair but they are to be aided in this by visiting professors as well as the chair of the Visitation Committee. We currently do not anticipate offering this course in multiple sections.

## Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.**

**Describes and evaluates ethical and social values in their historical and cultural context.**

Students will learn and write about the ethical and social values involved in some of the intercultural encounters associated with Latin America. For example, they will learn about the cultural clash between the Iberian conquerors and pre-Columbian civilizations, in particular the debate between Bartolomé de las Casas and Juan Ginés de Sepúlveda on the morality of the conquest. Students will also study the way in which the new Latin American republics shaped their political identities and organization, in particular the influence of Positivist and Marxist ideas, and the reactions to them. Finally, students will study the philosophical and theological movements that advocated for ideological emancipation, especially Liberation Philosophy and Theology. All modules deal with these issues, but in particular Module 1: 'Pre-Columbian Philosophies & The Iberian Conquest', Module 3: 'Republicanism and Positivism', and Module 4: 'Liberation Philosophy and Theology'.

**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

Students will learn and write about philosophical accounts of the different emancipatory movements (political, social, ideological, cultural) present throughout Latin American history, and how they influenced social and individual behavior. All modules deal with these issues, but in particular Module 4: 'Liberation Philosophy and Theology', and Module 5: 'Identity and Latin American Philosophy'.

**Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.**

Students will learn and write about the philosophical reflections on issues pertaining to gender, race, and socio-political identity by historical and contemporary Latin American thinkers such as Sor Juana Inés de la Cruz, Simón Bolívar, Enrique Dussel, Ofelia Schutte, etc. All modules deal with these issues, but in particular Module 2: 'Feminisms', and Module 5: 'Identity and Latin American philosophy'.

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

Students will learn and write about the morality of the Iberian conquest, the ideas behind the emancipatory movements across Latin America, the implementation of democracy and republicanism, and the social, economic, and political relationships between Latin America, Europe, and the United States, both from a historical and contemporary perspective. All modules deal with these issues, but in particular Module 1: 'Pre-Columbian Philosophies & The Iberian Conquest', Module 3: 'Republicanism and Positivism', and Module 4: 'Liberation Philosophy and Theology'.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course is divided in five 3-week modules. At the end of each module, students must take a test. The test will consist of one summary question and one essay question. This means that students must write five short essays, one every three weeks. In addition, at the end of the semester there will be a 1500-word final paper, which will follow the format of the Philosophy Department's analytical essay.

## Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

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**Reviewer Comments:**

**Rebekkah Mulholland (rebekkah.mulholland) (Wed, 01 Mar 2023 19:24:18 GMT):** ELOs: 1. Remove "Latin America's cultural and philosophical identity, the morality of the Iberian conquest, Latin American feminism, the role of democracy in Latin America, and the relationship between Latin America, Europe and the United States." 6,7,8: Remove "GE Area D." 7: Remove "for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression." 8. Replace "explain" with "discuss" or "describe" to avoid repeating terms On the syllabus- add Catalog Description, Course Number, Term, and Format; In Course Structure use "modules" or "units" to keep language consistent; Needs university language for CARES and Title IX.

**Jacqueline Irwin (irwin) (Wed, 01 Mar 2023 20:13:49 GMT):** Rollback: Dear Manuel, Please see suggestions for revision from Rebekkah. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 14826