

A - New Course Proposal V. 7.2022 : Entry # 3250**DEAN Decision**

Approved

Date

01/06/2024

Is this course intracollegiate or intercollegiate?

Intracollegiate

ACADEMIC PROGRAM Decision

Approved

Date

03/07/2024

Type the name of your committee

Jewish Studies Committee

SCHOOL EPC Decision

Approved

Date

03/19/2024

GEC Decision

Approved

Date

04/25/2024

APIRC Decision

Approved

Date

05/07/2024

Begin Form**Today's Date**

02/05/2024

Your Name:

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Shannon Lalor

Your Email:slalor@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Joey Fink

Email address of your Department Chairjfink@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Spring 2025

Information for the Registrar**Choose the department designator from the list below.**

HST

Proposed Course Number?

2603

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Peoples and Places: Diasporic Communities of the Spanish Colonial Empire (1450-1800)

Write the catalog description of your proposed course:

Diaspora is defined as the movement, migration, or scattering of a people away from an established or ancestral homeland. In the emerging Spanish empire of the late medieval and early modern eras, movement, migration, and scattering are all essential to understanding the development of colonial society. This course will explore the movement of peoples, both forced and voluntary,

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from Europe, Africa, and Asia to the Americas as part of the developing Spanish empire. The course will examine, among other groups, Jewish and African settlers who arrived in the Americas and created often clandestine communities that provided tangible links to the religious, social, and cultural production of their homes while contributing to new and vibrant communities in the New World. For Jewish settlers whose arrival in Americas was strictly forbidden by Spanish law, colonial Spanish society offered both risk and opportunity. The class will also focus on the African diaspora, highlighting recent scholarship that conceptualizes Africans and African-descended peoples as settlers whose significant contributions to colonization were integral to the viability of the Spain's colonial empire in the western hemisphere.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Humanities

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Diversity

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

History major / minor elective but it cannot be double-dipped with gen ed Humanities

Is this course part of an academic program?

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- Jewish Studies

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

This course is a new addition to the Gen Ed offerings in the History Department and is designed to connect the exploration of empire with the many smaller communities that constitute the Spanish Colonial Empire. It complements the current Latin American history course offerings by examining on a granular level the development the connections formed by people who both voluntarily and involuntarily immigrated to the western hemisphere in the early modern era. It allows our department to continue to make rich connections between the modern world and the past while encouraging students to consider the ways in which their own experiences of matriculation and assimilation to HPU mirror those of individuals and communities of the past.

List all student learning outcomes for this course.

The outcomes associated with the minor in Jewish Studies are listed on the sample syllabus but not the proposal itself, and for this course to be approved in all of its iterations, those outcomes must apply to every version of this course in the future. Those outcomes are the following: (1) Critically engage the historical diversity of the Jewish experience, and (2) Critically engage the cultural diversity of the Jewish experience. They're numbers 5 and 6 on the sample syllabus.

Gen Ed Learning Outcomes:

1. Write texts that address audiences in rhetorically appropriate ways (Communication #1) --Research paper, bi-weekly response papers, and group project
2. Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources (Communication #2) -- Research paper, group project, and essay and short answer midterm and final exams
3. Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches (Analytic #1) -- Research paper, bi-weekly response papers, group project, weekly class discussions, essay midterm and final exams
4. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem (Analytic #3) -- Research paper, bi-weekly response papers, group project, and essay and short answer midterm and final exams

Diversity Outcomes:

1. Reflect critically on their own values in light of alternatives (Ethical Reasoning #3) -- Bi-weekly response papers, group project, weekly class discussions, and final reflection paper
2. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures (Appreciation of Difference #1)-- Research paper, bi-weekly response papers, group project, and weekly class discussions
3. Identify and describe how power and privilege, particularly determined by racial and socioeconomic inequality, impact their own life circumstances and those of people both locally and globally (Appreciation of Difference #3) -- Bi-weekly response papers, group project, weekly class discussion, final reflection paper. *Depending on the specific focus that students choose for research papers, the paper could analyze inequality both locally and globally. Regardless, response papers, weekly discussions, and the final reflection paper will require students to connect the local and the global, the past and the present.

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The course is intended to allow for some variation in diasporic communities given interest. For example, this course can include Asian diasporas in Colonial Spanish America by focusing on Japanese communities in New Spain in the 16th century and Chinese indentured servitude in Peru and Cuba in the 19th centuries.

List any assignments, tests, or other assessments that will be required for all sections of this course.

Response Papers/Reflection/Participation: Each week the class will discuss primary and secondary source readings for the week. There will be small group break-out discussions and a larger group session for sharing information from small group break-out sessions. On alternating weeks, students will also write a short 600-800 word response paper on the week's readings that is due on class on discussion days. At the end of the semester, students will complete a reflection paper discussing specific content from the course.

Research Paper: Students will write a 3-5 page research paper related to the theme of the class. Research papers must utilize both primary and secondary source material and provide an analysis of the interplay between power and the historical record as evidenced by their chosen example. More evidence will be provided in class.

Group Project: For the group project, students will be assigned a colonial community to research and present to the class in a creative way. Students can choose to create a video, develop a website, give a performance, or present a multi-media presentation for the class. More information will be provided once the semester is underway.

Midterm and Final Exams

List any readings or other materials that will be required for all sections of this course.

There is flexibility built into the course to allow for readings and lecture materials. The following is a sample list of required texts for the course:

Kagan and Morgan, eds. Atlantic Diasporas: Jews, Conversos, and Crypto-Jews in the Age of Mercantilism
Schwaller, African Maroons in 16th Century Panama

List any course policies that will be required for all sections of this course.

Please see the attached sample syllabus, which has the course requirements I use for each of my classes.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [Revised-2603-sample-syllabus-Lalor.docx](#)