UIS New Course Approval and Course Change Form
(General Education/ECCE Version)

This form should be used when you are proposing a new course for General Education or the ECCE curriculum or when you are proposing that an existing course be used in one of these curricula. It should be accompanied by a General Education Checklist and a syllabus or proposal that contains the following information:

- Course Description
- Course Objectives/Learning Outcomes
- Expectations or Teaching Philosophy
- Required Texts
- Course Requirements
- Methods of Evaluation
- Grading System
- Disability Accommodation Statement

1. Program Name: Political Science Course Prefix and Number: PSC 484 Effective Term: Spring 2013

2. Program Contact Person: Adriana Crocker
   Mail Stop: MSPAC350 Phone: 6-8329 E-mail address: acroc2@uis.edu

3. Please indicate whether the course is [ ] New or [X] Currently in Banner system

4. For courses currently in Banner system, indicate type of change requested: (check all that apply)
   [ ] Change in prefix or number from _________ to _________
   [ ] Change in description or course title (circle one)
   [ ] Change in schedule type (e.g. lab, on-line)
   [ ] Change in credit hrs/faculty workload hrs
   [X] Delete a course at the end of ____________ term (Fall, Spring, or Summer)
   [ ] Other: gen Ed Attributes

5. For new courses or changes in title, please provide course title (30 characters):
   Cuban Politics and US/Cuban Relations
   (Note: If course fulfills an ECCE category, please use “ECCE:” as the first five characters of the title.)

6. For new courses or changes in hours information, please provide the following:
   Credit Hours 3 4
   Faculty workload hours 4

7. For new courses or changes in description, please provide description: (50 words, including prerequisites)

8. If course is intended for the UIS General Education Curriculum, please indicate the appropriate category:
   [X] Oral Communication
   [ ] Written Communication
   [X] Physical Science with lab
   [ ] Life Science with lab
   [ ] Comparative Societies - Humanities (ECCE)
   [ ] U.S. Communities (ECCE)
   [ ] Engagement Experience (ECCE)
   [ ] Social and Behavioral Science
   [ ] Mathematics
   [ ] Humanities
   [ ] Visual, Creative, and Performing Arts
   [ ] Comparative Societies - Social Sciences (ECCE)
   [ ] Global Awareness (ECCE)
   [ ] ECCE Elective, including On-going Controversies

9. How will course be staffed (full-time faculty, adjuncts, or both)? [ ] both
10. When will the course regularly be offered? (Check all that apply)
   [ ] Fall  [ ] Spring  [ ] Summer

List times in which the course will be offered (check all that apply):
   [ ] Days—morning  [ ] Days—afternoon  [ ] Evenings

11. Schedule Type: (Check all that may apply to this course)
   [ ] Lecture  [ ] Lecture/ Discussion
   [ ] Lab  [ ] Clinical Practice

12. Can this course be repeated for credit?  [ ] yes  [ ] no
    (If yes, then the course has variable topics, which allow the student to take the course more than once, even
    in the same term; this question does not refer to a student replacing a grade by retaking a course.)

    If so, is there a Max number of times for repeat? _____  OR  Max hrs for a variable credit course? ___

13. Grading mode:
    One mode must be designated as the default:
    Grade modes are limited to the following options:
    S only;  C only;  or  S+C;
    Y only;  X only;  or  Y+X

    [ ] (S ) Standard letter grade with incomplete (I) and without deferred grade (DFR)
    [ ] (C ) Credit/No Credit with incomplete (I) and without deferred grade (DFR)
    [ ] (Y ) Standard letter grade without incomplete (I) and with deferred grade (DFR)
    [ ] (X ) Credit/No Credit without incomplete (I) and with deferred grade (DFR)

14. Registration Restrictions: If this course is to be restricted to a particular student population (e.g. BIO majors
    only, Senior class only, Cap Scholars only, Graduate students only, etc.; note that General Education courses
    may not be restricted).

15. If the course will be cross-listed, please list all courses involved:

    Controlling course: ___________________  Other courses in cross-list: ___________________

Approval Signatures:
Faculty member submitting proposal: ___________________  Date: 7/5/2012

Program Administrator: ___________________  Date: 7/5/2012

Program Administrator (cross-listed course): ___________________  Date: ___________________

Program Administrator (cross-listed course): ___________________  Date: ___________________

Chair, College Curriculum Committee: ___________________  Date: 7/5/2012

Dean: ___________________  Date: ___________________

GEC Chair: ___________________  Date: ___________________

Office of VCAA: ___________________  Date: ___________________
University of Illinois at Springfield
General Education Checklist

Course Subject and Number: PSC 48
General Education Category: Global Awareness/Engagement Experience

Course Title (30 characters): Cuban Politics and US/Cuban Relations

Departmental Contact Person: Adriana Crocker

Section 1. Goals and Learning Outcomes for Baccalaureate Education

On April 6, 2007, the UIS Campus Senate passed Resolution 36-26 creating a set of goals and learning outcomes for baccalaureate education. The preamble to those goals and learning outcomes states: "By emphasizing scholarship skills in the service of the public good, UIS prepares students for life-long learning and engaged citizenship. UIS prepares students to discover, integrate, apply, and communicate knowledge for the benefit of individuals, families, and communities."

All general education courses should meet selected outcomes of Goals 1-4, although no course can meet every outcome. Please check all that apply below. Lower division general education courses may meet some outcomes of Goal 5, Engaged Citizenship, but are not obliged to do so. Courses approved for ECCE categories, including U.S. Communities, Global Awareness, Engagement Experience, and ECCE Elective (Including On-going Controversies), must meet at least some outcomes of Goal 5. You are encouraged to add explanations regarding how your course meets the criteria below (see models of successful course approval packets available on the Academic Planning website).

1. Discovery of Knowledge
UIS graduates should be information and communication technology literate, exhibiting a strong proficiency in locating, reflectively comprehending, and synthesizing appropriate college level readings, toward the goal of knowledge creation.

Competencies include:

X Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
X Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
□ Exhibiting a knowledge of and ability to use information and communication technologies.

2. Integration of Knowledge
UIS graduates should be able to evaluate and integrate information and concepts from multiple disciplines and perspectives.

Competencies include:

X Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
X Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.

3. Application of Knowledge
UIS graduates should be able to apply knowledge to address meaningful problems and issues in the real world.

Competencies include:

□ Exhibiting a knowledge of and ability to use contemporary technologies.
□ Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
X Constructing intellectual projects independently and work effectively in collaboration with others.

4. Communication of Knowledge
UIS graduates should be able to communicate knowledge and ideas effectively both orally and in writing.

Competencies include:

X Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
Exhibiting effective oral communication skills, paying attention to content and audience.

5. Engaged Citizenship
UIS graduates should be able to engage in questioning and critical thinking that leads them to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Students should engage in active and integrative learning to become ethical, responsible, and engaged citizens in a democracy.

(Note that courses approved in ECCE categories, including Comparative Societies, must meet at least some of the following outcomes.)

Competencies include:
- Recognizing the social responsibility of the individual within a larger community.
- Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.
- Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
- Identifying how economic, political, and social systems operate now and have operated in the past.
- Engaging in informed, rational, and ethical decision-making and action.
- Distinguishing the possibilities and limitations of social change.

Section II. Course Approval Criteria
The General Education Council has developed a set of approval criteria. Checking boxes below signifies that your course meets these approval criteria. You are encouraged to add explanations regarding how your course meets the criteria below (see models of successful course approval packets available on the Academic Planning website).

I. Basic Criteria (All faculty submitting General Education Courses should complete this section)
- Course meets basic requirements of level and number of hours.
  (Note: 100 level and 3 hours for Comparative Societies; 100 or 200 level and 3-4 hours for Lower Division General Education; and 200, 300, or 400 level and 3-4 hours for ECCE courses.)
- Course is available and accessible to all students, regardless of major, and a student's prior knowledge of the topic or discipline(s) addressed in the course is not assumed.
  (Note: Not applicable in the case of research projects or language courses under the Engagement Experience or ECCE Elective.)
- Course meets selected Baccalaureate Goals and Outcomes, including, whenever appropriate, Goal 5, Engaged Citizenship.
  (Note: Lower division courses must meet selected outcomes of Goals 1-4 and are encouraged to meet selected outcomes of Goal 5. ECCE courses must meet selected outcomes of Goal 5.)
- Course meets selected category outcomes.
  (Note: Category outcomes are available on the Course Approval Criteria that you can access at http://www.uis.edu/generaleducation/curriculum/facultyforms.html)

II. ECCE-Specific Criteria (Faculty submitting courses in ECCE categories should complete this section)
- Course meets selected outcomes of Goal 5, Engaged Citizenship, and outcomes 1a, 1b, and 2a (see note below).
  (Note: The three outcomes are 1a) Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis; 1b) Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information; and 2a) Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.)
- Course utilizes an interdisciplinary approach (see note below).
  (Note: An interdisciplinary approach draws on the content, concepts, and/or methodologies of two or more disciplines with a deliberate effort to achieve integration.)
- Course includes activities and assignments that involve students in an active learning process (see note below).
  (Note: Active learning involves activities beyond students listening to lecture. Students in ECCE courses should read, write, discuss, or be engaged in solving problems. They should engage in higher-order thinking tasks, such as analysis,
synthesis, and evaluation. Instructional activities should involve students in doing things and thinking about what they are doing.

Course presents perspectives and value systems that extend beyond the usual cultural boundaries of most students (see note below).
(Note: issues that could come up in discussion include but are not limited to race/ethnicity, class, socio-economic status, gender, sexual orientation, religion, ethics, nationality, age, physical ability, etc.)

Course helps students reflect on their knowledge and attitudes (see note below).
(Note: Questions for self-reflection include a) What are the major issues, trends, expressions, policies, etc. regarding the topic of the course? b) How has my worldview been affected by my experiences, attitudes, assumptions and beliefs? c) How can I apply the skills, values, and ideas developed in this course? [e.g., reading the news, getting involved in a campaign, joining or forming a club on campus, planning study abroad, etc.].)

III. Engagement Experience Criterion (Faculty submitting courses in the Engagement Experience category should complete this section)

Course offers students an opportunity to combine theory with practice by engaging with people, issues, or contexts that broaden both their understanding and practice of social responsibility and engaged include citizenship.

The course will be interdisciplinary and will rely on readings from gender studies, sociology, and economics, apart from political science. In our trip to Cuba, the itinerary includes a wide variety of activities such as visits to a clinic and a family doctor (for students to witness how free healthcare works in Cuba) as well as a visit to an elementary school, the Literacy Museum "Conrado Benitez," the Museum of the Revolution, a discussion on globalization with Cuban economists, and visits and discussions on US-Cuban relations, including a visit to Che’s command post in La Cabana Fortress, and the Bay of Pigs and a meeting with U.S. Special Interests Section in Havana, among many other activities.
Chug 480 A: Topics in Politics
Cuban Politics and US/Cuban Relations

University of Illinois, at Springfield

Professors: Adriana Crocker and Veronica Espina

COURSE DESCRIPTION

This course examines the politics and society of Cuba and has the following main objectives:

1. First, it explores broad regional trends in Latin America including the land, its people, political and economic developments. Later, the course analyzes in greater depth the institutional framework, culture, and political economy of Cuba since independence.
2. Second, it explores the evolution of the troubled bilateral foreign relations between the U.S. and Cuba and examines some of the major recent political and economic developments between these two countries.
3. Finally, it offers a 10-day fieldwork on politics and society in Cuba, and provides a first-hand experience that will allow students to connect academic learning in the classroom with an actual on-ground experience.

After taking this course students should be able to:
• Demonstrate the ability to describe and explain the content and evolution of Cuban politics.
• Understand general common cultural patterns in the region as well as particular social and political developments in Cuba.
• Identify the roots of divergence between the United States and Cuba.
• Recognize the urgent need to develop a more open and flexible US policy towards Cuba and the rest of Latin America.

COURSE MATERIALS

3. Current Events: every week at the beginning of class we will discuss current regional/ Cuban issues. Students will be asked to introduce news stories related to Cuba or Cuban-related politics. Class members will be required to offer a brief
summary of the newspaper article and an interpretation or reaction to it. The articles may be downloaded from Zona Latina at www.zonalatina.com
4. Other book chapters and hand-outs (see outline below) will be posted on BB.

**Plagiarism.** Plagiarism usually takes one of the following three forms and is done without proper acknowledgment: including another person’s writing in one’s own essay, paraphrasing another person’s work, or presenting another person’s original theories, views, etc. When an allegation of plagiarism arises, disciplinary proceedings may be initiated within the academic program in which the alleged offense occurred. The instructor may refuse to grade the assignment and record it as no credit. Penalties may include failure in the course as well as recommendation for disciplinary probation, suspension, or dismissal from the class, program, or UIS. You are responsible for understanding and complying with the UIS Academic Integrity Policy http://www.uis.edu/campussenate/AcademicIntegrity.htm.

**GRADED REQUIREMENTS**

**Participation:** 40%
**Brown-Bag Presentation:** 20%
**Paper and Presentation:** 40%

**COURSE OUTLINE**

**I. LATIN AMERICA IN CONTEXT**

**Week 1**

Introduction to the course: review syllabus, assignments, etc.
- Latin America: land and people.

**Week 2**

- Discussion of Current Events
- Latin America: Political Culture
- **Gender & Politics:** From Madres to Políticas.
II. CUBA

Week 3
- Discussion of Current Events
- Cuba: land, people, and history. (Readings: Sweig, chapter one)
  Video: Godfathers of Havana (Cuba before Fidel).

Week 4
- Discussion of Current Events.
- Cuba: the Contemporary Quest for Development, Liberty, and Governance. (Readings: Sweig, Chapter 5).
- Discussion: “Is Latin America Starting to Embrace Cuban Humanitarian Aid?” (on BB)

III. UNITED STATES/LATIN AMERICAN/CUBAN RELATIONS

Week 5
- Current Events.
- Stereotypes of Latin America and Latin Americans.
- Hand-out for discussion: Lawrence Harrison “The Roots of Divergence?”
- The 19th Century: from the Monroe Doctrine to the Olney Corollary.
- Early 20th century: Dollar Diplomacy in Central America and the Caribbean (Smith, Chapters 1 and 2).
  Videos: Gringo in Mañanaland and Yankee Years (if available)

Week 6
- Discussion of Current Events.
- From Good Neighbor to the Cold War (Smith, Chapter 3).
- Intervention in Guatemala. First “anti-communist” intervention (Smith, Chapter 5).
- Video: Yankee Years (about 25 minutes, if available).

Week 7
• Current Events
• Kennedy and the Cold War.
• Hand Out: (KSG Case) Kennedy and the Bay of Pigs.
• The Missile Crisis (Smith, Chapter 6).
• From Chile to Nicaragua: Protecting what? (Smith, Chapter 7).
• Yankee years (video).

Week 8
• The Post-Cold War Era: US/Cuban relations (Sweig, Chapters 4, 8 and 11)
• Final planning for our trip to Cuba.

Week 9- Trip to Cuba-

Week 10 (no meetings)

Week 11
• Process trip and presence in US: What is it like to be back?
• Due: field notes posted on blackboard before class.

Week 12
• Continue Processing and Discuss Content of field-notes.
• Prepare for on-campus presentation.
• Discuss outline for research paper.

Week 13
• Campus-wide brownbag presentation!

Week 14 (no meeting)

Week 15
• Final Paper presentations.

Week 16
• Paper Presentations (cont.)
• Paper due today!
• Wrapping-up: potluck and final reflection, closure, evaluations, redesign course.

Paper: drawing on recent periodicals, books, academic journals, and/or on-line sources, each student will write a 10-12 pages paper (12-14 for graduate students) analyzing a major contemporary political issue or significant recent event in Cuba, or an issue
between the United States and Cuba. More specific instructions will be handed out by the fifth week of class. Papers will be due in class on Week 15.

**Paper presentations:** Students will give a brief oral presentation of their papers. This presentation should include a review of the paper’s major points (thesis), a brief summary of facts, and an explanation or interpretation of the paper’s thesis using empirical evidence and bibliographical resources. This discussion should not exceed 20 minutes (depending on the number of students taking the course). Students should also send me via e-mail, a brief written outline of the paper, including a bibliography, at least a day before his/her oral presentation is due. **Both paper and presentation will receive a combined 40% of the final grade.**

**MISCELLANEOUS**

**The Learning Environment:** respect for the learning community and the learning process would normally include coming to class on time and remaining in one’s seat, requesting permission to speak, and excludes persistent lateness, leaving the class room during class time, or studying for another class. Comments that are not relevant to the ongoing discussion, off the point, disruptive, insensitive to others, or that attempt to dominate discussions will not be rewarded. I expect all of you to treat one another with respect. Hurtful comments of your classmates will not be tolerated. Also, there is a cell phone/ I-phone/ blackberry policy in this class. I expect all of you to turn them off before class begins. If you are expecting an emergency call, please inform me and you may turn your phone to vibrate and respond to it in the hallway. TEXTING IS NOT ALLOWED DURING CLASS.

**Incompletes:** no incompletes will be given for reasons other than a medical or personal emergency, and then only after presentation of verifiable documentation. Academic hardship does not qualify as an acceptable excuse. If you have some cause for concern, please see me as soon as possible.

**Adjustments in Course Schedule:** I will do my best to follow the course schedule outlined above, but I reserve the right to make reasonable adjustments with adequate warning if unforeseeable or uncontrollable circumstances (e.g. weather, illness, and travel) so warrant. However, it is not fair to modify the class schedule simply to accommodate the preferences of some students as other students inevitably suffer.

Reasonable Accommodations are available for students who have a documented disability. A documented disability can include: physical, psychological, chronic health, vision, hearing, learning, traumatic brain injury, Asperger’s Syndrome and/or autism, cognitive, and A.D./H.D.D. Please notify the instructor during the first week of class of any accommodations needed for the course. While O.D.S. does accept late applications, accommodations are not retroactive. All accommodations must be approved through the Office of Disability Services (ODS) (217-206-6666), HRB 80.