

Cover Sheet: Request 15765

THE 4XXX – Latin American and US Latinx Theatre

Info

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|------------------------|---|
| Process | Course New Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Colleen Rua c.rua@ufl.edu |
| Created | 1/31/2021 2:22:43 PM |
| Updated | 4/16/2021 8:22:55 AM |
| Description of request | <p>Dear Colleagues:</p> <p>Attached please find my New Course Proposal for Latin American and US Latinx Theatre, which was offered as a Special Topics in spring 2020 and Spring 2021.</p> <p>Thank you for your consideration.</p> <p>Colleen Rua Assistant Professor, Theatre Studies School of Theatre & Dance</p> |

Actions

| Step | Status | Group | User | Comment | Updated |
|-----------------------------------|----------|--|-----------------|---------|-----------|
| Department | Approved | CFA - Theatre and Dance 13040000 | Peter Carpenter | | 3/17/2021 |
| No document changes | | | | | |
| College | Approved | CFA - College of Fine Arts | Jennifer Setlow | | 4/16/2021 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 4/16/2021 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|New for request 15765

Info

Request: THE 4XXX – Latin American and US Latinx Theatre

Description of request: Dear Colleagues:

Attached please find my New Course Proposal for Latin American and US Latinx Theatre, which was offered as a Special Topics in spring 2020 and Spring 2021.

Thank you for your consideration.

Colleen Rua

Assistant Professor, Theatre Studies

School of Theatre & Dance

Submitter: Colleen Rua c.rua@ufl.edu

Created: 1/25/2021 5:19:24 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

THE

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate

- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Latin American and US Latinx Theatre

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Latinx Theatre

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Theatre created by Latin American and US Latinx playwrights and performers has served as a vehicle for both artistic expression and social and political change. Organized geographically, this course considers themes and trends in Latin American and US Latinx Theatre in light of issues such as hybridized identities, language, immigration, oppression and generational conflict. Representative works by Latin American and US Latinx playwrights will be examined.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
THE2000 Theatre Appreciation

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would

only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

The School of Theatre and Dance Curriculum does not currently include a study of the contributions of Latin American and US Latinx theatre artists and practitioners to the discipline. This course examines and celebrates significant work that has contributed to the development of theatre in Latin America and the United States. In addition, this course explores the problematic nature of representation of Latinx populations that has historically been communicated in US entertainment/media. The material studied in this course allows Latinx-identifying students to see themselves represented on stage and on the page by artists who look like them or who share their experiences. This course gives SoTD the opportunity to serve both Latinx and non-Latinx identifying students as well as both Theatre and non-Theatre majors.

Latin American and US Latinx Theatre has been offered as a Special Topics in spring 2020 and 2021. It was well-received by students in 2020, with enrollment increasing for the 2021 offering. In addition, there has been a call from the student population to require the course as we work to create a more diverse and equitable curriculum. UF's large percentage of Hispanic or Latinx-identifying students, its proximity to the Caribbean and Mexico and the large population of Latinx communities in the Florida area make UF fertile ground for exploration of Latin American and US Latinx theatre.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- Identify common major themes in plays/performances of Latin American and US Latinx theatre artists.
- Analyze and explain structures of power, privilege and disenfranchisement that have led to the creation of particular styles of theatre associated with Latin American and US Latinx artists.
- Explain the development of Latin American and US Latinx Theatre as a mode of social justice and change.
- Explain the contributions of Latin American and US Latinx theatre artists to Theatre of the Americas.
- Synthesize learning through the creation of a dramatic piece for presentation

Read & Respond: Hudes, Elliot: A Soldier's Fugue OR Water by the Spoonful
Read & Respond (Perusall): Ybarra, "How to Read a Latinx Play in the 21st Century"

BRAZIL

Thursday 1/21 Brazil: Theatre of the Oppressed
50 PP Day #1:

Tuesday 1/26 Read & Respond (Perusall): Boal, "Theatre of the Oppressed"
Possible Presentations: Group.BR Theatre Company
Gustavo Melo Cerqueira

Thursday 1/28 Theatre of the Oppressed Workshop

THE SOUTHERN CONE

Tuesday 2/2 Argentina & Chile: the Dirty Wars & the Pinochet Regime
Possible Presentations: Víctor Jara
Egon Wolff
Los Desaparecidos
Amazonas Network
#niunamenos

Thursday 2/4 Immersive Theatre Techniques in Latinx Performance
Read & Respond: Gambaro, Information for Foreigners
50 PP Day #2:

Tuesday 2/9 Southern Cone Continued
Read & Respond (Perusall): Gartner, The Rise of Women in Chilean Theatre
<https://howlround.com/rise-women-chilean-theatre>

CHICANX THEATRE

Thursday 2/11 Chicanx Theatre & the Worker's Movement
Read & Respond (Perusall): Valdez, "What is Chicano Theatre," "Actos" and "Preface"
Possible Presentations: Cesar Chavez & Robert Kennedy
Hugo Salcedo

Luis Valdez

Tuesday 2/16 Chicanx Theatre
El Teatro Campesino Workshop
Watch & Respond: Zoot Suit

Thursday 2/18 El Teatro Campesino Continued
Possible Presentations: Frida Kahlo

Sor Juana de la Cruz
Lowrider Culture

THE CARIBBEAN

Tuesday 2/23 Cuban Representation
Possible Presentations: The Cuban Revolution
Ybor City/Cigar Industry

Baseball & Cuba

50 PP Day #3:

Thursday 2/25 Cuban Representation
Read & Respond: Cruz, Anna in the Tropics

Tuesday 3/2 Cuban Representation Continued

Thursday 3/4 Cuban Representation
Read & Respond (Perusall): Meyer-Garcia, <https://howlround.com/dreaming-body-exile>
Possible Presentations: Carmelita Tropicana
Coco Fusco
Yoruba and Santeria Practices in the Caribbean

50 PP Day #4:

Tuesday 3/9 Haitian Representation
Possible Presentations: Duvalier Dictatorship
Bond Street Theatre
2010 Haiti Earthquake

50 PP Day #5:

Thursday 3/11

Haitian Representation
Read & Respond: Morisseau, Blood at the Root

Tuesday 3/16

Haitian Representation Continued

Thursday 3/18 Haitian Representation
Read & Respond (Perusall): Johnson, "The Artist-Activist: History and Healing Through Art"
Due: Final Topic Proposal
50 PP: Day #6:

Tuesday 3/23 A Visit From Alvaro Saar Rios!
Read & Submit Two Questions for the Playwright (Required): Rios, On the Wings of a Mariposa

Thursday 3/25 Puerto Rican Representation/A Visit From Y No Habia Luz!
Watch & Submit Two Questions for the Artists (Required): YNHL video links

LATINX PLAYS & POPULAR CULTURE

Tuesday 3/30 Stereotypes and Popular Entertainment
Possible Presentations: Lucha Libre
Popular Music in Mexico
Contemporary Latinx figures in film & television

Thursday 4/1 Read & Respond: Diaz, The Elaborate Entrance of Chad Deity OR Marisol OR Yemaya's Belly
50 PP Day #7:

Tuesday 4/6 Read & Respond (Perusall): Jorge Huerta, "Looking for the Magic"
Possible Presentations: Popular music in the Caribbean
Miguel Pinero
Elian Gonzalez

50 PP Day #8:

MUSICAL THEATRE

Thursday 4/8 Latinx Representation in American Musical Theatre (focus: back to Puerto Rico)

Listen & Respond: West Side Story; The Capeman; In the Heights

Possible Presentations: On Your Feet

West Side Story on film

NYC Barrio Culture

50 PP Day #9:

Tuesday 4/13 Latinx Representation in American Musical Theatre

Read & Respond (Perusall): Elena Machado Saéz, "Bodega Sold Dreams"

50 PP Day #10:

Thursday 4/15 Final Project Presentations

Tuesday 4/20 Course Wrap-up

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Participation and attendance (20% of final grade) are required. Small and large group discussion, on-our-feet activities and creative work will be an integral part of our class meetings, and will offer a variety of ways in which you can participate. Your meaningful contributions to discussion and active engagement support our collaborative community. Please come to class prepared, having read/completed the daily assignments.

Presentation (20% of final grade) on a topic listed in the syllabus (You will submit your top three choices in the first week of class). Your ten-minute presentation should be thoughtful, well-organized, show your understanding of the topic, and clearly communicate to & enhance your audience's understanding of the material. You should be prepared to respond to questions from the class. Feel free to get creative, use visual/audio aids or performance. Your presentation, along with a bibliography of your sources will be due to Canvas on the day of your presentation. Specific guidelines and grading rubric will be posted to Canvas.

50 Playwrights Paper/50 Playwrights Day (15%) The 50 Playwrights Project gives us access to as-yet unproduced plays by Latinx playwrights. We will support them through this assignment while expanding our library of Latinx plays. Select a play from the 50 Playwrights Project and read it. Note the following: (1) What notable themes or trends are present in the play, (2) what is the playwrights' contribution to Latin American/US Latinx Theatre, (3) how this play might be in dialogue with other materials we have read/studied, and (4) your reactions to the play. On your assigned 50 Playwrights Day, we will discuss your findings as a group and you will submit your notes to Canvas. You will submit your top three choices of due date for this assignment in the first week of class, along with your top three choices of play. <https://50playwrights.org/>

Read (or Watch or Listen) & Respond (25%) Over the course of the semester, you will read plays, articles and posts; view a film and video clips and listen to three musicals. The listed readings/viewings/listening are required and you should be prepared to engage in discussion about each of them. However, you will have choice in which works you respond to via Canvas assignment. Here is the breakdown of R&R Assignments:

- o Three required responses: first response and two associated with a guest artist visit (Alvaro

Saar Rios and Y no había luz); 3 possible responses; complete all 3

- o Plays/Film/Set of 3 Musicals (submit to Canvas): 7 possible responses; choose 5
- o Articles/Posts (submit to Perusall): 7 possible responses; choose 5

For the plays/film/set of 3 musicals, you will also have choice in the method by which you respond.

- o Submit three times via essay
- o Submit three times via flipgrid video
- o Submit three times via creative project
- o Submit three times as you choose

Specific guidelines for each Read & Respond will be posted to Canvas but bear in mind that you will be graded on the efficacy of your argument. Are you analyzing and synthesizing ideas? Are you covering the questions posed in the assignment? Making a thoughtful and meaningful contribution that can inform our group discussion?

I request that the first, two-part Read & Respond assignment be completed through flipgrid (part 1) and Perusall (part 2), so that I can have the opportunity to see you, hear your voice, and read a snippet of your writing.

Group Final Project (25% of final grade) Here is a chance to get creative! You will work in a small group. (1) choose a topic surrounding Latinx Theatre that interests you. Perhaps it is a playwright, a performer, a theatre company, a style of performance or a particular play. (2) Prepare a creative piece to share with the class in conjunction with this topic. For example, if you chose a particular play or playwright, you might take roles of director and designers and prepare a concept for your production. You may direct or perform in a short scene that demonstrates a particular concept. You may choose to write a short performance piece in the style of an acto. Whatever you choose, your project should demonstrate your knowledge of concepts and material that we have covered in class and should explore new connections. A brief proposal explaining what you plan to do will be due prior to the final presentation. A 750 to 1000-word "connection and reflection" paper will accompany your project. If you have an idea that excites you, check in with me and we will work together to develop your final project! Additional guidelines will be posted on Canvas.

Examples of past final presentations:

- An analysis of three different actresses who have played Evita, with a student's performative interpretation of each approach
- A discussion of the use of food in Latinx plays as the student led the class through preparing (and eating!) guacamole
- A short documentary film discussing performative aspects of Día de los Muertos
- A discussion with Frida Kahlo (Latinx-identifying student in-role as Frida)
- A student directed and acted scene by a Latinx playwright
- A children's theatre activity focusing on a Latinx folktale

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Colleen Rua

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes