

UC 12167 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective
 Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Hispanic Studies College: CLASS
 2. Faculty Contact Person: Guillermo De Los Reyes Telephone: 3-3716 Email: jdelosreyes@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
SPAN / 3374 / Spanish American Culture and Civilization
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
SPAN / 3374 / SPANISH AMERICAN CULTURE & CIV
 • SCH: 3.00 Level: JR CIP Code: 1609050001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): B.A.
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

SPAN / 3374 / Spanish American Culture and Civilization
 • Course ID: 42887 Effective Date (currently active row): 20093

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ~~SPAN 3301 or SPAN 3307~~ and ~~SPAN 3302 or SPAN 3308~~; ENGL 1304.
 Description (30 words max.): Survey of the cultural history of Spanish America. Analysis of major cultural, social, literary, and political topics Taught in Spanish.

10. Dean's Signature: _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Hispanic Studies

Person Making Request: Guillermo de los Reyes

Telephone: 713-743-3716

Email: jdelosreyes@uh.edu

Dean's Signature: _____

Date: 9/10/2012

Course Number and Title: SPAN 3374: Spanish American Culture and Civilization

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will increase grammatical and linguistic accuracy in Spanish, both in written and oral discourse

Students will acquire general knowledge about the history, civilization and culture of Spanish-speaking America

Students will attain the ability to write analytically about cultural topics in Spanish with a specific focus on Spanish America

Students will develop research skills and formulate research questions that will promote their critical thinking

Students will achieve understanding and communication in Spanish of Spanish American culture through assignments that would contribute to the development of critical thinking skills and will learn proper documentation and citation styles

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will demonstrate critical thinking in a five page paper that will require them to analyze the course's major themes and at least a primary source relevant to the class discussion. The assignment will include a list of points that will promote and elicit critical thinking.

Sample paper assignment:

Choose one country in Spanish America and analyze its music, cuisine, religious festivities, and cultural history. Please use the cultural readings and short stories studied in class, as well as the films and other forms of cultural production that were discussed in class or suggested by your professor. In addition, you will need to include other sources that you consider relevant to this assignment.

This assignment will be written in Spanish and uploaded to the course webpage.

In addition to the Spanish language writing assignment, students will complete one assignment in English that can also be used to assess critical thinking: ACTFL Proficiency level reading comprehension assignment: Students will write a three-page analytical paper in English critiquing and synthesizing one of the required readings. It will be uploaded to the course webpage.

Communication Skills:

In the same two assignments, students will demonstrate their communication skills.

The focus will be on teaching the students that writing is a process. The essays will be graded in three steps. 1. The student will first submit a brief description of his or her chosen topic; 2. The student will submit a rough draft; 3: The student will incorporate the comments and corrections made to the rough draft to submit a final, polished essay.

All student work will be evaluated in accordance with the rubric posted on the Writing Center's website: <http://www.uh.edu/writecen/Faculty/rubricdevelopment.php>

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same two written assignments, students will address issues of social responsibility

Personal Responsibility:

In the same two written assignments, students will address issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The two essays, one written in Spanish, one in English, will be constant across all sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

Social Responsibility:

In the same five page paper as above, students will explore issues of social responsibility

Personal Responsibility:

In the same five page paper as above, students will explore issues of personal responsibility

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The five page paper described above will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

V for Anadele Bencomo

SPAN 3374: SPANISH AMERICAN CIVILIZATION

Dr. José Guillermo de los Reyes Heredia

Cultura, historia y civilización hispanoamericana

Class Time: M & W 2:30-4:00PM

Room: PGH-348

e-mail: jdelosreyes@uh.edu

Office Hours: W: 1:00-2:30pm

or by appointment.

Office: 452-AH

Course description:

This is an introductory course to the history and culture of Spanish America from Pre-Hispanic civilizations to the present. The main goal of this course is to develop students' knowledge of the geographical, historical and cultural contexts of Spanish America. At the same time students are introduced to research techniques and materials available in Spanish, they strengthen their language skills through reading, oral presentations, video viewing, and regular writing assignments concluding with a final research project.

The course is designed to give students a broad understanding of Spanish American culture that will prepare them for upper-level course work. Student's writing, speaking and research skills in Spanish are applied throughout the semester through a variety of activities. Since this is a core course, a substantial writing is required (at least 3000 words, including at least one piece of work done outside of class and returned to the student prior to the end of the semester with the instructor's written evaluation of grammar, style, content and organization).

Learning Outcomes: In addition to cultural competency, the goals of this course are to help all students achieve:

- 1) Students will increase grammatical and linguistic accuracy in Spanish, both in written and oral discourse
- 2) Students will acquire general knowledge about the history, civilization and culture of Spanish-speaking America
- 3) Students will attain the ability to write analytically about cultural topics in Spanish with a specific focus on Spanish America
- 4) Students will develop research skills and formulate research questions that will promote their critical thinking
- 5) Students will achieve understanding and communication in Spanish of Spanish American culture through assignments that would contribute to the development of critical thinking skills and will learn proper documentation and citation styles.

In order to achieve these objectives, the course will include a series of analytical research and writing assignments, both formal and informal; intensive use of in-class small group work, class discussion and oral presentations.

Reglas del curso:

- Los estudiantes son responsables de entregar a tiempo las tareas asignadas por el profesor.
- Los exámenes se podrán tomar o entregar solamente en las fechas señaladas.
- TODOS los trabajos escritos deberán realizarse a doble espacio, en *Palatino, Times* o *Times New Roman*, tamaño 12. Además serán entregados vía [Turnitin.com](https://www.turnitin.com)
- El 15% de la nota final del curso dependerá de la asistencia a clases y la participación activa en las discusiones desarrolladas en cada sesión (ver evaluación de la participación).
- Se exige, además, llegar con puntualidad a la clase. Un retardo de 20 minutos se considerará como inasistencia.

Evaluación:

Participación y asistencia:	20%
Exámenes (20% c/u):	40%
Tareas	5%
Proyectos final	15% (Escrito 10%, 5% oral)
Examen final:	20%

Se llevarán acabo dos exámenes parciales y un examen final (ver horario a continuación). El examen final se tomará durante la fecha oficial asignada por la universidad (12 de mayo; 2:00-5:00 PM). En el examen final entrará todo el material visto en clase.

Class Participation:

The following description of participation grades is provided to help you understand what is expected:

A (90-98) Always arrives to class prepared, on-time, and ready to work. Participates actively in all classroom activities. Volunteers frequently and readily contributes to group work.

B (80-89) Usually arrives to class prepared, but occasionally misses a homework assignment or neglects to learn the material. Occasionally a bit late for class. Participates in classroom activities on a regular basis. Sometimes volunteers, but usually waits for teacher's cue.

C (70-79) Does not always arrive to class prepared and this lack of preparation affects ability to participate in classroom activities. Often late for class, thereby missing important instructions and practice time. Contributes to classroom activities occasionally, but usually only when asked to do so by teacher. Sits quietly during group time.

D/F (< 70) Always arrives to class unprepared and is frequently absent. Rarely participates in classroom activities, unless asked to do so by teacher. Does not become involved in group activities.

NOTE: During their last semester of foreign language study at UH, students are encouraged to take an Oral Proficiency Exam (OPI) based on the Guidelines issued by the American Council of the Teaching of Foreign Languages (ACTFL). The results of the test can be listed on the students' resume to certify their level of oral proficiency in the language. Information about the test can be found at the Language Testing International website: www.languageTesting.com or by contacting the ACTFL Testing Office: testing@languageTesting.com.

Libros de texto:

Chang Rodriguez, Eugenio. *Latinoamérica: su civilización y su cultura*. Heinle & Heinle, Fourth Edition.

Además del libro de texto, se asignarán otras lecturas complementarias en **Blackboard**: www.uh.edu/blackboard

Plan de lecturas:

ENERO

1) Primera semana:

Miércoles 20 Introducción al curso: Unidad del mundo hispanoamericano

2) Segunda semana

Lunes 25 Continuación: Unidad del mundo hispanoamericano

Miércoles 27 Las grandes civilizaciones precolombinas

FEBRUARY

3) Tercera semana

Lunes 1 Continuación: Las grandes civilizaciones precolombinas

Miércoles 3 Documental sobre las culturas indígenas. **Tarea 1**

Cuarta semana

L 8 Exploraciones, la conquista y su significado.

M 10 continuación

Quinta semana

L 15 El régimen colonial y su legado.

M 17 La vida intelectual en la colonia.

Sexta semana

L 22 **Primer Examen**

M 24 Sor Juana Inés de la Cruz, película “Yo, la peor de todas.” **Tarea 2**

MARZO

Séptima semana

L 1 Discusión de la película

M 3 Las guerras por la independencia en Hispanoamérica

Octava semana

L 8 Sudamérica **Entregar de propuesta de trabajo final**

M 10 México y Centroamérica

SPRING BREAK 15- 20

Novena semana

L 22 Discursos nacionales

M 24 Película Camila **Tarea 3**

Décima semana

L 29 Dictaduras decimonónicas. **First Draft**

M 31 La Revolución Mexicana y sus implicaciones culturales

ABRIL

Décima primera semana

L 5 La personalidad histórica de las Antillas

M 7 La arquitectura **Tarea 4**

Décima segunda semana

L 12 Las artes plásticas: **Visita al Museo de Arte de Houston/Menil Collection**

M 14 La música

Décima tercera semana

L 19 **Segundo Examen.**

M 21 El pluriculturalismo

Décima cuarta semana

L 26 Películas: Babel—**Second Draft**

M 28 El feminismo en América latina **Tarea 5**

Décima quinta semana

L 3 Presentaciones finales.

Examen Final: 12 de mayo; 2:00-5:00 PM. Entrega de Trabajo final.

Bibliografía

- Anderson Imbert, Enrique et al. *Literatura hispanoamericana*. Vol I. Fort Worth: Holt, Rinehart and Winston, Inc., 1988.
- Bellini, Giuseppe. *Nueva historia de la literatura hispanoamericana*. Madrid: Castalia, 1997.
- Franco, Jean. *Historia de la literatura hispanoamericana*. Barcelona: Ariel, 1987.
- Kanellos, Nicolás (edit.) *En otra voz. Antología de la literatura hispana de los Estados Unidos*. Houston: Arte Público Press, 2002.
- León-Portilla, M. *Los antiguos mexicanos a través de sus crónicas y cantares*. México, 1977.
- Oviedo, José Miguel. *Historia de la literatura hispanoamericana I*. Madrid: Alianza Editorial, 1995.

NOTA: ESTE PROGRAMA ESTÁ SUJETO A CAMBIOS DE ÚLTIMA HORA.

Proyectos de investigación (10% y 5% oral)

El estudiante escogerá un tema del periodo y la región que estamos discutiendo en clase y realizar un proyecto de investigación del mismo siguiendo los lineamientos incluidos en este compendio. El proyecto se presentará en forma oral las dos últimas clases y en forma escrita **el 12 de mayo**.

Parte escrita (10%):

Una vez escogido el tema se recomienda que el estudiante presente un informe ya sea de aspecto formal o conceptual. La extensión del trabajo será de 3-5 páginas, respectivamente. El estudiante debe usar bibliografía de críticos especializados, pero dándoles crédito a los autores.

Parte Oral (5%):

El estudiante realizará una exposición oral de su proyecto. Se deberán presentar en clase tres aspectos importantes de éste, por ejemplo: ¿Cuál es la relevancia del tema? ¿Cuál es el impacto en América Latina? ¿qué aprendió en el proceso de investigación y las limitaciones que tuvo? La duración de la presentación será de **5 minutos**.

Basic Guidelines

1. It must be typed.
2. Use 12 point type and a standard font such as Arial, Palatino, or Times New Roman.
3. Type on **only one side** of the page and **double space all text**.
4. Use parenthetical in-text documentation.
5. When you look at *any* possible source material, always copy down the bibliographical information.
6. You must give credit to exact quotes, summaries, and paraphrases. You must credit your source if this is material you personally did not know.
7. The length of the paper is 4-6 pages (not including work cited).

A Statement on Plagiarism

According to UH's Academic Honesty Policy (pp 59-60 of the Undergraduate Studies Catalogue 2005-2007): Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book *Franz Liszt: The Virtuoso Years* (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century — because that is the kind of information we could have gotten from a number of sources; it has become what we call common knowledge.

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker 59). Or, we could write something like this: Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (59). Not to give Walker credit for this important information is plagiarism.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition:

1. Plagiarism includes the **literal repetition without acknowledgement of the writings of another author.** All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledgement another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Plagiarism includes borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging is to plagiarize.
4. Plagiarism includes allowing **any other person or organization (including those found on the internet)** to prepare the paper and submitting it as one's own work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the University of Houston Undergraduate Studies handbook, section on "Academic Honesty." If students commit plagiarism the consequences can be devastating for their academic career. A violation can go on the permanent record and ruin their chances at a variety of professional schools/careers.