

HISP - 2374 - Spanish American Cultures and Civilizations

3d. UH Core - Create New Course and add to Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department* **Hispanic Studies**

Required Approval Steps*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be cross-listed with another area?*

Yes

No

If yes, has an agreement with department(s) been reached?

Yes

No

Department(s) and Course(s) that will be cross-listed with this course

Catalog year of implementation*

2016 - 2017

2017 - 2018

Term(s) Course will be TYPICALLY Offered:*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s) for Adding Course* **d. To meet instructional needs of students**

Justification - if "other" selected above:

State the rationale for creating this new course:*

This course will be a version in English of Span 3374, which already exists and is listed as a CORE. We want to open our CORE courses to the larger UH community by offering a listing of courses taught in English. Our courses under the SPAN numbering have language requirements that limit participation from outside our pool of majors. We believe that the culture classes have a wider appeal for those interested in learning about culture without necessarily having knowledge of the language.

2. Course Catalog Information

Former Selected Topics Course Prefix (Rubric)

Former Selected Topics Course Code (Number)

Former Selected Topics Course TOPIC TITLE

Instructional Area/Course Prefix* HISP

Course Number* 2374

Long Course Title* Spanish American Cultures and Civilizations

Short Course Title (30 character limit)* SPANISH AMERICAN CULTURE & CIV

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level*	Sophomore
Grade Option*	Letter (A, B, C.....)
Can this course be repeated for credit?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, how often and/or under what conditions may the course be repeated?	
Number of credit hours required of this course in degree plan*	3.0
Number of course completions (attempts) allowed*	3
Are multiple enrollments allowed for course within a session or term?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
CIP Code*	05.0203.00
Prerequisite(s):*	ENGL 1304
Corequisite(s)	

Requisite Checks in PeopleSoft*

- Need to adjust requisite checks already in place - Begin enforcement Fall
- Need to adjust requisite checks already in place - Begin enforcement Spring
- Need to create requisite checks for course - Begin enforcement Fall
- Need to create requisite checks for course - Begin enforcement Spring
- No adjustment required - requisites not being changed
- No requisite check desired for course at this time

Course Description Survey of the cultural history of Spanish America. Analysis of major cultural, social, literary, and political topics. Taught in English.

Course Notes**3. Authorized Degree Program(s)/Impact Study**

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below

No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan
 No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below
 No

If yes, which course(s) and is a proposal being submitted to reflect the change?

4. Core Curriculum Information

Learning Outcomes*

- Students will be able to demonstrate analytical and critical skills when reading and writing about Spanish American cultures and civilizations.
- Students will acquire general knowledge about the history, civilization and culture of Spanish-speaking America in order to understand the human condition across cultures.
- Students will enhance their writing skills and critical thinking.
- Students will become familiarized and develop the different methods for cultural analysis.

Foundational Component Area **Language, Philosophy, & Culture**

for which the course is being proposed (select one)*	
Component Area Option (optional)	None Selected
UH Core: Single or Double Category Listing	<input type="radio"/> List course in BOTH the Foundational Component Area and the Component Area Option <input checked="" type="radio"/> List course in ONLY the Component Area Option
Core Objectives addressed by the course*	Communication Skills Critical Thinking Personal Responsibility Social Responsibility
Critical Thinking, if applicable	<p>Students will write a five page papers that will require them to analyze the course's major themes and at least a primary source relevant to the class discussion. This assignment will include a list of points that will promote and elicit the development of critical thinking.</p> <p>Sample paper assignment:</p> <p>Choose <u>one</u> 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 either discussed in class or suggested by your professor. In addition, you will need to include other sources that you consider relevant to the assignment.</p> <p>Other topics that you may want to consider are: Compare and contrast three major festivals in Latin America or compare and contrast three iconic figures from the target region, they could be historical or political figures, famous writers, painters, scientists, etc.</p> <p>The focus will be on teaching the students that writing is a process and thus each essay will be graded in three different steps. 1. The student will first submit a brief description of his or her chosen topic and a short bibliography composed of at least 3 scholarly sources. 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.</p>
Communication Skills, if applicable	<p>In the same five page paper as above, students will demonstrate their ability to communicate effectively. Additionally, 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</p>

**Empirical &
Quantitative
Skills, if
applicable**

**Teamwork, if
applicable**

**Social
Responsibility, if
applicable**

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

**Personal
Responsibility, if
applicable**

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.

5. Supporting Documentation

Type of Attachments*

- Course Syllabus
- Degree Plan
- Memo
- Other Document(s)

"Other" documents:

6. Additional Information Regarding This Proposal

Contact person for questions about proposal:*

De Los Reyes Heredia, Guillermo - jdelosreyes@uh.edu

Comments:

[Empty dashed box for content]

Administrative Use Only

(Administrative Use Only)
Proposal ID#

University of Houston
Department of Hispanic Studies

HISP 2374:
*Spanish American Cultures and
Civilizations*

Prof. Guillermo de los Reyes

Office: AH 430

Office Hours: Tu 1-3:00 pm

W 5:30-6:30 pm or by appointment

email: jdelosreyes@uh.edu

Course Description:

This is a survey class that will introduce students to the most important aspects of Spanish American Culture and Civilization through the reading of mostly primary sources and the help of secondary sources and class discussion.

Learning Outcomes:

- Students will be able to demonstrate analytical and critical skills when reading and writing about Spanish American cultures and civilizations.
- Students will acquire general knowledge about the history, civilization and culture of Spanish-speaking America in order to understand the human condition across cultures.
- Students will enhance their writing skills and critical thinking.
- Students will become familiarized and develop the different methods for cultural analysis.

Students' responsibilities:

1. Attendance to scheduled sessions.
2. Prepare assigned readings for each class.
3. Active participation in discussions.
4. Take the Three Exams.
5. Turn in the Final Take Home Exam

Pre-requisite: ENGL 1304

Grading:

The final grade will be determined in accordance with the following distribution:

Participation & Attendance	10%
Presentation	10%
Short papers (2)	25%
Exams (2)	30%
Final paper and proposal	25%
	100%

Text:

The content for this course will be delivered through Blackboard. Each individual student will receive instructions on how to access the appropriate Blackboard page. There will be readings, links, and study guides posted for each assignment. Students are expected to check the site twice a week. Log on to www.uh.edu/blackboard There is not a required text book for this class, given that the survey's list has been prepared by the professor using different sources.

University of Houston Grading Scale

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	below 60

Class policies:

1. 2 Tardiness=1 Absence. You loose the 10% of attendance if you miss four (4) classes.
2. If you arrive late it is your responsibility to talk to your professor at the end of class to make sure that the absent mark is changed to a tardy.
3. If you leave the class early, a tardy mark will be registered in the attendance sheet.
4. Obtain telephone numbers/e-mails from two classmates. If you miss a class, call one of your classmates to obtain the relevant information about the class you missed. It is your responsibility to keep up with information provided in class.
5. All work turned in must be type written with accent marks and all diacritics.
6. There will be no make up exams in this class.
7. There will be no extra credit work for the class.
8. You must read and sign the plagiarism handout given to you in the first day of classes.
9. For general information on UH's policies regarding Academic Honesty, the Academic Calendar, Religious Holy Days, and Disabilities, please visit:
http://www.uh.edu/provost/stu/stu_syllabsuppl.html
10. Anderson Library's online tutorial: <http://info.lib.uh.edu/libraries/spanish.html>

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.

Class Content

Period	Readings	Topics
Conquest and Colonization	<ul style="list-style-type: none"> • Articles on pre-colonial and colonial Latin America • Colonial Writers (Excerpts of conquerors' letters, Christopher Columbus Diary, Las Casas' History of the West Indies, Popohl Vuh, Sor Juana Ines de la Cruz, Inca Garcilaso de la Vega, Epic poetry (Alonso de Ercilla), and other colonial writer) • Colonial Baroque Art (Latin American colonies) • Archaeology: Tainos, Aztecs, Mayas, Incas, and other pre-Columbian societies 	<ul style="list-style-type: none"> • Emergence of Latin American National Identity; • Women in Early Colonial Latin America • Pre-Colonial and Colonial Society • Slavery System • The Encomienda System
19 th century: Wars of Independence 1898: Spanish American War New Latin American Nations	<ul style="list-style-type: none"> • 19th century readings on societies: Argentinian and Chilean economic development, women's rights, indigenous' social problems, post-emancipation problems • Excerpts Women of San Juan • Excerpts of Simon Bolivar's letters (Venezuela) • Excerpts from Sarmiento (Argentina) • Romanticism/Realism: Excerpts of Echevarría (Argentina) • Romanticism: Excerpts of Isaacs (Colombia)/Gomez de Avellaneda (Cuba) • Realism: Excerpts Matos Turner (Ecuador) • Naturalism: Cambaceres (Argentina) • 19th century Art: Campeche and Oller (Puerto Rico), Blanes (Uruguay), Michelena (Venezuela), Tovar y Tovar (Venezuela), Palacios (Venezuela), Cabrera (Mexico), and other selected art. • 19th century music composers: Morel Campos (Puerto Rico) and others • Folkloric music 	<ul style="list-style-type: none"> • Emergence of Class Society • National Identity • The Plantation System • Race: Creoles, Blacks, Indians, Mestizos, Mulattos, Sambos, and Other Ethnic Groups • Abolition of Slavery • 19th Century Women • Landlord System • Gaucho/Llanero • Economic Development • US First Interventions in Latin America: Monroe Doctrine • Immigration to the US

<p>20th Century: First Part</p>	<ul style="list-style-type: none"> • 20th century readings on society: women's rights, revolutions, poverty • Excerpts from Vasconcelos (Mexico), Marti (Cuba), Pietri (Venezuela), and others • Excerpts Modernism: Dario (Nicaragua) • Excerpts from the Mexican Revolution: Azuela, Villas, Diaz • Excerpts from Regionalism: Gallegos (Venezuela), Bosh (Dominican Republic), Quiroga (Uruguay), Rulfo (Mexico), and others • Excerpts Avant Garde: Bombal (Chile), Borges (Argentina), Cortazar (Argentina), Vallejos (Perú), Huidobro (Argentina), Guillen (Cuba), Pales Matos (Puerto Rico), de Burgos (Puerto Rico), Castellanos (Mexico), and others • Nobel Prizes; Asturias (Guatemala), Neruda (Chile), Mistral (Chile) • Music: Casals (Puerto Rico/Spain) • Pop Music: Tango, cha-cha, bolero, Perez Prado (Cuba), Mexican Rancheras • Art: Mexican artists (Siqueiros, Orozco, Kahlo, Rivera), Lam (Cuba), Guasamasin (Ecuador), Reveron (Venezuela), and others • Mexican Cinema (Golden Age of the Mexican cinema) 	<ul style="list-style-type: none"> • Industrialization and International Presence • Science and Society • Society Music, Art, and Cinema • Society and Pop music • Nobel Prizes (literature) • Immigration to the USA
<p>20th Century: Second Part</p>	<ul style="list-style-type: none"> • Readings on Civil Wars and Revolutions (Salvador Allende and the Chilean military coup d'etat; the Salvadoran and Guatemalan Civil Wars; the Cuban and Nicaraguan Revolutions; • Readings on US military intervention in Latin America • Readings on Cuba and the Soviet Union • Excerpts from the Boom (Garcia Marquez (Colombia), Puig (Argentina), Cortazar (Argentina), 	<ul style="list-style-type: none"> • Civil Wars and Revolutions • Industrialization and International Presence • Science and Society • Society Music, Art, and Cinema • Society and Pop Music • Nobel Prizes (literature and peace) • Immigration to the USA and Europe • Middle-Class Alienation • Social Experimentation

	<p>Vargas Llosa (Peru), Allende (Chile), Paz (Mexico)</p> <ul style="list-style-type: none"> • Excerpts from the post-boom : Sanchez (Puerto Rico), Sarduy (Cuba), Lezama Lima (Cuba), Morejon (Cuba), Garmendia (Venezuela), Allende (Chile) • Nobel Prizes (peace and literature): Paz (Mexico), Arias (Costa Rica), Garcia Marquez (Colombia), Menchu (Guatemala) • Pop music: Salsa, reggaeton, merengue, bachata, Mexican regional music • Mexican, Argentinean and revolutionary Cuban cinema • Mexican, Colombian, Peruvian, and Venezuelan Soap Operas 	<ul style="list-style-type: none"> • The “New Cuban Men”
21 st century Future of Latin America	<ul style="list-style-type: none"> • Readings on Hugo Chavez and the Bolivarian Revolution (Venezuela); the Kirchner’s dynasty (Argentina); the new Latin American lefties movements; the decolonization process of Puerto Rico; among other topics • Readings on the future of US and Latin American politics • Mexican, Argentinean, Cuban, Venezuelan, and Puerto Rican cinema • Mexican, Colombian, Peruvian, and Venezuelan Soap Operas 	<ul style="list-style-type: none"> • Mass Destruction • The “New Woman” • Berlin: Flourishing Culture • New Politics • Futurism and Youth Culture • Immigration to the USA and Europe

1. Methods:

Course is taught in English and includes a combination of lecture and discussion. Students work on projects, take tests and quizzes, write papers and participate in class discussions. Written assignments and oral presentations investigate specific topics. Activities outside class, such as community activities, participation in informal conversation groups or film viewings, may be assigned. Alternate assignments may be provided in lieu of out-of-class or co-curricular activities. Access to electronic resources such as the Internet is required.

2. Student Learning Objectives:

Student Learning Objective	Goal associated with Language, Philosophy and Culture	Related VALUE Rubric Elements
11a. Compare and contrast historical, social, political, geographical, intellectual and aesthetic features that shape the traditional Spanish society with one's own society.	Critical Thinking	RUBRIC: Intercultural knowledge and Competence ELEMENT: Knowledge—Cultural self-awareness
11b. Communicate basic information pertaining to the cultures of traditional Spain and compare those cultures with one's own during the historical times.	Communication Skills	RUBRIC: Intercultural knowledge and Competence ELEMENT: Knowledge— Knowledge of cultural worldview frameworks
11c. Identify biases held personally and by one's own culture and apply critical reflection on those biases.	Personal Responsibility	RUBRIC: Intercultural knowledge and Competence ELEMENT: Attitudes—openness Attitudes—Curiosity
11d. Apply approaches and methods of cultural inquiry, particularly, from historical and philosophical perspectives toward a grasp of another world view.	Social Responsibility	RUBRIC: Critical Thinking ELEMENT: Explanation of Issues
11e. Analyze critically the historical, ethical, political, cultural, environmental, circumstantial settings and conditions that influence ideas in Spanish literature and culture.	Critical Thinking	RUBRIC: Critical Thinking ELEMENT: Evidence— Selecting and using information to investigate a point of view or conclusion

3. Student Assessment:

Assessment instruments may include the following:

1. 11a: Papers and the final exam include sections that specifically address Spanish American cultural history. Possible individualized and collaborative projects may focus on one or more

specific selected cultural topics. On-line and in-class discussions also indicate the specific knowledge acquired regarding Spanish American cultural history.

2. 11b: Tests and the final exam include sections that specifically address the relevance of Latin American cultural history to basic general issues of race, gender and class, including to those problems that arise in the students' own world. Possible individualized and collaborative projects may focus on one or more specific selected issue of general relevance, as will on-line and in-class discussions.
3. 11c: Guided written and oral presentations are structured according to approaches and methods of cultural inquiry.
4. 11d: Guided written and oral presentations are structured to reflect the level critical understanding of intercultural awareness.
5. 11e: Independent projects and prepared discussions based on readings from Hispanic literatures and cultures, including cultural artifacts from various media (film, etc.) are devoted to the critical confrontation with the products of Hispanic cultures in their historical and social contexts.
6. The professor will be reading several drafts of all the written assignments.

4. Supporting Materials and References:

(All Items marked with an asterisk are available in the Andrus Library.)

- *Allen, Paula Smith. *1951 Metamorphosis and the Emergence of the Feminine: A Motif of "Difference" in Women's Writing*. New York: Lang, 1999. Print.
- Bethel, Leslie. Ed. *A Cultural History of Latin America: Literature, Music and the Visual Arts in the 19th and 20th Centuries*. Cambridge, Cambridge UP, 2010. Print.
- Dosman, Edgar J. *The life and times of Raúl Prebisch, 1901-1986*. Montreal : McGill-Queen's University Press, 2008. Print.
- *Fojas, Camila. *Cosmopolitanism in the Americas*. West Lafayette, Ind.: Purdue University Press, 2005. Print.
- Hernández-Rodríguez, Maria T. Pao, Rafael Agítese. *Bien!: A New Look at the Hispanic Avant-Gardes*. Newark: Juan de la Cuesta, 2002. Print.
- Ihrie, Maureen. Ed. *World Literature in Spanish: An Encyclopedia*. 3 Vol. Santa Barbara: ABC Clio, 2011. Print.
- Jaffe, Catherine M. and Franklin Lewis Elizabeth. *Eve's Enlightenment: Women's Experience in Spain and Spanish America, 1726-1839*. Baton Rouge: Louisiana State UP, 2009. Print.
- *Legras, Horacio. *Literature and Subjection: The Economy of Writing and Marginality in Latin America*. Pittsburgh: University of Pittsburgh Press, 2008. Print.
- *Stavans, Ilan. *Art and Anger: Essays on Politics and the Imagination*. Albuquerque: University of New Mexico Press, 1996. Print.
- *Van Delden, Maarten and Grenier, Yvon. *Gunshots at the Fiesta: Literature and Politics in Latin America*. Nashville: Vanderbilt UP, 2009. Print.

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.

Memorandum

To: Dr. Sarah Fishman-Boyd, Associate Dean
College of Liberal Arts and Social Sciences

From: Dr. Guillermo de los Reyes
Director of Undergraduate Studies
Dept. of Hispanic Studies

Subj: New Core Courses

Date: September 29, 2015

The Hispanic Studies Department has the following proposals:

To date our Department only offered classes in Spanish. We have noticed that there a growing number of students that are particularly interested in three of our core courses: SPAN 3373- Spanish Civilization and Culture, SPAN 3374- Spanish American Civilizations and Cultures, and SPAN 3375- United States Hispanic Culture and Civilization. However, since these courses are offered completely in Spanish, many of the students who are not bilingual do not have the opportunity to gain the knowledge that these courses provide. Thus, we are proposing to offer those courses in English using a new code: HISP. The new courses will offer exactly the same content and requirements; the only difference is that they will be taught in English. The new proposed courses are:

HISP 2373: Spanish Civilization and Culture

HISP 2374: Spanish American Civilization and Culture

HISP 2375: United State Hispanic Culture and Civilization