

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 8/31/06

Department: SPAN

Number: 251

Course Title: Hispanoamérica Contemporánea Units: 3

Hours/Week: Lecture: 3 Lab: 0 By Arrangement: 0

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

SPAN 140 with Credit or a grade of C or higher or equivalent.

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

None

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

None

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

Prerequisite: SPAN 140 with Credit or a grade of C or higher or equivalent. An overview and study of contemporary Spanish American issues, concerns, problems and culture through the collateral study of Spanish American Literature, e.g. essay, short story, poetry, drama, novel and periodicals. Conducted in Spanish. Note: For transfer, course must be taken for a letter grade. (CSU/UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

An overview and study of contemporary Spanish American issues, concerns, problems and culture through the collateral study of Spanish American literature, e.g. essay, short story, poetry, drama, novel and periodicals. Conducted in Spanish. Prerequisite: SPAN 140 with Credit or a grade of C or higher or equivalent. Note: For transfer, course must be taken for a letter grade. (CSU/UC)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Identify characteristics that distinguish the Spanish-speaking cultures, people and countries.

2. Synthesize literary, cultural and topical points.
 3. Analyze literary works from different genres to identify major themes.
 4. Create independent critical responses to literary works.
 5. Assess the impact of Spanish American issues, such as poverty, racism and gender bias, politics, on Spanish culture and society.
 6. Discuss major trends in Spanish American literature and society.
 7. Recognize and analyze Spanish colloquialisms, metaphoric language and other literary concepts.
7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*
1. Identify characteristics that distinguish the Spanish-speaking cultures, people and countries.
 2. Synthesize literary, cultural and topical points.
 3. Analyze literary works from different genres to identify major themes.
 4. Create independent critical responses to literary works.
 5. Assess the impact of Spanish American issues, such as poverty, racism and gender bias, on Spanish-speaking populations and society.
 6. Discuss major trends in Spanish American literature and society.
 7. Recognize and analyze Spanish colloquialisms, metaphoric language and other literary concepts.
8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

The course covers Spanish American writers of the 20th/21st centuries. Traditionally, the works of authors from the countries of Mexico, Argentina, Chile, Cuba, Colombia and El Salvador will be discussed, but any other Spanish-speaking country, including Latino writers from the United States, may be included in the readings/discussions especially depending upon current events in Latin America and the U.S. respectively. The following are examples of major writers and topics/themes covered in the course; this list is not all inclusive since periodicals are constantly changing as are world events.

Corruption, Politics and Imperialism:

- Mexico: Emilio Carballido, Elena Poniatowska
- Colombia: Hernando Tellez
- Chile: Pablo Neruda
- Mexico: Sabina Berman

Racism/Classism:

- Chile: Sergio Vodanovic
- Mexico: Octavio Paz
- Cuba: Nicolas Guillen
- Guatemala: Rigoberta Menchu

Gender Roles/Bias:

- Argentina: Alfonsina Storni, Pablo Neruda
- Mexico: Elena Poniatowska
- United States: Sandra Cisneros
- Chile: Elizabeth Subercaseaux
- Cuba: Reinaldo Arenas, Senel Paz

Poverty: - Mexico: Juan Rulfo, Mariano Azuela

Legend/Folklore:

-El Salvador: Manilo Argueta

-Colombia: Gabriel Garcia Marquez

Family:

-Chile: Marjorie Agosin

-Cuba: Antonio Benitez Rojo

-Chile: Gabriela Mistral

Fantasy/Reality:

-Argentina: Marco Denevi

-Argentina: Jorge Luis Borges

-Cuba: Alejo Carpentier

-El Salvador: Alvaro Menen Desleal

9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

1. Lectures: Instructor gives an oral presentation to introduce students to a new work, give historical/political/cultural background, or author/country.

2. Inductive presentations: Instructor provides students with various points of data from which they draw general conclusions about a country, an author, a theme or topic or other course material.

3. Guided readings: Students read and interpret specific works with instructor guidance, e.g. written/oral questions.

4. Student discussions: Student-led oral discussions based on literary readings and other class activities; structured small group and large group interaction so that students may compare and voice their interpretations.

5. In class written responses to allow students to interpret the literature they have read from their own perspective and to further discussion.

6. Videos/films/audio followed by instructor guided interpretation, analysis, and comparison and student discussion.

10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. In class writings and reading quizzes ascertain students' comprehension of the texts assigned as well as their relation to the historical/cultural context and other texts studied. The in class writings provide an opportunity to generate ideas for class discussions and essay/composition assignments; factually-based reading quizzes usually consist of multiple choice, fill-in, and true/false questions designed to test each student's knowledge of major details from the readings assigned for the day.

2. Student presentations demonstrate students' ability to understand the literature as well as critically analyze the assigned literature in relation to historical and/or cultural information; students' ability to research and document sources properly will affect their presentation and thus will also be evaluated.

3. Midterm and final examinations demonstrate students' synthesis of materials assigned and discussed in class.

4. Written compositions demonstrate students' ability to critically analyze and synthesize course materials and to compose his/her own literary creation. These compositions are a critical analysis that depend on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources, e.g. periodicals, the Internet, etc. for support through examples, quotations, summaries and paraphrases of passages.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

1. Olivares, Julian. Cuentos Hispanos de los Estados Unidos, Arte Publico Press: Houston, Texas 2nd edition 1998

2. Mujica, Barbara. Hispanomundo: Latinoamerica, Thomson Custom Solutions: Mason, Ohio 2006-

3. Mendez-Faith, Teresa. Panoramas literarios América Hispana, 2nd edition 2007

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