Eastern Illinois University  
New Course Proposal  
FLS 3300, Hispanic Cinema

1. Catalogue Description
a. FLS course number 3300  
b. Hispanic Cinema  
c. 2-3-3  
d. on demand  
e. HISP CINEMA  
g. FLS 3000 or equivalent, or permission of department chair  
h. Spring 2006

2. Student Learning Objectives and Evaluation
a. Students will:  
   • relate films to the social, historical, and political contexts in which they were produced.  
   • analyze themes in films viewed that shed light on Hispanic cultures.  
   • identify techniques used to communicate the director’s message.  
   • describe major movements in Spanish and Latin American history relevant to films viewed.  
   • increase fluency in oral expression in Spanish.  
   • improve skills in written expression Spanish

b. Suggested assessment  
exams (3 @ 7% each) 21%  
written essays (3 @ 7% each) 21%  
homework assignments 16%  
participation and preparation 16%  
class presentation 10%  
journal 16%

The objectives will be assessed according to the following matrix:

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<th>Relate</th>
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</table>
c. This course is delivered in the traditional format.

d. This course cannot be taken for graduate credit.

e. This is a writing-intensive course. More than thirty-five percent of the course grade is based on writing assignments, including some that are re-written and re-submitted. One of the stated course objectives is to improve writing skills in Spanish. These skills include using grammar in Spanish, as well as those that are transferable to writing in English, such as composition skills.

3. Outline of the Course
Class will meet for fifteen weeks. Each week includes one 180-minute class session for viewing the film and two 50-minute class sessions (one before the film to introduce it and one after the film for discussion).

Week 1  *Hombres armados* (John Sayles). Overview of Latin American dictatorships during the second half of the twentieth century, with emphasis on United States involvement in the region.

Week 2  *El norte* (Gregory Nava). Guatemalan civil war and political refugees that immigrate to the U.S.

Week 3  *La ciudad y los perros* (Francisco J. Lombardi). Military culture in Latin America, novels of Mario Vargas Llosa.

Week 4-5  *La historia oficial* (Luis Puenzo). The Argentine “Dirty War,” the “madres” of the Plaza de Mayo and the fate of the “desaparecidos.” Review and exam 1.

Week 6  *Todos somos estrellas* (Luis Felipe Degregori). Contemporary Peru, with emphasis on popular culture and the media.

Week 7  *Guantanamera* (Tomás Gutiérrez Alea). Contemporary Cuba, including the history of the Castro government and the current economic conditions.

Week 8  *Nueva Yol* (Ángel Muñiz). Twentieth-century Dominican Republic, including the Dominican population in the United Status.


Week 11  *Como agua para chocolate* (Alfonso Arau). The *porfiriato*, Mexican Revolution, women revolutionaries, Mexican cuisine.
Week 12  *Danzón* (María Novaro). Contemporary Mexico, including gender roles, homosexuality and the importance of Veracruz.

Week 13  *Fresa y chocolate* (Tomás Gutiérrez Alea). Cuban emigration, censorship and the Comité de Defensa de la Revolución, homosexuality and gender roles.


b. This course is offered in the traditional format.

4. Rationale
   a. Purpose and need:
   There is currently no course conducted in Spanish at EIU that focuses on Hispanic film. This course would align us with many other foreign language departments in the recent move to add culture studies to their more traditional upper-division course offerings in literature. A film course acknowledges the importance of popular culture and art forms other than literature. Furthermore, film is an effective tool for teaching both language and culture. Studying film offers an alternative means for students to explore Hispanic language and cultures.

   b. Justification of level and prerequisites:
   Class discussions and written assignments are completed in Spanish. The course objectives require critical thinking skills. In order to express analytical ideas in Spanish, advanced (upper-division) language skills are required. The pre-requisite for the course is advanced Spanish grammar (FLS 3000), which is the pre-requisite for all other upper-division content courses in Spanish.

   c. Similarity to existing courses:
   This course is not similar to any existing course.

   d. Impact on program:
   This course would be an elective for Spanish majors and minors.

5. Implementation
   a. Faculty members to whom the course may be assigned: Kristin Routt, Carlos Amaya

   b. There are no additional costs to students.

   c. Suggested texts:


6. **Community College Transfer**
A community college course will not be judged equivalent to this course.

7. **Date approved by the Department of Foreign Languages:** September 9, 2005

8. **Date approved by the College of Arts and Humanities Curriculum Committee:** September 28, 2005

9. **Date approved by the CAA:** October 20, 2005