Eastern Illinois University
New Course Proposal
FLS 3540, Race and Gender in Spanish American Literature

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  FLS 3540
2. Title (may not exceed 30 characters, including spaces): Race and Gender in Span Am Lit
3. Long title, if any (may not exceed 100 characters, including spaces): Race and Gender in Spanish American Literature
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  ☑ Fall  ☐ Spring  ☐ Summer  ☑ On demand
6. Initial term of offering:  ☑ Fall  ☐ Spring  ☐ Summer  Year: 2010
7. Course description (not to exceed four lines): This course focuses on the evolution of racial and gender constraints as seen through legal documents, chronicles, religious literature, newspapers, as well as in poetry, fiction and theater.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
      None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      FLS 3000 or equivalent
   c. Who can waive the prerequisite(s)?  
      ☑ No one  ☑ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: none
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: none
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  writing intensive
10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☑ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☒ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research

☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   Students will be able to:
   a. Demonstrate understanding of the dynamics of identity construction as related to race and gender in Spanish America
   b. Analyze literary works from all genres using technical vocabulary in Spanish
   c. Identity major authors
   d. Use MLA database to locate critical works
   e. Distinguish between and use primary sources and secondary works on Spanish American literature

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

      N/A

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

      N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

   - Participation in discussion and group work (objective a, b, c)
   - Short essays and comprehension questions from literary works (objectives a, b, c)
   - Exams (objectives a, b, c, e)
   - A semester long research project that demonstrates knowledge of literary theory and critical analysis (objectives a, b, c, d, e)
3. Explain how the instructor will determine students’ grades for the course:

- Participation and preparation: 20%
- Homework/quizzes/in-class activities: 20%
- Exams: 30% (3 @ 10%)
- First version of essay and bibliography: 10%
- Final version of essay: 20%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is writing-intensive. 60% of final grade is based on written assignments. The research essay will be edited and rewritten at least once.

PART III: SAMPLE OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

It should be noted that the following course outline should be considered an example. Final course format and content may vary.

Week 1: Introduction to the concepts of race and gender, Symbols and Images from the Discovery of América, Juan Garrido, el conquistador negro, Juan Francisco Manzano Mis treinta años

Week 2: Slavery in Spanish America Real Cedula concediendo libertad para el comercio de negros, Juan Rodríguez Freyle El carnero

Week 3: Selections by Esteban Terralla Landa Lima por fuera y por dentro

Week 4: Women of Spanish America, Sor Juana Villancicos
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

This course has been taught as a topics course. Race and gender are crucial notions in literary analysis. This course conveys information that will give students a deep understanding of the concepts of race and gender in Spanish American literature. Students will benefit from the course name on their transcripts.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
   b. If the course is similar to an existing course or courses, justify its development and offering. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   The writing assignments will require for students to have an advanced knowledge of the Spanish language. Students will benefit most from the course by taking after FLS 3000

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A
b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

This course serves as an approved upper-division elective.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Initially this course will be taught by Vanesa Landrus. Eventually, this course could be taught by any member of the Spanish faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

No additional cost to students.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

Sample texts:

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/10/2009

Date approved by the college curriculum committee: 01/21/2010

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 2/18/2010

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).