Eastern Illinois University
New Course Proposal
FLS 4645, Topics in Hispanic Culture

Please check one: ☒ New course    ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:    FLS 4645
2. Title (may not exceed 30 characters, including spaces):    Topics in Hispanic Culture
3. Long title, if any (may not exceed 100 characters, including spaces):    none
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):    Special topics in Hispanic culture not ordinarily treated in standard courses. Topic and course outline will vary. Course may be repeated on a different topic with permission of the Department Chair.
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 or consent of the Department Chairperson.
   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):    none
   e. Repeat status:    ☐ Course may not be repeated.
                        ☒ May be repeated once for a maximum combined credit of 6 semester hours. Each course taken must represent a different topic.
   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:

   Objectives will vary depending on the subject and format of a given offering. All instances of this course will involve reading, writing and oral production of Spanish. As a 4000 level course it will be taught in Spanish. However, in all cases learning objectives will include the following:

   Students will:
   a. formulate descriptions/narrations concerning cultural topics using technical vocabulary in Spanish,
   b. formulate an analytical thesis concerning the specific topic,
   c. construct a strong argument to support the thesis in an analytical essay and/or in oral presentation,
   d. use primary and secondary sources to explore the selected topic,
   e. demonstrate a basic understanding of pertinent social, historical and cultural elements associated with topic,
   f. present findings and analysis of research in written and oral form.

   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:

   These learning objectives are based on a model course for “La España Contemporánea” (“Contemporary Spain”)
   a) Students must carefully read the text and primary documents in order to effectively participate in class discussions (objective a, b, d, e, f).
   b) Students will complete nightly homework, usually in the format of reading comprehension questions, which guide them through the text and primary documents, many of which include advanced and specialized jargon in Spanish (objective a, b, d, e, f).
   c) Students will write 3 exams, which will have a large essay component (objective a, b, c, e).
   d) Students will write 3 papers that analyze or compare primary sources (objective a, b, c, d, e, f).
   e) Students will make one presentation on contemporary popular culture that will include a strong visual component -- PowerPoint, Internet, or video (objective a, b, c, d, e, f).
3. Explain how the instructor will determine students’ grades for the course:
   Participation in and preparation for class discussion, 15%; homework, 15%; 3 exams, 30%; 3 papers, 30%; presentation, 10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   n/a

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   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 *)

   The course as outlined in this proposal is writing-intensive. Over 60% of the course grade is determined by writing assignments. The first two essays will be re-written.

**PART III: 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.

This course is 3-0-3 and will meet three times a week in 50-minute sessions. There will be both lecture and class discussion at each class meeting.

Sample Outline for a Sample Topic: “La España Contemporánea” (“Contemporary Spain”)

Week 1
Historical Context: The Crisis of 1898 (The “generación del ’98,” Nationalisms, the Dictatorship of Primo de Rivera)
Week 2
Historical Context: The Second Republic and the Civil War (Spain in 1931, The Frente Popular, Falange and the PSOE, Guernica)

Week 3
Historical Context: Spain Under Francisco Franco (1939-1975) (Franco and WWII, the Church and State, the Economic Crisis, the “milagro económico,” the Last Years of the Dictatorship)

Week 4
Historical Context: Post-Franco Spain (Transition, the Constitution of 1978, European Economic Community, King Juan Carlos de Borbón)

Week 5
Historical Context: The Construction of a New Spain (the Movement of the Autonomous Communities, Spanish Nationalisms, Catalunya, Basque Country and ETA, the “Ley de autonomías”)

Week 6
Society: The City and the Countryside (Geography and Environment, Madrid and Barcelona, Land Use, Immigration, Social Classes and the Monarchy)

Week 7

Week 8
Society: Public Spaces (Changes in Attitude, Work and Leisure, the “movida,” Alcohol and Drug Use, Sports, Education, Newspapers and Television)

Week 9
Society: Religion (Religious Culture, Sacred History in Spain, Opus Dei, the Church in Transition)

Week 10
Society: Spain as “Fiesta” (The Cycle of Regional and Religious Festivals, Tradtions, Bullfighting, Spanish Cuisine, “el tapeo”)

Week 11
Culture: Art: Painting and Architecture (Urban Architecture, Modernism and Antonio Gaudí, Painting—Picasso, Dalí and Miró)

Week 12

Week 13
Culture: Film and Television (Film Under Franco, Luis Buñuel, Luis Garcia Berlanga, Javier Bardem, Carlos Saura, Pedro Almodóvar, Alejandro Amenábar, Television and Democracy)
Week 14

Week 15
Student presentations on Popular Culture

PART IV: PURPOSE AND NEED

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

   There has been a need for some time to develop a course for the Spanish curriculum that parallels the Topics in Culture courses offered in our other primary languages. Spanish currently has a Topics in literature course but no rubric under which to offer courses centered on Hispanic culture.

   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 or some sections of the course may be technology delivered, explain why. This course will not be technologically delivered.

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

   The course is similar to the Special Topics in Hispanic Literature, which is numbered FLS 4650. FLS 3000 Problems in Spanish Grammar is the pre-requisite to all upper-division Spanish courses except for FLS 3050 Conversation and Pronunciation.

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. This course would allow the opportunity to explore in depth themes and topics treated only briefly or not at all in FLS 4310 Spanish Civilization and Culture and in FLS 4320 Spanish-American Civilization and Culture.

   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.

       The 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 assigned to Richard Crome, Kristin Routt or Carlos Amaya.

   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: none

   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 for this sample class include:

   Sample supplemental readings and collections of primary sources:


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: 4/20/2009

Date approved by the college curriculum committee: 4/29/09

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

Date approved by CAA: 2/18/10

*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).