

DEC 19 2006

OFFICE OF THE SENATE COUNCIL

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date 5/19/06

Department/Division offering course Hispanic Studies

2. Proposed designation and Bulletin description of this course

a. Prefix and Number SPA 315 b. Title* Introduction to Hispanic Literature

*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description This course provides students with a basic background for reading Hispanic literature and focuses on the development of a method for reading critically. Students will identify and discuss themes, plots and structure and poetic tropes such as symbols, metaphors, and allegory. Lecture and discussion on Spanish.

h. Prerequisites (if any) SPA 210 and SPA 211 or consent of instructor

i. May be repeated to a maximum of NO (if applicable)

4. To be cross-listed as Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date ASAP (semester and year)

6. Course to be offered [X] Fall [] Spring [] Summer

7. Will the course be offered each year? [X] Yes [] No (Explain if not annually)

8. Why is this course needed? To offer an introductory course to the analysis of Hispanic literary texts.

9. a. By whom will the course be taught? Hispanic Studies Department faculty [X] Yes [] No

b. Are facilities for teaching the course now available? If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 25
11. Will this course serve students in the Department primarily? Yes No
- Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No
- A significant number of Spanish majors are also FLIE majors. This course will count towards the requirements to fulfill the FLIE - Spanish major.

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

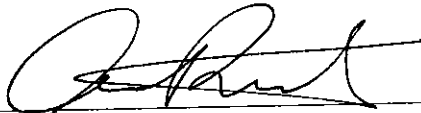
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
- Name Susan Larson, Assistant Professor of Spanish Phone Extension 7-1569

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:



Department Chair

June 13, 2006

Date

10/5/06

Date

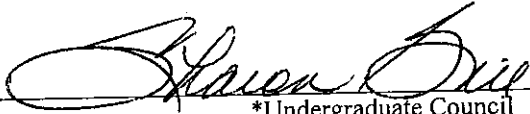
8/29/06

Date of Notice to the Faculty

12/12/06

Date


Dean of the College



*Undergraduate Council

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM: SPA 315, SPA 480

DATE FOR EPC REVIEW: 10/03/06

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

No modifications made

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
For SPA 480: concern was raised about the breadth of opportunities. Concern that all service options would be activist assignments.

3. List contacts with program units on the proposal and the considerations discussed therein.
Professor Susan Lawson was contacted on this point. Was reassured that sufficient options were presented to students. The list of options students receives was passed on to reviewer

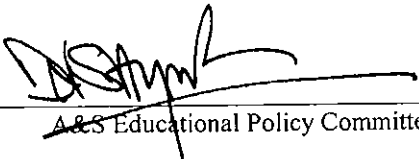
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.  Date: 10/13/06
A&S Educational Policy Committee, **Doug Slaymaker**

File: \InvestigatorRpt

SPA 315: Introduction to Hispanic Literature

Proposed Course for the Department of Hispanic Studies, College of Arts and Sciences

Course Objectives (Student Learning Outcomes)

Upon completion of this course, a student should be able to:

- **Explain** the social, historical and political contexts of the texts studied, as well as the structure and content of the works read for class.
- **Demonstrate** an acquisition of knowledge of the chosen special topic (see sample syllabus).
- **Analyze** literature, equipped with an understanding of pertinent literary theory and literary terms such as allegory, satire and metaphor, as well marketing, production, and other more material concerns.
- **Apply** this knowledge, by extension, to any type of literature of any period or country.
- **Improve** 1) their ability to read and understand literature in its historical, political and social context and 2) to express themselves logically and coherently in written form through close interaction with the professor on the preparation of the thesis of the final paper.

INTRODUCTION TO HISPANIC LITERATURE

University of Kentucky
SPA 315

Professor _____
Office: 1141 Patterson Office
E-mail Address: slarson@uky.edu

Office Hours: three hours every week

Phone Number: (859) 257-1569

Objectives: In this course, students will read and discuss representative works from three major genres: narrative, poetry, and theater. The purpose of the Introduction to Hispanic Literature course is to provide students in Spanish with a basic background for reading both Hispanic literary production and culture and will focus on the development of a method for reading critically. Students will learn to identify and discuss themes, plots and structure, and poetic tropes such as symbols, metaphors, and allegory. For all practical purposes, the readings will be presented through a basic theoretical approach suitable to understanding literature as a product and producer of a legible cultural matrix. By understanding this cultural matrix, students will be better prepared for both interaction with literary/cultural texts as well as interaction in any cultural space where Spanish is spoken.

Students will be expected to do the following:

- read critically and analyze Hispanic literary texts
- distinguish literary genres from one another by recognizing unique features of each;
- become familiar with the precise terminology of literary criticism and be able to identify examples of these terms in literary texts as aids in understanding the interplay between themes and forms;
- relate internal and external contexts (structural, cultural, historical) to the text itself to deepen our understanding of a literary work.

Texts:

Virgilio, Carmelo, L. Teresa Valdivieso y Edward Friedman. Aproximaciones al estudio de la literatura hispánica. 5th edition. New York: McGraw-Hill, 2003.

An excellent Spanish dictionary. Smaller paperback dictionaries usually help with spelling but don't provide sufficient background on language usage. Please, purchase a hardbound dictionary that you will use for years to come. Some good dictionaries include Vox and Larousse.

Criteria:

In-Class Participation 10%
Three Exams 50%
Final Paper 25%
Play (participation and performance) 15%

Grading Scale:

100%- 91% =A
90%- 81% =B
80% - 71% =C
70% - 61% =D
61% - 00% =F

Participation in class discussions: All students will have the opportunity and the responsibility to participate in class on a regular basis. At random, students will be given the opportunity to respond to an aspect of the theme that the class is discussing. The professor will take notes regarding the relevancy of the response. Willingness to participate, preparedness and creativity will be rewarded at the beginning, but expectations will rise as students become conversant in the material and approach. Students who do not or cannot attend class are unable to participate. They will automatically receive a 0 for that day's discussion/activity.

Papers: Each student will write a 10-pp. paper on a literary or cultural work. Students are expected to incorporate the critical method outlined in class into the analysis of a series of poems, a novel, or a collection of essays. Further, these papers must: 1) formulate a clear position and argument; 2) provide supporting evidence with citations from the text(s); 3) present ideas in a well-organized format; and 4) play close attention to grammatical accuracy, spelling, format, critical thinking, etc.; 5) be turned in on time.

General Policies:

Computer access: The general rule is, "never turn in a paper without running the spell check!" Please be aware that since computer use is required for many of our courses, the lab does become crowded, particularly before class. Students who stop in with minutes to spare may not find a vacant computer or printer, and thus may not be able to turn in an assignment. See the Policy on Late Work.

E-mail: All students must have an e-mail address, and forward it to the professor, by the end of the second week of the course.

Late Work: Late work will not be accepted. Please do not wait to ask for extensions. There are no make-up quizzes or exams. Do not make travel plans until you have consulted your mid-term and final exam schedule. Exceptions to this policy will be made

only in cases of serious illness, injury or other serious emergencies, of which verification must be provided.

Attendance: No points are awarded for attendance; it is expected! If students miss class for any reason, they are responsible for getting caught up on their own. Further, students not attending class are unable to participate and thus will automatically receive a 0 for that day.

Academic Honesty and Integrity:

If, in the instructor's judgment, an action that may be construed as an offense is so minor that even zero on an assignment is not warranted, then the student's grade may be reduced, but the action should not be treated as an offense. If the action is not so minor, then the chair asks the Registrar whether there was a prior offense. If the offense is the student's first, the instructor must impose a zero for the assignment; an additional penalty of extra work, reduced letter grade, or E/F in class may be imposed at the instructor's discretion. (If the penalty is less than E/E, a "letter of warning" from the instructor to the student, kept by the Registrar, creates a record of "minor offense"; the letter is destroyed upon graduation if there are no subsequent offenses. If the offense is particularly egregious and the chair agrees, the instructor may recommend the dean impose XE/XF or more severe penalty; the dean may impose XE/XF, may ask the Provost to impose suspension or worse, or may require the instructor to impose a penalty no more severe than E/F. If there was only a prior "minor" offense (penalty less than E/F), the instructor must impose and E/F in the course. If the offense is particularly egregious and the chair agrees, the instructor may recommend the dean impose XE/XF or a more severe penalty; the dean may impose E/F, may impose XE/XF, or may ask the Provost to impose suspension or worse. If there was a prior "major" offense (penalty of E/F or more severe), the chair informs the dean, who must ask the Provost to impose the minimum penalty of suspension. The Provost may decline to impose suspension for an offense that is not subject to a "major" one.

Office hours: I actually enjoy the opportunity to speak with my students when they are not having problems! Drop by whenever you wish.

Tentative Schedule of Activities and Readings

(All readings are in Aproximaciones, unless otherwise indicated)

1-12 Introduction to the Course

1-14 Método Crítico: Matiné y El eclipse

1-16 Continuación . . .

1-19 El día de Martin Luther King, no hay clase

1-21 Ricardo Palma, La camisa de Margarita

1-23 Jorge Luis Borges, El etnógrafo
1-26 Julio Cortázar, La noche boca arriba
1-28 Juan Rulfo, No oyes ladrar los perros
1-30 Marco Denevi, El dios de las moscas
2-2 Cristina Peri Rossi, El museo de las cosas inútiles
2-4 Elena Poniatowska, El recado
2-6 Primer Examen: sobre el cuento corto
2-9 Introduction to Hispanic Poetry
2-11 Continuación
2-13 Garcilaso de la Vega
2-16 Garcilaso de la Vega
2-18 Santa Teresa de Jesús
2-20 San Juan de la Cruz
2-23 Luis de Góngora
2-25 Francisco de Quevedo
2-27 Lope de Vega
3-1 Sor Juana Inés de la Cruz
3-3 José de Espronceda
3-5 Gertrudis Gómez de Avellaneda
3-8 Spring Break
3-10 Spring Break
3-12 Spring Break
3-15 José Martí

3-17 José Asunción Silva

3-19 Rubén Darío

3-22 Vicente Huidobro

3-24 Nicolás Guillén

3-26 Segundo Examen: sobre la poesía

3-29 Introducción al drama hispánica

Organización

Evaluación y Criterios

3-31 Película: Como agua para chocolate

4-2 Película: Como agua para chocolate

4-5 Película: Como agua para chocolate

4-7 Discusión sobre la obra

4-9 Día de organización para las obras teatrales

4-12 Día de organización para las obras teatrales

4-14 Osvaldo Dragún: Presentación de la obra

4-16 Discusión de la obra

4-19 Emilio Carballido: Presentación de la obra

4_21 Discusión de la obra

4_23 Introducción a la novela hispánica

4_26 Carlos Fuentes, Aura: capítulos I_II

4_28 Carlos Fuentes, Aura: capítulos III_IV

4_30 Carlos Fuentes, Aura: capítulos V

FINAL EXAM