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# General Education Course Proposal

Proposed Course: SPAN 129 MEXICAN CULTURE Units 3.0  
 Prefix No. Title  
 Department: Foreign Languages and Literatures School: Arts and Humanities

### GE Category (Indicate one category only):

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
 Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
 Integration: B\_\_\_; Cx; D\_\_\_; International/Multicultural\_\_\_

Existing Course\_\_\_; Revised Coursex; New Course\_\_\_

Course Included in Current GE Program\_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.  
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: Spanish 2B or 4B or 3. Interdisciplinary approach to Mexican culture. Study of geography, history, politics, the arts, aspects of daily life and cultural patterns by means of reading assignments, lectures by the instructor, invited guests, films, other media.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 1; Year 3 1

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

Bruce Houston 3-5-98 Kim Morin 4/02/98  
 Department Chair Date School Curriculum Committee Date  
[Signature] 4/20/98 \_\_\_\_\_  
 School Dean Date General Education Subcommittee Date

Associate Provost \_\_\_\_\_ Date \_\_\_\_\_

**G.E. Course Proposal: Spanish 129  
Attachment #2**

"A syllabus, which will be binding on all sections of this course, detailing content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams."

**GENERAL SYLLABUS FOR SPANISH 129**

**Catalog description**

Prerequisite: Spanish 2B or 4B or 3. Interdisciplinary approach to Mexico's cultural productions. Study of geography, history, politics, the arts, aspects of daily life and cultural patterns by means of reading assignments, lectures by the instructor and invited guests, films and other media.

**General 129 Course Description.**

The course is designed for native speakers of Spanish and English as well. The subject of the course is Mexican Identity. Using anthropological and sociological literature, the course will examine important factors that have influenced contemporary Mexican life, society and culture. Socioeconomic class differentiation, language use, current gender relations, appropriate professional, social and sexual, conduct will be studied. For example, why patriarchal images of the traditional Mexican family are monolithic and have dominated the mass media, literature and film in contemporary Mexican history. The course will also acquaint students with important periods in art and architecture, such as pre colonial and colonial architecture, and the twentieth century muralists. The course includes guest lectures from other disciplines and video material to complement the readings.

**Specific course goals and objectives:**

The course has a twofold objective: To broaden the horizons of English-speaking students through acquaintance with another culture, another way of life, and to prepare them for our increasingly multicultural world. For the native speakers of Spanish, many of whom are already bicultural, to introduce them to the formal study of Mexican culture, to validate their heritage and to acquaint them with the most populous country, and the second largest, in the Spanish-speaking world.

**Method of Instruction.**

The class will be taught in Spanish, except perhaps for a few videos and lectures by invited guests. Every effort will be made to involve the students in class discussions and there will be student oral presentations throughout the semester.

**Text.**

Text selection will depend on the instructor. The last time the course was taught, in the Guanajuato Summer Program, the following textbooks were used:

Patrick Ostler: Los mexicanos

Alan Riding: Vecinos distantes

Octavio Paz: El laberinto de la soledad

**Grades.**

Criteria for grades varies somewhat from instructor to instructor. However, in general students' final grades are based on performance in three areas: 1) Homework and class participation 2) Periodic quizzes and tests, 3) Oral reports based on mandatory written papers that will add up to 4000 words. Percentages and specific details for grades are left to each individual faculty.

### **Students with Special Needs.**

Students with special learning needs should notify the instructor of those special needs and also contact the appropriate University office (Office of Services to Students with Disabilities, 278-2811)

### **Plagiarism**

Cheating and plagiarism are against University policy. Students who are unsure as to what constitutes plagiarism or cheating, should consult the University Catalog, or ask the course instructor.

### **Modifications to the Syllabus**

The above procedures and schedule for this course are subject to change in the event of extenuating circumstances. Every effort will be made to notify students of such needed changes in the event they become necessary.

## G. E. Course Proposal: Spanish 129

### Attachment #3

"A typical syllabus for a particular offering of the course"

#### **TYPICAL SYLLABUS FOR SPANISH 129**

##### **Catalog description**

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##### **Homework**

Homework will be assigned at the end of all class sessions. It is due the next day of class and will not be accepted late. You may miss a maximum of three homework assignments without penalty. Homework constitutes 10% of the final grade.

### **Periodic Quizzes and Tests.**

Three major written tests will be given during the semester. The final is not comprehensive; it covers the material presented during the last third of the semester. The first two tests are worth 20% each, and the final exam is worth 25% of the final grade. There will also be 12-15 unannounced quizzes based on the homework assignment; they are worth 10% of the grade. The oral and written reports are worth 20% of the grade.

### **Classroom performance.**

Finally, class participation is an important, albeit subjective component of the grade. In order to participate in class discussions you must attend class regularly. Class performance constitutes 10% of the final grade and includes, participation, quality of work, pronunciation, development of fluency.

If you are really concerned about your grade, consider taking the class Credit/No Credit. You have four weeks to decide. A "Credit" means that the class counts toward graduation, but does not affect your GPA.

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SPANISH 129 (Mexican Culture) COURSE OUTLINE: Spring 2000

**Instructor's name:**

**Office:**

**Office hours:**

**Phone/email:**

**Dept. Office and phone:**

**Textbooks:**

**First week**

Introduction

Definition of "culture"

Rudiments of geography

**Second week**

The Aztecs: Aztlán to Tenochtitlan

The Conquest

Importance of Cuahutémoc and La Malinche

**Third week**

Colonial period

Díaz del Castillo, Sahagún, Motolinía

Encomienda system, The Black Legend

**Fourth week**

Sor Juana Ines de la Cruz: life

Readings from her works

Guest lecturer

**Fifth week**

The fusion of the races: El mestizaje

Oral reports. First paper due.

TEST

**Sixth week**

Wars of Independence

Hidalgo, Morelos, Iturbide

The French Occupation: Juárez, Maximilian and Carlotta

**Seventh week**

Carlos Fuentes: Aura or "Tlactocatzine del jardín de Flandes"

The Mexican Revolution of 1910

Madero, Villa, Zapata, Carranza...

**Eighth week**

The reforms, the legacy of the Revolution

Attitude towards death

Attitude toward work

**Ninth week**

Guest lecturer

Machismo and marianismo

The Mexican family

**Tenth week**

The importance of religion, Guadalupanismo

Oral reports. Second paper due

TEST

**Eleventh week**

Malinchismo, Feeling of inferiority

National holidays

Religious holidays

**Twelfth week**

Folk art

Rivera, Orozco, Siqueiros, Tamayo

The political system

**Thirteenth week**

Guest lecturer

Mexico-US. relations: War of 1847

Henry Lane Wilson, Marines in Veracruz...

**Fourteenth week**

“Poor Mexico: So far from God and so near to the US”

The Language: Pronunciation and lexicon

Proverbs and popular expressions

**Fifteenth week**

Mexicanisms

Emergence of women in literature: Esquivel, Mastretta...

In other fields

**Grading policy**

Three tests	60%
Daily (almost) quizzes based on the homework:	10%
Oral reports	10%
Two mandatory written reports totaling 4000 words	10%
Attendance and class participation	10%

Date (the ONLY date) of the final exam: May 20, 13:15