

UC 12145 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Hispanic Studies College: CLASS
 2. Faculty Contact Person: Guillermo De Los Reyes Telephone: 3-3716 Email: jdelosreyes@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
SPAN / 3331 / Mexican-American Literature
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
SPAN / 3331 / MEXICAN-AMERICAN LITERATURE
 • SCH: 3.00 Level: JR CIP Code: 1609050001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 1-2 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): ____
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
SPAN / 3331 / Mexican-American Literature
 • Course ID: 42869 Effective Date (currently active row): 20093

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ~~SPAN 3301 or SPAN 3307 and SPAN 3302 or SPAN 3308~~; ENGL 1304
 Description (30 words max.): Literature in Spanish language produced by people of Mexican origin in what is today the United States from the Colonial Period to the present. Taught in Spanish.

10. Dean's Signature: _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Hispanic Studies

Person Making Request: Guillermo de los Reyes

Telephone: 3-3716

Email: jdelosreyes@uh.edu

Dean's Signature: _____

Date: 9/10/2012

Course Number and Title: SPAN 3331: Mexican-American Literature

Please attach in separate documents:

X Completed CBM003 Add/Change Form with Catalog Description

X Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will learn that Hispanic cultural production—especially, Mexican-American—has existed in the United States since the XV century

Students will study and understand the genesis, representatives and various interpretations and themes in Mexican-American literature

Students will learn the difference and similitudes between literature of exile, immigration and nativist

Students will have the opportunity to apply the critical tools learned through readings and class discussions in class assignments, i.e., exams, essays and presentations

Students will increase grammatical and linguistic accuracy in Spanish, both in written and oral discourse

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

X Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a three page essay that will require them to analyze the course's major themes and at least one primary source relevant to the class discussion. The prompt will promote the development of critical thinking.

Sample paper assignment:

Submit an essay in which you analyze a short story of your choice, a group of five poems or five corridos, or a novel approved by the instructor. Students will chose from the course Anthology. For this assignment, please keep in mind the themes we have covered in this course—conquest, exile, immigration, the search for community and self, as well as the recognition of adversity. You should stick to your text and offer your analysis of it; this is not a research paper.

This assignment will be written in Spanish and uploaded to the course webpage.

In addition to the Spanish language writing assignment, students will complete one assignment in English that can also be used to assess critical thinking: ACTFL Proficiency level reading comprehension assignment: Students will write a three-page analytical paper in English critiquing and synthesizing one of the required readings.

Communication Skills:

In the same two assignments, students will demonstrate their communication skills. The essays will be graded in three steps. 1. The student will first submit a brief description of his or her chosen topic; 2. The student will submit a rough draft; 3: The student will incorporate the comments and corrections made to the rough draft to submit a final version.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the same two essays, students will consider how the readings address social responsibility

Personal Responsibility:

In the same two essays, students will address issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The two three-page essays, one written in Spanish, one in English, will be constant across all sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

for Anadeli Bencomo

Department of Hispanic Studies
Span 3331 (19581)
Introduction to Mexican-American Literature
T/Tr 11:30-1 pm (CV N112)

Dr. Gabriela Baeza Ventura
gbventura@uh.edu
office hours T/Tr 1-2 pm; or by appointment

Learning Objectives:

- To learn that Hispanic literature—especially, Mexican-American—has existed in the United States since the XV century
- To learn and understand the genesis, representatives and various interpretations and themes in Mexican-American literature
- To learn the difference and similitudes between literature of exile, immigration and nativist
- To have the opportunity to apply the critical tools learned through readings and class discussions in class assignments, ie, exams, essays and presentations

Student responsibilities:

- Attend all class sessions. Students are allowed to miss three (3) classes, if a student misses more, she/he will be dropped
- Be on time
- Not use cell phone in class
- Actively participate in all class discussions (to READ and come to class prepared)
- To take an exam, write a *corrido*, a film critique and weekly journals via Blackboard and turnitin.com
- Final class presentation

Required Reading:

<i>En otra voz: Antología de la literatura hispana de los Estados Unidos</i>	Nicolás Kanellos, ed.
<i>The Day of the Moon</i>	Graciela Limón
<i>...y no se lo tragó la tierra</i>	Tomás Rivera
<i>Zoot Suit and Other Plays</i>	Luis Valdez

Grade Evaluation

Exams (2)	40%
Compositions (1)	20%
Class participation, journal and quizzes	30%
Attendance	10%

Make-up examinations and compositions:

There will be no make-up exams without a valid written excuse, in which case the student will have to take the exam prior to the time the professor returns exams. All compositions must be turned in on time; late compositions will not be accepted. All written assignments will have to be submitted using turnitin.com THERE WILL BE NO EXCEPTIONS.

The instructor has the right to make changes to this syllabus whenever necessary

LECTURAS OBLIGATORIAS

Semana

Lecturas

I ¿Quiénes somos y por qué estamos en esta clase?

- 1-17-12 Presentación del curso y presentaciones de estudiantes y profesora.
1-19-12 Introducción a la literatura México-americana. (*En otra voz*, xi-liv)

II MEMORIA: ¿quién narra y por qué? Comunidad versus individualidad

- 1-24-12 "Inquisición", "Es verdaderamente curiosa la idea..." (*En otra voz*, 65-67) y "Los recuerdos históricos y personales..." (*En otra voz*, 72-78) y discusión sobre la introducción
1-26-12 "Memorias de doña Apolinaria Lorenzana "La Beata" (*En otra voz*, 55-64), "Los californios" (*En otra voz*, 67-69) y copia de Tratado de Guadalupe Hidalgo.

III CRÓNICA: Creando comunidades con la imagen de la mujer, lo que tiene y lo que le sobra

- 1-31-12 Artículo de Paredes sobre el "México de afuera" y sobre crónicas como forjadoras de identidad. Julio G. Arce "Jorge Ulica", selecciones de *Crónicas diabólicas*. María Luisa Garza "Loreley" selecciones de la columna semanal, "Crónicas femeninas" del periódico "El Imparcial de Texas".
2-2-12 Benjamín Padilla "Kascabel" selecciones de *Un puñado de artículos: Filosofía barata*. Guillermo Castillo "Júbilo" selecciones de 32 tipos de mujer y crónicas del periódico. Acta de repatriación en *Testimonio* de Arturo Rosales.

IV NOVELA: Y la identidad de la mujer, ¿qué? ¿cómo se decide? ¿Es ave o eva?

- 2-7-12 *The Day of the Moon*
2-9-12 *The Day of the Moon*

V continuación de la novela

- 2-14-12 *...y no se lo tragó la tierra*
2-16-12 Artículo sobre la mujer en la obra de Rivera

VI continuación de la novela

- 2-21-12 Repaso
2-23-12 Primer examen

VII CORRIDO: Hechos, héroes y mitos, cosas de hombres ¿no?

- 2-28-12 Artículos sobre el corrido. Corridos: "Gregorio Cortes", "Joaquín Murieta", "El lavaplatos" y "El deportado" (*En otra voz*, 83-86, 255-258)
3-1-12 DRAFT: Composición: Entregar un corrido de su propia inspiración. Documental sobre corridos

VIII CUENTO: Érase que se era pero no fue

- 3-6-12 Composición: Entregar un corrido de su propia inspiración. Definición del cuento. Explicación sobre el análisis del cuento. Sel. de *Salsipuedes* por Ramón Betancourt
3-8-12 Rosaura Sánchez "Tres generaciones" y Roberta Fernández "Amanda" (*En otra voz*, 178-192)

IX DESCANSO DE PRIMAVERA

- 3-13-12
3-15-12

X Continuación del cuento

- 3-20-12 Rolando Hinojosa-Smith "Don Orfalindo Bultureyra" (*En otra voz*, 133-136) y selecciones de *Estampas del Valle* y de Tomás Rivera "Zoo Island"
3-22-12 Selección de un testimonio de *La migración me hizo los mandados* por Alicia Alarcón

