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95-18 APR 05 1995
UWUCC USE Only
Number: 94-97
Submission Date: App 10/10/95
Action-Date: Senate App 11/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Peter Broad Phone ext. 5596

Department Spanish and Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Modern Mexico
Suggested 20 character title

New Course* SP 244 Modern Mexico
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Sally W. Thornton 4-5-95 Department Curriculum Committee
Peter Broad Department Chair
[Signature] 4/12/95 College Curriculum Committee
[Signature] 4/12/95 College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

SYLLABUS OF RECORD

I. Catalog Description

SP 244 Modern Mexico

3sh

Prerequisite: SP 201 or equivalent and participation in the Mexico Summer Study Abroad Program.

This course, taught in Mexico as part of the study abroad program, introduces students to the contemporary culture of the largest Spanish-speaking country in the world. A historical perspective is provided within which to understand current phenomena. Textbook readings are supplemented with readings from literary works and current periodicals. Students will gain first-hand experience both through field trips and by living with a Mexican family. Taught in Spanish.

II. Course Objectives

1. Students will be able to identify both indigenous and European elements in manifestations of modern Mexico's sense of its identity.
2. Students will be able to cite and explain examples of such features of Mexican life as *machismo*, *compadrazgo*, *amiguismo*, family structure, and the use of time.
3. Students will demonstrate a knowledge of some major artistic and literary achievements of 20th century Mexico.
4. Students will demonstrate a basic understanding of the political structure of Mexico in the context of its historical and cultural development.

III. Course Outline (*The course is taught only as a six week summer course.*)Week one - an historical perspective

Textbook: Chapter one

Other readings: poems of Rosario Castellanos

Field trips: Palacio de Cortes, Jardines Borda, Catedral, pyramid

Week two - the Mexican sense of identity

Textbook: Chapters two and three

Other readings: excerpt from Octavio Paz' *El Laberinto de la soledad*;
readings from popular magazines

Interview with Mexican teachers

Weeks three and four - the Mexican family and its implications

Textbook: Chapters four, five, six, ten, and eleven

Other readings: short story by Elena Garro or Elena Poniatowska

Interviews with members of the students' Mexican families

Week five - Mexican art

Textbook: Chapter eight

Field trips: museums in Mexico City (determined in part by current

special exhibits); Rivera and Siqueiros murals in Cuernavaca
 Visiting lecturer: local artist/lecturer who gives presentation at
 the Center where students study in Cuernavaca

Week six - the Mexican political structure

Textbook: Chapter seven

Other readings: articles in current magazines and newspapers

In addition to the course outlined above, time will be set aside each week to discuss and put in perspective the students' observations of the culture in which they are immersed. Students will maintain daily journals of their experiences in order to help them structure their observations.

IV. Evaluation Methods

2 exams based on readings and class discussion	30%
journal	20%
4 short reflection papers on field trips	20%
reflective essay on one aspect of the course	20%
participation	10%

The University's attendance policy will be observed; i.e. students may miss no more than 3 hours of class.

V. Textbook and Other Required Readings

Condon, John C. *Buenos Vecinos*. Intercultural Press, 1994.

Excerpts from Paz, Octavio. *El laberinto de la soledad*. Fondo de Cultura Economica, 1983.

Other readings from *Proceso*, *La Jornada*, *Vuelta*, *Nexos*, and other similar periodicals available at any news kiosk in Mexico.

VI. Special Resource Requirements

Students must enroll in the Mexico Summer Study Abroad Program.

VII. BIBLIOGRAPHY

Bartra, Roger. *The Cage of Melancholy: Identity and Metamorphosis in the Mexican Character*. Rutgers UP, 1992.

Bernal, Ignacio. *100 Great Masterpieces of the Mexican National Museum of Anthropology*. Harry N. Abrams, 1969.

Bernal, Ignacio. *Mexican Wall Paintings of the Maya and Aztec Periods*. New American Library, 1963.

Camp, Roderic Ai. *Entrepreneurs and Politics in Twentieth-Century Mexico*. Oxford UP, 1989.

Castellanos, Rosario. *Al pie de la letra: poemas*. U Veracruzana, 1959.

Castellanos, Rosario. *Poemas (1953-1955)*. Metáfora, 1957.

Garro, Elena. *La casa junto al río*. Grijalbo, 1983.

Goldman, Shifra M. *Contemporary Mexican Painting in a Time of Change*. U of Texas P, 1981.

Groth-Kimball, Irmgard. *The Art of Ancient Mexico*. Thames and Hudson, 1954.

Herrera, Hayden. *Frida, a Biography of Frida Kahlo*. Harper & Row, 1983.

- Krauze, Enrique. *Caudillos culturales en la Revolución Mexicana*. Siglo Veintiuno, 1976.
- LeVine, Sarah. *Dolor y alegría: women and social change in urban Mexico*. U Wisconsin P, 1993.
- Lewis, Oscar. *Five families: Mexican case studies in the culture of poverty*. Science Editions, 1962.
- Martínez Nava, Juan Manuel. *Conflicto estado-empresarios en los gobiernos de Cárdenas, López Mateos y Echeverría*. Colegio de México, 1982.
- Mexico: Dilemmas of Transition*. Neil Harvey, ed. U of London and British Academic Press, 1993.
- Raat, W. Dirk and William H. Beezley, eds. *Twentieth-Century Mexico*. U Nebraska P, 1986.
- Rojas Rodríguez, Pedro Mario. *The Art and Architecture of Mexico*. Hamlyn, 1968.

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

- A1 Useful for any student. Designed to fulfill Non-Western requirement. Spanish majors and minors may substitute for SP 344.
- A2 No changes needed.
- A3 Yes, essentially the same course will be taught as SP 281 in the summer of 1995.
- A4 No.
- A5 No.
- A6 Yes. St. Francis College, Loretto PA, Mexico Summer Study Abroad Program; University of Missouri-Kansas City, Mexico Summer Study Abroad Program; University of North Texas, Mexico Summer Study Abroad Program.
- A7 Because the course is taught in Mexico, it is possible to use resources not available on campus.

B. Interdisciplinary Implications

- B1 One instructor.
- B2 There is minimal overlap of some content with AN/SO 274, Latin American Area Studies. (letter attached)
- B3 No, unless they participate in the Mexico Summer Study Abroad Program.

C. Implementation

- C1 Yes. The faculty member who accompanies the program has always taught a course. By department decision, the faculty member receives a confirmed contract to offer the course. This new course simply standardizes that course offering.
- C2 Resources are adequate.
- C3 No.
- C4 Every summer during the Mexico Summer Study Abroad Program.
- C5 One.
- C6 Approximately 20. The number is limited by the practical limits of running the Mexico Summer Study Abroad Program. Typically there are between 15-30 students in the program, most of whom take the course.
- C7 No.

D. Miscellaneous *No additional information is necessary.*

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April 10, 1995

Dr. Peter Broad, Chair
Dept. of Spanish and Classical Languages
Sutton Hall

Dear Peter,

We have reviewed your proposal for the summer course on "Modern Mexico" and think it is a wonderful addition to the curriculum. This course will provide a novel opportunity for immersion in both the language and culture of Modern Mexico, and should be a valuable experience for students. We have a number of students who might potentially be interested in enrolling in such a course, especially after gaining some experience in our Culture Area: Latin America class.

I do not perceive any major overlap with existing courses that we teach, indeed I think this would augment the more classically academic experience gained in classroom activities. I commend you and your colleagues on the development of this interesting course.

Sincerely,

A handwritten signature in blue ink that reads "Miriam S. Chaiken".

Miriam S. Chaiken
Chair