

SEP 06 2007

SC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-13g.	AP-9/25/07	App-3/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Spanish	Phone 7-2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change		
SPAN 431 Spanish-American Poetry		SPAN 431/531 Spanish- American Poetry
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	Date 8-27-07
Department Chair(s)	<i>[Signature]</i>	8-27-07
College Curriculum Committee Chair	<i>[Signature]</i>	9-17-07
College Dean	<i>[Signature]</i>	9/17/07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>[Signature]</i>	9-25-07

* where applicable

Received

Liberal Studies

Original sent to Grad. Comm. 7-29-08

SPAN 431/531 Spanish-American Poetry

3c-01-3cr
3 class hours
0 lab hours
3 credits

I. Course Description: A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish. Prerequisite for SPAN 431: SPAN 260 or permission. Prerequisite for SPAN 531: Acceptance to Spanish graduate program or permission.

II. Course Objectives

Students completing this course will be able to:

1. Demonstrate knowledge of the major movements and trends of Hispanic-American poetry from the Pre-Columbian period to the present.
2. Identify the most important poets of the region and some of their best known works.
3. Analyze selected poetic works in terms of the voice, the tone, the subjectivity, and the community.
4. Demonstrate an understanding of the relationship between the poetic works and the historical and social contexts in which the texts were produced.
5. Conduct research on certain poetic works and prepare an essay of the results.
6. Make an oral and audiovisual presentation based on the research essay.

Additionally, graduate students will be able to:

1. Engage in discussion about critical analysis, research, bibliographical methods and theoretical frameworks.
2. Serve as coordinators and work with two-four of the undergraduate students in the course to prepare and facilitate the in-class discussion of one or more of the poets to be read for class.
3. Research and write a paper on a poem/s by a Hispanic poet/s (to be determined in consultation with the instructor).
4. Locate, read and summarize a critical article, including bibliographical details.

STUDENT OUTCOMES ASSESSMENT MATRIX: UNDERGRADUATE & GRADUATE

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	2.b., 2.c.	9, 11, 13	1	Class Participation Quizzes
1.a.	2.b., 2.c.	9, 11, 13	2	Class Participation Discussion Facilitation

1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 13	3	Class participation Essays Research Paper Presentation
1.a.	2.a., 2.b., 2.c.	9, 11, 13	4	Class Participation, Research Paper *Presentation
1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 12	5	Research Paper
1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 12	6	*Presentation

****Indicates assessments designed for mean and score range aggregated reporting.***

Student Outcomes Assessment Matrix: GRADUATE ONLY

NBPTS Standards	INTASC Standards	Spanish MA Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
III, XI, XIII	1	4, LC10, LC11, LC13	1	Class Participation
III, XIII	1	4, LC9, LC10, LC11, LC12, LC13	2	Discussion Facilitation
III, IV, XI, XIII	1	3, 4, 8, LC9, LC10, LC11, LC12, LC13	3	*Research Paper
III, XI, XIII	1	3, 4, LC10, LC11, LC12	4	*Article Summaries

****Indicates assessments designed for mean and score range aggregated reporting.***

III. Required Texts, Supplemental Books and Readings

Course Packet available at *Copies Plus*.

Content:

Nahuatl poetry (selections)
 Quechua poetry (selections)
 Mayan poetry (selections)
 Alonso de Ercilla y Zúñiga, "La Araucana"
 Juan del Valle Caviedes, (selections)
 Sor Juana Inés de la Cruz (selections)
 Andrés Bello, (selections)
 José Hernández, "Martín Fierro"
 José Martí, (selections)
 Rubén Darío, (selections)
 José Asunción Silva, (selections)
 Enrique González Martínez, "Tuércele el cuello al cisne"

Leopoldo Lugones, (selections)
 Julio Herrera y Reissig, (selections)
 Vicente Huidobro, (selections)
 César Vallejo, (selections)
 Pablo Neruda, (selections)
 Jorge Luis Borges, (selections)
 Octavio Paz, (selections)
 Nicanor Parra (selections)
 Alejandra Pizarnik, (selections)

Supplemental Books and Readings will be placed on reserve in the library and on e-reserve.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell Publishing, 2000.

Paz, Octavio. *Sor Juana, or, The traps of faith*. Trans. Margaret Sayers Peden.. Cambridge, Mass: Belknap P., 1988.

León-Portilla, Miguel. *Endangered Cultures*. Trans. Julie Goodson-Lawes. Dallas: Southern Methodist U. P., 1990.

---. *Pre-Columbian Literatures of Mexico*. Trans. Grace Lobanov. Norman, U. of Oklahoma P., 1969.

The Power of Myth. Perf. Joseph Campbell and Bill Moyers. Six Video Recordings. Apostrophe S Productions, 1988.

Selden, Raman and Peter Widdowson. *Contemporary Literary Theory*. Kentucky: U.P. of Kentucky, 1993.

Tyson, Lois. *Critical Theory Today: A user-Friendly Guide*. New York: Garland Publishing, 1999.

IV. Evaluation Methods

Undergraduate Evaluation		
Research Paper	25%	Write a 5-7 page research paper on an agreed on topic on a poetry analysis.
Presentation	20%	10-15 minute presentation on the research paper.
Class Participation	10%	In-class activities and participation.
Quizzes	25%	Objective on readings and in-class discussions.
Discussion Facilitation	20% 100%	With 1-3 other undergraduate student, consult with the graduate student coordinator to prepare and facilitate the in-class discussion of one or more of the poets to be read for class.

Graduate Evaluation		
Research Paper	25%	Write an 8-12 page research paper on an agreed on topic on a poetry analysis.
Presentation	20%	15-20 minute presentation on the research paper.
Class Participation	10%	In-class activities and participation.
Article Summaries	25%	Write three (3)-three page articles of the main ideas presented in a critical article, including bibliographical details, regarding the poem/s studied.
Discussion Facilitation	20% 100%	Serve as a coordinator and work with 2-4 of the undergraduate students in the course to prepare and facilitate the in-class discussion of one or more of the poets to be read for class.

V. Grade Breakdown

Undergraduate Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Graduate Scale

A	90-100%
B	80-89%
C	70-79%
F	Below 70%

VI. Course Attendance Policy

In SPAN 431/531 **attendance is required**. According the University Undergraduate Course Attendance Policy (see undergraduate catalogue), all students are expected to attend class. Roll will be taken at the beginning of each class. According to IUP Department of Spanish policy, all students are permitted a maximum of three (3) hours of unexcused absence per semester for a 3-credit course. Note that, for a graduate class that meets one time each week for 3 hours, one full-class absence constitutes the maximum number of permitted unexcused absences. **Spanish Department policy: for each unexcused hourly absence after the third, two (2) percentage points will be subtracted from the student's final grade.** Absences may be excused only for grave illness (documentation required), true emergency, or University-sponsored extracurricular activities (prior notification of professor required). At the graduate level, it is expected that a student who misses class will contact the professor for information regarding the content of the missed class and homework assignments.

VII. Course Outline

Week	In Class Activity	Assignments Due
Week 1	-Introduction to the course- theoretical / historical context-The roots of Hispanic poetry. -Reading Pre-Colombian poetry.	

Week 2	-Continue with Pre-Colombian Poetry -Begin Epic poetry; Spanish perception of native Latin-Americans in poetry	
Week 3	-Continue foundation poetry. -Begin Baroque poetry	-Article Summary 1 -Quiz 1
Week 4	-Continue with Baroque poetry	
Week 5	-Baroque poetry continued -Begin Enlightenment poetry	
Week 6 - 8	-Enlightenment poetry continued -Romanticism theoretical/historical context	-Article Summary 2 (week 7 or 8) -Quiz 2 -Preliminary outline and bibliography for research paper
Week 9-12	-Modernism & Postmodernism: theoretical/historical context	-Quiz 3 (week 11)
Week 13-15	Vanguard & Post Vanguard poetry: theoretical/historical context.	-Article Summary 3 -Quiz 4 (week 13-14) -Oral Presentations (week 14-15)

VIII. Special Resource Requirements

None.

IX. Bibliography

Barrera Caraza, Estanislao. "Flor y Canto: Otras reflexiones para el análisis simbólico y poético." *Texto Crítico* 6.11 (2002): 129-45.

Cuadrado, Agustín. "El cambio de ideología finisecular en Latinoamérica." *Divergencias: Revista de Estudios Lingüísticos y Literarios*. 2.1 (2004): 103-10.

D'Allemand, Patricia. *Hacia una crítica cultural Latinoamericana*. Berkeley: CELACP, 2001.

Eckhart, Gabriela. "La *Araucana*-Una comparación con El poema de Mio Cid en cuanto a los binarios sociales, genéricos y étnico religiosos." *Palabra y el Hombre: Revista de la Universidad Veracruzana*. 128 (2003): 83-93.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell Publishing, 2000.

Ette, Tomar. "Vanguardia, postvanguardia, posmodernidad: Max Aub, Jusep Torres Campalans y la vacunación vanguardista." *Revista de Indias*. 62.226 (2002): 675-707.

- Fajardo Fajardo, Carlos. "Las *vanguardias* estéticas y la posmodernidad." *Enfocarte: Revista de Arte y Cultura*. 3.19 (2002): n.p.
- Fernández, Jesse. *El poema en prosa en Hispanoamérica: del modernismo a la vanguardia: estudio crítico y antología*. Madrid: Hiperión, 1994.
- Lee, Soyhun. "El *modernismo* hispanoamericano: Una nueva civilización para una nueva raza." *Divergencias: Revista de Estudios Lingüísticos y Literarios*. 2.2 (2004): 91-98.
- León-Portilla, Miguel. *Endangered cultures*. Trans. Julie Goodson-Lawes. Dallas: Southern Methodist U. P., 1990.
- . *Pre-Columbian Literatures of Mexico*. Trans. Grace Lobanov. Norman, U. of Oklahoma P., 1969.
- Neiman, Susan. "¿Qué es la *ilustración*?" *Revista de Occidente*. 282 (2004): 58-68.
- Operé, Fernando. "De Cervantes a Ercilla: Entre la tradición y rupturas." *Exégesis: Revista de la Universidad de Puerto Rico en Humacao*. 18.53 (2005): 13-19.
- Paz, Octavio. *El arco y la lira : el poema, la revelación poética, poesía e historia*. México: Fondo de Cultura Económica, 1973.
- . *Sor Juana, or, The traps of faith*. Trans. Margaret Sayers Peden.. Cambridge, Mass: Belknap P., 1988.
- The Power of Myth. Perf. Joseph Campbell and Bill Moyers. Six Video Recordings. Apostrophe S Productions, 1988.
- Río Parra, Elena. "El tamaño del *barroco*: Dimensión y espacialidad en la palabra poética áurea." *Hispanic Research Journal: Iberian and Latin American Studies*. 5.1 (2004): 3-14.
- Sauter, Silvia. "Del *modernismo-postmodernismo*, modernidad-postmodernidad sin modernización en Hispanoamérica a las voces marginadas emergentes." *Confluencia: Revista Hispánica de Cultura y Literatura*. 18.1 (2002): 118-28.
- Selimov, Alexander R. "El *romanticismo* y la poética de la cultura modernista." *Hispanic Review*. 71.1 (2003): 107-25.
- Selden, Raman and Peter Widdowson. *Contemporary Literary Theory*. Kentucky: U.P. of Kentucky, 1993.
- Sotelo Santos, Laura Elena. "El arte de escribir pintando en Mesoamérica, oficio de dioses, soberanos y hombres." *Literatura Mexicana*. 13.1 (2002): 323-32.

- Tapscott, Stephen. *Twentieth-Century Latin American Poetry: A Bilingual Anthology*. Austin: U. of Texas P., 1996.
- Tyson, Lois. *Critical Thoery Today: A user-Friendly Guide*. New York: Garland Publishing, 1999.
- Valdivieso, Jaime. "El mito de Sísifo y su significado en el mundo actual: Los mitos en Latinoamérica: Bolívar, José Martí y Fidel Castro. Desdén y anemia de los mitos nacionales: Lautaro y 'La Araucana'." *Atenea: Revista de Ciencia, Arte y Literatura*. 487 (2003): 135-48.
- Vázquez Vélez, María M. "Símbolo y lenguaje poético: Góngora, Sor Juana y el barroco negro español." *Romance Review*. 12 (2002):127-37.
- Walters, D Gareth. *The Cambridge Introduction to Spanish Poetry*. New York: Cambridge U.P., 2002.
- Xirau, Ramón, Josué Ramírez y Adolfo Castañón. *Entre la poesía y el conocimiento: antología de ensayos críticos sobre poetas y poesía iberoamericanos*. México: Fondo de la Cultura Económica, 2001.
- Yurkiévich, Saúl. *Fundadores de la nueva poesía latinoamericana: Vallejo, Huidobro, Borges, Girondo, Neruda, Paz, Lezama Lima*. Barcelona: Edhasa, 2002.

Part II. Description of Curriculum Change

2. Summary of proposed revisions.

We propose converting this class into a dual-listed class, and have added graduate objectives and evaluation methods.

We propose striking the phrase “offered in four-year rotation” from the catalogue description.

3. Justification/Rationale for revision.

The rationale for the conversion to a dual-listed class is that we have been given permission to develop a proposal for an MA and would like to make this class part of our graduate program.

The rationale for the description change is that should this class become part of our graduate program, we may find it necessary to offer it more frequently.

4. This is submitted under Syllabus of Record Amnesty.

Part III. Letters of Support or Acknowledgement

Outside of the Department of Spanish, there are no other affected or interested departments or programs.