

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course SPAN 403

Department Approval		
<u>Yogesh Grover</u> Department Chair	<u>Feb 10</u> Date	<u>ygrover@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>2-10-14</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 General Education Program Director	 Date	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 Chair of A2C2	 Date	
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 President of Faculty Senate	 Date	
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 Academic Vice President	 Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 President	 Date	
Please forward to Registrar.		
Registrar <u> </u>	Date entered <u> </u>	Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 2/5/14

SPAN 403 Latin American Literature 4
Course No. Course Name Credits

Prerequisites Intermediate Spanish II (SPAN 202)

GEP Goal Area(s):*

CORE GOAL AREAS

☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☐ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

☐ Goal 7: Human Diversity
☐ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

☒ Intensive:
☐ 1. Writing
☐ 2. Oral Communication
☐ 3. a. Mathematics/Statistics
☒ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr. Armando González 457-5412 agonzalez@winona.edu
Name (please print) Phone e-mail address

University Studies Course Approval

Latin American Literature (SPAN 403) is an existing course previously approved by A2C2. This course is not a new course proposal.

University Studies Approval is requested in: Critical Analysis Intensive.

Catalog Description: A survey of Latin American literature from pre-colonial to contemporary literature. This course includes the study of pre-Hispanic writings (Nahautl, maya, quechua), Los Cronistas, colonial literature, Neoclassicism, Romanticism, and the transition of the “gaucho epic” from the 19th to the 20th century. It also includes Modernism; the Criollismo; Post- Modernism; Magic Realism; and the Boom with writers, such as Gabriel Garcia Marquez, Carlos Fuentes, Cortazar, and Vargas Llosa; the theater; and other essay writers. Prerequisite: SPAN 202 - Intermediate Spanish II or equivalent. Offered every year.

Course outline of the major topics and subtopics:

- I. Hispanic America: The roots, The Colony, The Independence
 - a. The Popol Vuh, Náhuatl poetry, and Quechua poetry
 - b. Cristóbal Colón
 - c. Bartolomé de las Casas
 - d. Bernal Díaz de Castillo
 - e. El Inca Garcilaso de la Vega
 - f. Sor Juana Inés de la Cruz
 - g. Andrés Bello
- II. Search for Cultural Emancipation
 - a. Juan Montalvo
 - b. Ricardo Palma
 - c. José Hernández
- III. The American Reality and Literary Rebirth
 - a. José Martí
 - b. José Asunción Silva
 - c. Rubén Darío
 - d. Leopoldo Lugones
- IV. Continuity and Change: Towards a New Expression
 - a. Horacio Quiroga
 - b. Delmira Agustini
 - c. Alfonso Reyes
 - d. Gabriela Mistral
 - e. Alfonsina Storni
 - f. César Vallejo
 - g. Vicente Huidobro
 - h. Jorge Luis Borges
 - i. Miguel Angel Asturias
 - j. Nicolás Guillén
 - k. Alejo Carpentier
 - l. Pablo Neruda
 - m. Juan Rulfo

V. Consolidation and expansion

- a. Julio Cortázar
- b. Octavio Paz
- c. Carlos Fuentes
- d. Gabriel García Márquez
- e. Mario Vargas Llosa

VI. Assimilation and Difference

- a. Antonio Cisneros
- b. Isabel Allende

The following explains how this new course will meet the **Critical Analysis' objectives**:

Critical Analysis Intensive

The purpose of the Critical Analysis Intensive course requirement is to provide an alternative to the M/S Intensive requirement for students majoring in fields that do not make significant use of mathematics or statistics. Critical Analysis intensive courses are intended to provide students with significant practice in rigorous argument comparable to what a student is expected to receive in a Mathematics/Statistics intensive course.

Courses can merit the Critical Analysis Intensive if students will be required to make essential use throughout the semester of proper techniques for analyzing the structure and validity of arguments, as opposed to techniques for examining the factual validity of, or the psychological or socioeconomic bases for, the premises of an argument; and if a significant part of their grade will depend on the proper use of such techniques (WSU University Studies Program Overview and Requirements)

These courses must include requirements and learning activities that promote students' abilities to:

- a. Recognize and evaluate appropriate evidence to advance a claim;

Latin American Literature is a course that will develop the student's basic knowledge and skills on **critical analysis** through the use of proper literary techniques when analyzing literary works. The students are instructed in the process of analyzing and gathering appropriate evidence to support the arguments chosen to advance a claim. Students are required to choose Latin American authors from various genres and periods, and write a **critical analysis** about their works.

- b. Apply critical analysis skills in making decisions or in advancing a theoretical position

Students are required to experience, interpret and evaluate literature through fully understanding the complexity of a literary text. All literary creations are based on a moment and place in history, thus it is essential to have a good knowledge of the historical and socio-political background of the literature work being studied in order to apply successfully **critical analysis** skills and advance a theoretical position. The literary works chosen for this class are collections of a broad range of styles, periods, and factual evidence as utilized in different modes of writing. Students will analyze the readings assigned for each class, and discussing them in small groups and with the whole class.

- c. Evaluate alternative arguments, decision strategies, or theories within a systematic framework

In this course students learn to evaluate alternative arguments while analyzing the literary works. Literary works must be analyzed keeping always in mind that they were written for readers or audiences of a different cultural background, and, also, quite often, for readers and audiences of a different moment in history. As the students read they should consider a work's structure, style, themes, and the elements of figurative language. Writing to explain a literary work involves the use of analysis, interpretation and argument. The students through the use of **critical analysis** increase their ability to explain clearly and eloquently what they understand about literary works and why they interpret as they do.

Individually and in collaborative projects, the students will write a critical analysis paper which utilizes primary and secondary source materials to advance and support persuasive hypotheses. The critical analysis paper, oral presentations, and midterm exam, augmented by a variety of daily reading homework and class discussion, require students to perform increasingly complex tasks that need to be supported by secondary source evidence.

Assignments related to critical analysis: Through in class discussions, assigned readings, class activities, a midterm exam, a critical analysis paper, and oral presentations we will center our discussion around the critical analysis criteria: a. Recognize and evaluate appropriate evidence to advance a claim; b. Apply critical analytical skills in making decisions or in advancing a theoretical position; and c. Evaluate alternative arguments, decision strategies, or theories within a systematic framework.

Students will be able to:

- Recognize and evaluate appropriate sources based on historical context, political bias, and other criteria to gather appropriate evidence to advance a claim. (**University Studies Critical Analysis a**).
- Apply critical analytical skills in making decisions or in advancing a theoretical position especially in relation to the historical and socio-political background of the literary work. (**University Studies Critical Analysis b**).
- Evaluate alternative arguments, decision strategies, or theories within a systematic development framework that analyzes literary works (**University Studies Critical Analysis c**).
- Provide students with a basic knowledge of the diversity of Latin American countries' histories and cultures so that they may better understand Latin American literatures.
- Foster the development of critical reading skills that encourages students to think more broadly and to synthesize their readings of Latin American literature.
- Familiarize the students with the contributions of the most important figures of Latin American literature.
- Provide an overview of the evolution of Latin American literature.
- Become familiar with a variety of well known Latin American writers.
- Introduce relevant aspects and events of Latin America's social and political history.
- Improve skills in analyzing literature.

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
Students will be able to: <ul style="list-style-type: none"> ☐ Recognize and evaluate appropriate sources based 	Students will recognize and analyze the different literary and historical periods of Latin American literature.	Assessed by: class presentations, readings, in class discussions, midterm examination, and critical analysis paper

on historical context, political bias, and other criteria to gather appropriate evidence to advance a claim.		
<input type="checkbox"/> Apply critical analytical skills in making decisions or in advancing a theoretical position especially in relation to the historical and socio-political background of the literary work.	Students will discuss and analyze Latin American literature in its cultural, ideological, and literary contexts.	Assessed by: class presentations, readings, in class discussions, and midterm examination
<input type="checkbox"/> Evaluate alternative arguments, decision strategies, or theories within a systematic development framework that analyzes literary works	Students will discuss and recognize the different theoretical and literary strategies and apply these in an original paper.	Assessed by: readings, midterm examination, in class discussions, and critical analysis paper
<input type="checkbox"/> Provide students with a basic knowledge of the diversity of Latin American countries' histories and cultures so that they may better understand Latin American literatures.	Students will demonstrate an understanding of Latin American literatures.	Assessed by: class presentations, readings, in class discussions, midterm examination, and critical analysis paper
<input type="checkbox"/> Foster the development of critical reading skills that encourages students to think more broadly and to synthesize their readings of Latin American literature.	Students will demonstrate the ability to do an original extended critical analysis research paper.	Assessed by: critical analysis paper
<input type="checkbox"/> Familiarize the students with the contributions of the most important figures of Latin American literature.	Learners will incorporate literary and cultural knowledge into written exercises and activities.	Assessed by: readings, in class discussions, written exercises, and activities
<input type="checkbox"/> Provide an overview of	Students will articulate orally	Assessed by: readings and in

the evolution of Latin American literature.	and explain an overview of the evolution of Latin American literature.	class discussions
<input type="checkbox"/> Become familiar with a variety of well known Latin American writers.	Students will describe and analyze the literature of well known Latin American writers within the works' historical and cultural contexts.	Assessed by: readings and in class discussions
<input type="checkbox"/> Introduce relevant aspects and events of Latin America's social and political history.	Students will interpret and respond critically to relevant aspects and events in Latin America's social and political history.	Assessed by: readings and in class discussions
<input type="checkbox"/> Improve skills in analyzing literature.	Students will identify, describe, and react to wide variety of Latin American literature.	Assessed by: class presentations, readings, in class discussions, midterm examination, and critical analysis paper

Class Format:

Time in class will be devoted to discussion both in small groups and as a class. The class will work on specific topics and questions to gain a more profound understanding of the texts. The student's responsibility is to read the texts at home as assigned in the syllabus and to participate meaningfully in class. The readings are chosen to represent the cultural diversity of Latin America.

Text: *Voces de Hispanoamérica. Antología Literaria* by Raquel Chang-Rodriguez and Malva E. Filer. 4th Edition.

Basic Instructional Plan and Teaching Methods Utilized:

- a. Classroom discussion of readings
- b. Lecture / questioning
- c. Media presentations
- d. Collaborative learning activities

Evaluation:

Class participation and discussion in critical analysis	35%
Midterm Exam	20%
Critical analysis paper	20%
Oral Presentations on the critical analysis of literary works	25%

Critical Analysis Paper:

The critical analysis paper must be a previously approved topic. The critical analysis paper will draw comparisons and contrasts from a common theme in 1) two of the major readings or 2) one of the major readings and a film. Secondary sources should be used to support viewpoints.

Oral Presentations on the critical analysis of literary works:

The presentations will be chosen from any of the readings required for this course.