

NEW COURSE PROPOSAL**Courses must be submitted by November 9, 2007, to make the next catalog production**DATE (*Change if modified*)

OCTOBER 30, 2007 REV 12.19.07

PROGRAM AREA(S)

PERFORMING ARTS (THEATRE) AND SPANISH

1. Catalog Description of the Course. *[Follow accepted catalog format.]***Prefix(es)** (Add additional prefixes if cross-listed) **PATH/SPAN Course No. 334****Title: SPANISH LANGUAGE DRAMA AND THEATRE Units: 3**☐ Prerequisites☐ Corequisites☐ Consent of Instructor Required for Enrollment

Description (Do not use any symbols): **Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth study and performance. In addition to learning about the historical, cultural and sociological context of the plays, students will learn acting techniques and appropriate Spanish-language vocabulary and phrases. Note: Course is open to all levels of Spanish speakers.**

Grading Scheme:☒ A-F Grades☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**☐ Repeatable for a maximum of units

Total Completions Allowed

☐ Multiple Enrollment in Same Semester**Lab Fee Required:** ☐**Mode of Instruction/Components** (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	
Field Studies				<input type="checkbox"/>	
Indep Study				<input type="checkbox"/>	
Other Blank				<input type="checkbox"/>	

The following two lines will be filled out internally based on the Mode of Instruction data directly above.

3 hours lecture per week (*Use 2nd line only if necessary*)

hours blank per week

Course Attributes:

☒ **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)A-1 Oral Communication ☐A-2 English Writing ☐A-3 Critical Thinking ☐**B (Mathematics, Sciences & Technology)**B-1 Physical Sciences ☐B-2 Life Sciences – Biology ☐B-3 Mathematics – Mathematics and Applications ☐B-4 Computers and Information Technology ☐**C (Fine Arts, Literature, Languages & Cultures)**C-1 Art ☐C-2 Literature Courses ☒C-3a Language ☐C-3b Multicultural ☒

D (Social Perspectives) ☐
E (Human Psychological and Physiological Perspectives) ☐

UDIGE/INTD Interdisciplinary ☒
Meets University Writing Requirement ☒
Meets University Language Requirement ☐

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>
☐ Service Learning Course

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: This course combines the study of performing arts and literature with the use of the Spanish language. Students will learn about historical, cultural and sociological contexts of several plays and the Spanish language used in each. All students will learn performance techniques as well as Spanish-language vocabulary and phrases. This course should be of interest to Performing Arts majors, Spanish majors, Latino students, and other students on campus interested in learning more about drama and theatre, the Spanish language, Hispanic cultures, and reading several Spanish-language/bilingual plays.

B. Degree Requirement: ☐ Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**
☒ Elective for the Major/Minor

4. Learning Objectives. (Bullets, will occur upon carriage return)

Upon completion of the course, the student will be able to:

- demonstrate appropriate acting techniques
- employ, orally and in writing, appropriate Spanish-language vocabulary and phrases
- report, discuss and summarize orally and in writing the plot, major themes, and the historical, cultural and sociological issues of each play studied.

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

- I. Weeks 1--2: Introduction to course, basic Spanish vocabulary and phrases and basic acting techniques. (Diagnosis of student language proficiency in Spanish as well as acting background.)
- II. Weeks 3--5: Students read and analyze a series of one-act plays from throughout the Spanish-speaking world. Relevant issues such as politics, class, race, gender, and acculturation are examined.
- III. Weeks 6--13: Presentation of language, drama, acting techniques and historical, cultural and sociological themes relevant to each text. (Approximately 2-3 weeks dedicated to each of the three plays, allowing for one in-class quiz on each play.)
- IV. Weeks 14--15: Rehearsals for groups of actors to be coached on language and performance for the selections to be presented
- V. Finals Week: Performance of the scenes and submission of research paper.

Does this course overlap a course offered in your academic program? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description in item 1 above, for each PREFIX)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
Prefix for cross-listed discipline(s): PATH 334 and SPAN 334

B. Department responsible for staffing: Performing Arts and Spanish

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- En un acto by Dauster and Lyday. 3rd ed.
- Don Juan Tenorio by José Zorillo (1894)
- The House of Bernarda Alba/La casa de Bernarda Alba by Federico García Lorca (1936)
- Botánica by Dolores Prida (1991)
- A good Spanish-English, English-Spanish dictionary

8. List Faculty Qualified to Teach This Course.

- Terry Ballman, Luda Popenhagen, Stephen Clark, Catherine Burriss

9. Effective Date

A. First semester offered: Fall 2008

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

A. Computer (data processing), audio visual, broadcasting needs, other equipment)

B. Library needs

C. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Catalog deadline for New Minors and Programs (including modifications): October 15, 2007, preceding year.

Catalog deadline for Course Proposals and Modifications: November 9, 2007, of preceding year.

Last day to submit any work to be considered for the academic year: April 15th.

Terry Ballman

10/30/2007

Luda Popenhagen

Proposer of Course

Date

Request for PATH-SPAN 334: Spanish Language Drama and Theatre to be added to GE Category C2: Literature.

Committee Response:

Approved by committee on 11-14-2007

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students will be required to consistently respond to several one-act plays and three full-length plays both objectively and subjectively. Whereas students will be asked to summarize plots and major themes, they will also be asked to comment on the issues presented: How would you feel and how would you react were you in situation x?; What opportunities were available to women at this particular place and time?; etc.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
In addition to expanding their cognitive knowledge of literature, the performing arts, and the Spanish language, students will be asked to express their feelings (affective) toward the subject matter as well as through the use of drama techniques (physical).
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
The subject matter of the course provides for an exploration of the linkage between literary works--in this case dramatic plays--with learning about drama techniques.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Performance requires the creative expression of the works studied as determined by individual students. This expression reflects the issues reflected in the contexts of the plays, as well as student interpretation of same.
- *Include an exposure to world cultures*
Students will read and analyze several one-act plays from diverse parts of the Spanish-speaking world. Students will engage in an in-depth examination of three major plays from different countries and time periods, including activities that emphasize historical, cultural, and sociological context.
- *Involve the student with literary works*
Students will have first-hand involvement through the reading, writing, discussion and performance of several one-act plays and three full-length plays.
- *Promote students' ability to effectively analyze and respond to works of human imagination*
On a regular basis students will be required to summarize and identify key issues (analyze) as well as comment on same.
- *Require substantive analytical/critical thinking*
Students will analyze the themes and issues presented in the works through class discussion, research papers and quizzes.

Request for PATH-SPAN 334: Spanish Language Drama and Theatre to be added to GE Category C3b: Multicultural.

Committee Response:

Approved by committee on 11-14-2007

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students will be required to consistently respond to several one-act plays and three full-length plays both objectively and subjectively. Whereas students will be asked to summarize plots and major themes, they will also be asked to comment on the issues presented: How would you feel and how would you react were you in situation x?; What opportunities were available to women at this particular place and time?; etc.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
In addition to expanding their cognitive knowledge of literature, the performing arts, and the Spanish language, students will be asked to express their feelings (affective) toward the subject matter as well as through the use of drama techniques (physical).
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
The subject matter of the course provides for an exploration of the linkage between literary works--in this case dramatic plays--with learning about drama techniques.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Performance requires the creative expression of the works studied as determined by individual students. This expression reflects the issues reflected in the contexts of the plays, as well as student interpretation of same.
- *Include an exposure to world cultures*
Students will read and analyze several one-act plays from diverse parts of the Spanish-speaking world. Students will engage in an in-depth examination of three major plays from different countries and time periods, including activities that emphasize historical, cultural, and sociological context.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.*
The issues addressed in the plays could include the archetype of the Latin lover or don Juan; gender roles; (excessive) adherence to traditional cultural mores; socio-economic class conflicts; process of acculturation and assimilation by Hispanics in the U.S. Comparisons will be made among several groups: Spaniards, Latinos in the U.S. and those of European ancestry in the U.S.

Request for PATH-SPAN 334: Spanish Language Drama and Theatre to be added to GE Category UDIGE: Upper Division Interdisciplinary GE.

Committee Response:

Approved by committee on 11-14-2007

Criteria and Justifications Submitted:

- *Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines*
This course combines the study of performing arts, literature and the Spanish language. Major works of Hispanic theatre will be used to analyze issues of politics, class, race and gender in Spain, Latin America and Hispanic communities in the United States. During the first part of the course, one-act plays from different parts of the Spanish-speaking world will be studied through close reading, discussion and in-class dramatization to familiarize students with the structure, vocabulary and history of Hispanic theater and to work on pronunciation and effective interpretation of roles. The course will then focus on three longer works for in-depth study, analysis and performance.
- *Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.*
 - Each class students will bring to class a (minimum) 1-page written summary and reaction of the content read for that day
 - 5 in-class quizzes of short- and long-essay format questions on the plot, themes and issues presented in each play
 - 1 8-10 page research paper (plus bibliography) on a Spanish-language/bilingual play not read in class, but approved by the instructors. This paper can be completed by individual students or by pairs of students
 - 1 5-page written report detailing the language and acting components of the rehearsal process, and contextualization of performed scenes in reference to the prevailing themes discussed.

Approval Sheet

Program/Course: Path-Span 334

Program Chair(s)	Date
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Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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