

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA
SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course.

SPAN 202: INTERMEDIATE SPANISH II (4)

Four hours of lecture per week

Prerequisite: SPAN 201 or equivalent

Through the study of the culture and civilization of the Hispanic world, students further develop their listening, speaking, reading and writing skills in Spanish.

GenEd: C3a, C3b

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	4	1	15
Seminar			
Laboratory			
Activity			

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This course would be: 1) a General Education course in Category C3a: Art, Literature, Languages and Cultures course as it includes a strong culture component and involves human to human communication; 2) fulfillment of the current second language graduation requirement; 3) a requirement for the proposed Spanish minor*; 4) a requirement for the proposed Chicano Studies minor*; and 5) a general elective course. The course would be of interest to incoming freshmen and transfer students who have met the prerequisite and who are interested in improving their Spanish language skills and cultural knowledge of the Hispanic world.

*Required of the Spanish minor are either Span 201 & 202: Intermediate Spanish I & II, respectively OR Span 211 & 212: Spanish for Heritage Speakers I & II, respectively.

Learning Objectives:

Students who successfully complete this course will be able--in Spanish--to:

- describe (orally and in writing) different types of television programming, including the Spanish-language soap opera, and the pros and cons of TV viewing
- relate several facts and examples of sexism, racism and human rights violations in U.S. and Hispanic world

- compare and contrast three pre-Colombian civilizations of Mayans, Aztecs and Incas
- read and summarize (orally and/or in writing) several examples of Spanish-language literature from such writers as Rosario Castellanos, Alvaro Menéndez Leal and Nicolás Guillén
- relate works of art, film, music and literature by Hispanic artists to their own lives and feelings
- write formal compositions after writing 1-2 drafts and working on peer- and self-revising and editing
- produce a *Portafolio cultural* (Cultural Portfolio) of student activities involving Spanish-language movies, TV, music, Internet and community service
- demonstrate improvement in their listening, speaking, reading and writing skills in Spanish

4. Is this a General Education Course YES NO
 If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C3a C3b
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

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

- Introduction to course: Personal characteristics, schedules and routines
- Major topic: Television
 - Different types of programming with special mention of Spanish-language soap operas
 - Pros and cons of television
 - Image and national identity in U.S. and several Spanish-speaking countries
 - “Telenovela” by Rosario Castellanos
- Major topic: Freedom and the lack of freedom
 - Freedom, censorship, the church and politics (e.g., Spanish Inquisition, Franco’s dictatorship)
 - Sexism, racism and human rights (e.g., Sor Juana Inés de la Cruz, examples of racism in U.S. and in Spanish-speaking world, Rigoberta Menchú)
 - “Una carta de familia” by Alvaro Menéndez Leal
- Major topic: Cultural perspectives and images
 - Stereotypes (e.g., Texans, Californians, Mexicans)
 - The three great precolombian civilizations: Mayans, Aztecs, Incas
 - Concept of “América”
 - “Balada de los dos abuelos” by Nicolás Guillén

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

1. Lee, James F. et al. 2000. ¿Qué te parece? Intermediate Spanish. New York: McGraw-Hill. 2nd ed.
2. Lee, James F. et al. 2000. Manual que acompaña ¿Qué te parece?. New York: McGraw-Hill. 2nd ed.
3. Lee, James F. et al. 2000. Student Audio-CD ROM for Manual que acompaña ¿Qué te parece?. New York: McGraw-Hill. 2nd ed.

7. List Faculty Qualified to Teach This Course.

Terry L. Ballman
Spanish Faculty

8. Frequency.

- a. Projected semesters to be offered: Fall X Spring X Summer

9. New Resources Required.

- a. Library needs: minimal, if any.

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)
n/a

- 11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification. n/a

Terry L. Ballman
Proposer of Course

December 8, 2002
Date