Course Change Request

New Course Proposal

Date Submitted: 06/19/17 3:57 pm

Viewing: ANTH 448: Quantitative Methods in Anthropology

Last edit: 07/25/17 11:48 am

Changes proposed by: jwinking

Programs referencing this course

BS-ANTH: Anthropology - BS

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Winking</td>
<td><a href="mailto:jwinking@tamu.edu">jwinking@tamu.edu</a></td>
<td>979-458-5627</td>
</tr>
</tbody>
</table>

Course prefix: ANTH  
Course number: 448

Department: Anthropology

College/School: Liberal Arts

Academic Level: Undergraduate

Effective term: 2018-2019

Complete Course Title
Quantitative Methods in Anthropology

Abbreviated Course Title
QUANT METHODS IN ANTHROPOLOGY

Catalog course description
Quantitative analytical methods employed by anthropologists; includes statistical analyses, statistical software and sampling theory commonly used in anthropological research.

Prerequisites and Restrictions
Junior or senior classification; STAT 302 or STAT 303

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

In Workflow
1. ANTH Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 06/19/17 5:09 pm
   Cynthia Werner
   (werner): Approved for ANTH Department Head
2. 06/19/17 8:14 pm
   Sandra Williams
   (sandra-williams): Approved for Curricular Services Review
3. 06/20/17 8:37 am
   Penny Boice (pboice): Approved for LA Committee Preparer UG
4. 07/18/17 2:47 pm
   Steve Oberhelman (s-oberhelman): Rollback to ANTH Department Head for LA Committee Chair UG
5. 07/20/17 3:09 pm
   Cynthia Werner
   (werner): Approved for ANTH Department Head
6. 07/25/17 11:27 am
   Sandra Williams
   (sandra-williams): Approved for Curricular Services Review
7. 07/25/17 11:32 am
   Penny Boice (pboice): Approved for LA Committee Preparer UG
8. 07/25/17 11:49 am
   Steve Oberhelman (s-o...
Enforced Prerequisites / Concurrent Enrollment

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | Concurrency? |
|--------|----------------------|----------------|----------------| | | 
| Or     | STAT 302             | C              | UG             | | | 
| Or     | STAT 303             | C              | UG             | | | 

Semester Credit Hour(s): Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total 3
Repeatable for credit? No
CIP/Fund Code 4502010001
Default Grade Mode Letter Grade (G)
Method of instruction Lecture
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-ANTH) Anthropology - BA</td>
</tr>
<tr>
<td>(BA-ANTH-ATR) Anthropology - BA, Archaeology Track</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No
Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Upload syllabus: QuantitativeMethodsAnth REVISED.docx

Letters of support or other documentation Yes

Upload files: ANTH 448 Stats Letter of Support.pdf

Additional information Since previous submission, changes include:
- "Learning Outcomes" added prior to learning outcomes.
- "Legitimate excuses" changed to "University excused absences."
- Class descriptions updated in calendar to differentiate from STAT courses.
- Letter of support from Statistics attached.

Reviewer Comments
Sandra Williams (sandra-williams) (06/16/17 1:43 pm): Rollback: Please update syllabus: missing course number (ANTH 448); suggest using "University excused absences" instead of "Legitimate"; consider adding the heading "Learning Outcomes" before "at the end of this course..."
Sandra Williams (sandra-williams) (06/19/17 8:13 pm): Update received.
Steve Oberhelman (s-oberhelman) (07/18/17 2:37 pm): Rollback: For changes as per UIC meeting
Cynthia Werner (werner) (07/20/17 3:05 pm): Revised syllabus based on comments from UIC mtg.
Cynthia Werner (werner) (07/20/17 3:09 pm): Steve - please check to make sure I added the course prereqs correctly. Thanks!
Sandra Williams (sandra-williams) (07/25/17 11:27 am): Update received.
Penny Boice (pboice) (07/25/17 11:32 am): This course was approved by UIC on 7/17/17 pending updates to pre-reqs.
Sandra Williams (sandra-williams) (08/10/17 8:39 am): Approved by UCC (August).

Key: 17967
From: Cynthia Werner
Sent: Wednesday, June 14, 2017 5:22 PM
To: Johnson, Valen E <vejohnson@exchange.tamu.edu>
Subject: Re: Request to Approve ANTH 448 Syllabus - Quantitative Methods in Anthropology

Thank you!

From: Johnson, Valen E
Sent: Wednesday, June 14, 2017 5:06 PM
To: Cynthia Werner
Subject: Re: Request to Approve ANTH 448 Syllabus - Quantitative Methods in Anthropology

Dear Cynthia,

Thanks for considering our input. I approve of the revised syllabus.

Best,
Val

From: Cynthia Werner <werner@tamu.edu>
Date: Wednesday, June 14, 2017 at 4:18 PM
To: Valen Johnson <vejohnson@exchange.tamu.edu>
Subject: Request to Approve ANTH 448 Syllabus - Quantitative Methods in Anthropology

Dear Val,

Thanks for your feedback on our proposed ANTH 448 syllabus. I’ve attached a revised version of the syllabus based on that feedback. We hope that this version of the class does not significantly overlap with existing courses in the Department of Statistics. As mentioned earlier, this course would be one of two statistics courses required for our proposed B.S. degree program. The other requirement would be either STAT 302 or STAT 303.

Please let me know if you approve this syllabus.

Thanks,
Cynthia Werner
Head, Department of Anthropology
I. COURSE DESCRIPTION

Quantitative analytical methods employed by anthropologists; includes statistical analyses, statistical software and sampling theory commonly used in anthropological research.

Anthropology as a discipline is rapidly becoming more quantitative, and anthropology students are now required to develop sophisticated statistical skills. This course is designed as a practicum in dealing with anthropological and archaeological data. As anthropologists we go into the field with a set of research questions that we hope to address through careful observation, identification, and measurement of diverse forms of data. Then we reach a point when we must re-connect back to our original research questions by taking all of these measurements of our data and making sense of them. This stage of research is perhaps the most challenging and definitely the most critical; and learning to master it is the primary objective of the course – to metaphorically “make the rubber hit the road”.

Instructor: TBD
Office: TBD
Office Hours: TBD
Prerequisites: Junior or senior classification; STAT 302 or 303.

II. COURSE OBJECTIVES AND METHODS

This will not be a standard statistics course taught for the general social sciences. The nature of anthropological and archaeological data is such that it does not always meet the criteria set by many formal statistical models. Chronological, geographic, morphometric, demographic, phylogenetic, genetic, linguistic, network/interaction, and observational datasets (among others) pose unique challenges for both analysis and interpretation. Instead of spending time learning statistics that are not applicable to our data, we will focus on graphical techniques, statistics specific to our datasets and research questions, including exploratory data analysis (e.g. principal components, canonical variates, factor analysis), and other multivariate methods (e.g. MANOVA). We will apply these methods to actual anthropological and archaeological datasets via the use of statistical computer packages (e.g. MYSTAT, SPSS, and R). My approach to this course is practical and hands-on. Each week, we will apply statistical concepts and techniques to real and hypothetical anthropological or archaeological problems during weekly lab sections.

At the end of this course, you will be equipped to:

- Apply a variety of statistical and exploratory techniques for quantifying different types of anthropological data
- Create effective arguments through the use of appropriate statistics and graphics
- Effectively employ a variety of statistical computer packages
III. READINGS & COURSE MATERIALS

There is one required textbook available digitally through the Texas A&M library.


There will also be additional readings, both methods and case studies, uploaded to eCampus.

IV. ASSIGNMENTS AND POINT VALUE

Your total grade is based on class participation, 12 lab assignments, 4 quizzes, and a final exam. (See below for specifics on the breakdown.) Each person is graded on their own performance – no one is in competition with each other and no one is graded with reference to any other individual. If you do the work and meet the requirements as outlined below, you should perform well in the course.

Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = <60

Policy on Late Assignments: Unless otherwise stipulated, assigned work is due in class on the day indicated in the course schedule. Late assignments are only accepted in the case of an excused absence. Legitimate excuses for absences are defined in Student Rule 7 in the Texas A&M University Regulations ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

Academic Integrity: Cheating will not be tolerated. To view the guidelines of academic honesty laid out by the university, please visit this site: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

"An Aggie does not lie, cheat or steal, or tolerate those who do."

**Class Participation. Requirements:** Class attendance is critical to understanding the course concepts and keeping up with the work load. Missing even one class can impact you negatively in terms of understanding the course material. If you must miss class, please arrange to borrow notes from a fellow classmate. You are welcome to come to my office hours to clarify concepts, but do not expect me to give you a private lesson on everything you missed by not attending class. Participation is also important. A good portion of the class will involve in-class exercises that allow you to apply the statistical concepts learned in lectures to real data sets.

**PARTICIPATION** = 10% of your grade

There will be 12 graded Lab Assignments. You will begin these assignments in the lab portion of the course (see course schedule), and they will usually be due a week after you begin them.
The assignments will vary and must be written up and handed in individually – in other words, they are NOT group projects. You can, however, work with another classmate to figure out HOW to run the statistics. The interpretation of the results, however, MUST be conducted individually.

TOTAL GRADED LABS (12) = 50% of your grade

There will be 4 Quizzes. Each quiz will consist of 10-20 questions related to concepts covered in class. On the day that a quiz is scheduled, DO NOT be late; the quiz will be the first order of business, after which I will lecture or we will participate in a conceptual exercise. You will not be expected to perform any mathematical computation for the quizzes – it will be concept based.

TOTAL QUIZ GRADE (4) = 20% of your grade

The Final Exam will be a take-home project based assignment that requires you to find a relevant dataset, determine the best method of analysis based on your specific research question, appropriately conduct the analysis, and report the data according to standards established in class.

FINAL EXAM = 20% of your grade

The Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

V. ANTICIPATED SCHEDULE
This course schedule is tentative and subject to change. I will use eCampus to post lab assignments and other information for the class (e.g., cancelled office hours, changes in reading assignments). Check it regularly (at least twice a week).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT/QUIZ/EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Expectations Examples of Quantitative Methods in Anthropology</td>
<td>CH. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Types and Attributes of Anthropological &amp; Archaeological Datasets</td>
<td>CH. 3</td>
<td>Lab 1: Creating and Interpreting Charts and Graphs Appropriate for Different Datasets</td>
</tr>
<tr>
<td>3</td>
<td>Summary and Presentation of Anthropological &amp; Archaeological Datasets</td>
<td>CH. 4</td>
<td>Lab 2: Creating and Interpreting Descriptive Statistics and Tables for Different Datasets</td>
</tr>
<tr>
<td>4</td>
<td>Probability in Archaeological &amp; Anthropological Contexts &amp; Standardizing Diverse Datasets</td>
<td>CH. 5 &amp; 6</td>
<td>Quiz 1 Lab 3: Understanding Probability Distributions (Radiocarbon dates)</td>
</tr>
<tr>
<td>5</td>
<td>Forming Anthropological Research Questions &amp; Hypothesis Testing</td>
<td>CH. 7</td>
<td>Lab 4: Estimating a Larger Population from a Sample (Bronze age fibulae)</td>
</tr>
<tr>
<td>6</td>
<td>Evaluating Anthropological Research Questions &amp; Hypothesis Testing</td>
<td>CH. 8 &amp; 9</td>
<td>Lab 5: Comparing two Groups (Sexual Dimorphism – Cranium size in males and females)</td>
</tr>
<tr>
<td>7</td>
<td>Identifying the Impacts of Random Effects &amp; Source of Variance in Anthropological Datasets</td>
<td>CH. 10</td>
<td>Quiz 2 Lab 6: Comparing more than two Groups (Compositional differences between ceramic types)</td>
</tr>
<tr>
<td>8</td>
<td>Predicting Values Based on Observed/Measured Anthropological Data</td>
<td>CH. 11</td>
<td>Lab 7: Using One or More Variable To Estimate Another (Site size and population among the Kalahari San)</td>
</tr>
<tr>
<td>9</td>
<td>Assessing Relationships Between Observed/Measured Anthropological Variables</td>
<td>CH. 12</td>
<td>Lab 8: Relationship Between Two or More Ratio Variables (What variables predict social rank?)</td>
</tr>
<tr>
<td>10</td>
<td>Comparing Observed and Expected Values in Anthropological Datasets</td>
<td>CH. 13</td>
<td>Quiz 3 Lab 9: Comparison of Two or More Nominal Variables Frequencies (Genetic frequencies)</td>
</tr>
<tr>
<td>11</td>
<td>Commonly Encountered Problems in Anthropological Datasets: Small Samples and Non-Normality</td>
<td>CH. 14</td>
<td>Lab 10: Comparison of Two or More Nominal or Non-Normally Distributed Interval/Ratio Datasets (Social class/Health)</td>
</tr>
<tr>
<td>12</td>
<td>Conceptual Considerations in Exploratory Data Analysis &amp; Pattern Searching</td>
<td>CH. 15</td>
<td>Lab 11: Data Reduction Methods and Factor Analysis (Cranioometrics)</td>
</tr>
<tr>
<td>13</td>
<td>Effective Research Design</td>
<td>CH. 16</td>
<td>Quiz 4 Lab 12: Sampling strategies (Drawing a representative sample)</td>
</tr>
<tr>
<td>14</td>
<td>Course Review and Conclusion</td>
<td></td>
<td>Final Exam Assigned</td>
</tr>
</tbody>
</table>
## Course Change Request

### New Course Proposal

**Date Submitted:** 04/24/17 4:40 pm

**Viewing:** **CSCE 416**: Hardware Design Verification

**Also Known As:** ECEN 416

**Last edit:** 05/04/17 4:28 pm

Changes proposed by: smilingsheila

---

**Faculty Senate Number**

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Dotson</td>
<td><a href="mailto:dotson@tamu.edu">dotson@tamu.edu</a></td>
<td>979-845-6176</td>
</tr>
</tbody>
</table>

**Course prefix** CSCE  

**Course number** 416

**Department** Computer Science & Engineering

**College/School** College of Engineering

**Academic Level** Undergraduate

**Academic Level** (alternate) Graduate

**Effective term** 2018-2019

**Complete Course Title** Hardware Design Verification

**Abbreviated Course Title** HARDWARE DESIGN VERIFICATION

---

**Catalog course description**

Hardware functional verification; case studies on verification in integrated circuit design; introduction to industry best practices; introduction to logic functional verification

**Prerequisites and Restrictions**

CSCE 312, CSCE 350, or ECEN 350, or equivalent in computer architecture; familiarity with C/C++/Verilog/VHDL programming

**Concurrent Enrollment** No

**Should catalog prerequisites / concurrent enrollment be enforced?** Yes

---

**In Workflow**

1. CSCE Department Head
2. ECEN Department Head
3. Curricular Services Review
4. EN Committee Preparer UG
5. EN Committee Chair UG
6. EN College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

**Approval Path**

1. 04/24/17 5:30 pm  
   John Keyser (keyser): Approved for CSCE Department Head

2. 04/27/17 12:58 am  
   Aydin Karsilyan (karsilyan): Approved for ECEN Department Head

3. 05/04/17 4:28 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

4. 05/24/17 2:31 pm  
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG

5. 05/25/17 1:33 pm  
   Prasad Enjeti (enjeti): Approved for EN Committee Chair UG

6. 05/25/17 1:34 pm  
   Prasad Enjeti (enjeti): Approved for EN College Dean UG

7. 06/07/17 2:10 pm  
   Sandra Williams (sandra-williams): Approved for UCC Preparer

8. 08/10/17 8:40 am  
   Sandra Williams (sandra-williams): Approved for UCC Chair

---

CSCE 416: Hardware Design Verification http://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>CSCE 312</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>CSCE 350</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>ECEN 350</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

##### Crosslistings
- Yes
- Crosslisted With: ECEN 416

##### Stacked
- Yes
- Stacked with: CSCE 616 - Introduction to Hardware Design Verification

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Lecture: 3 Lab: 0 Other: 0 Total 3</td>
</tr>
</tbody>
</table>

- Repeatable for credit? No
- Three-peat? No
- CIP/Fund Code: 1107010006
- Default Grade Mode: Letter Grade (G)
- Alternate Grade Modes: Satisfactory/Unsatisfactory
- Method of instruction: Lecture
- Will this course be taught as a distance education course? No
- Is 100% of this course going to be taught in Texas? Yes
- Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-CPSC) Computer Science - BS</td>
</tr>
<tr>
<td>(BS-ELEN) Electrical Engineering - BS</td>
</tr>
<tr>
<td>(BS-CECN) Computer Engineering - BS, Computer Science Track</td>
</tr>
<tr>
<td>(BS-CEEN) Computer Engineering - BS, Electrical Engineering Track</td>
</tr>
</tbody>
</table>

- Has/will this course be submitted for core curriculum consideration? No
- Has/will this course be submitted for Writing or Communication consideration? No
- Has/will this course be submitted for ICD consideration? No
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus  CSCE 416 616 Syllabus Updated.docx

Letters of support or other documentation  No

Additional information

Reviewer Comments  Sandra Williams (sandra-williams) (10/12/16 2:49 pm): Bypassing ECEN Program Chair (QT role). We are working with vendor to fix workflow issues.
Sandra Williams (sandra-williams) (10/12/16 5:02 pm): Rollback: What is the cross-listed ECEN course number? Your syllabus cannot have X89 numbers. Please fix and resend.
Sandra Williams (sandra-williams) (04/05/17 1:32 pm): Edits made to form.
Sandra Williams (sandra-williams) (04/05/17 1:36 pm): Rollback: Please send updated syllabus as previously requested (still shows 489/689 instead of proposed course numbers). Syllabus is also missing learning outcomes; late-submission policy - may want to include "except for University excused absences"; shows old ADA statement.
John Keyser (keyser) (04/13/17 8:55 am): Rollback: Syllabus update to match
Sandra Williams (sandra-williams) (04/19/17 4:36 pm): Rollback: Please add cross-listed course number for ECEN to the form in the "crosslisted with" field.
Sandra Williams (sandra-williams) (04/19/17 9:44 pm): Rollback: Please revise course title & beginning of description to remove "Introduction" from the 400-level course; committees will also want to see measurable learning outcomes (not objectives) in syllabus.
John Keyser (keyser) (04/20/17 2:29 pm): Rollback: To edit syllabus
Sandra Williams (sandra-williams) (04/21/17 8:26 am): Rollback: Please update learning outcomes. Committees will want to see measurable outcomes. You may want to consider answering the question "By the end of this course, students will be able to..."(ex., describe, analyze, design, etc.).
Sandra Williams (sandra-williams) (05/04/17 4:27 pm): Update received.
Sandra Williams (sandra-williams) (08/10/17 8:40 am): Approved by UCC (August).

Reported to state?

Key: 169000
Course title and number: CSCE 416/616 - ECEN 416: Hardware Design Verification
Term: Spring 2017
Meeting times and location: TBD

Course Description and Prerequisites
CSCE 416/616: Hardware Design Verification. Credit 3. Introduction to hardware functional verification; case studies on verification in integrated circuit design; introduction to industry best practices; introduction to logic functional verification.

Course Prerequisites: CSCE 312 or CSCE 350 or ECEN 350, or equivalent course in Computer Architecture. familiarity with C/C++/Verilog/VHDL programming

Learning Outcomes
Students will be able to demonstrate the following outcomes on successful completion of this course:

1. Identify core aspects of the hardware design verification process.
2. Illustrate how verification answers the question of whether a specified product is in fact being designed.
3. Explain Verification’s role in Product Development Flow
4. Explain the role of Design Specification as an input to Design Functional Verification
5. Apply industry-standard tools to perform Design Functional Verification

Instructor Information
Instructor Mike Quinn
Telephone number 979-862-4673
Email address m.d.quinn@tamu.edu
Office hours TBD
Office location 527C HRBB

Textbook and Resource Material
Grading Policies (Subject to Change)
Grading is broken down in 50-50 proportions between labs/homework and exams/quizzes as follows for a total of 100 points.
Labs: 40 points, Homework: 10 points (Total of 50 Points)
Midterm: 20 points, Final: 20 points, Quizzes: 10 points (Total of 50 Points)
Grade scale is as follows: 90-100=A, 80-89=B, 70-79=C, 60-69=D, Below 60 = F

Differences in Expectations for Graduate/Undergraduate-Honors and Undergraduate Students:
- The exams/quizzes for Graduate and Undergraduate-Honors students will have additional AND/OR more difficult questions.
- The homework assigned to Graduate and Undergraduate-Honors students will have additional AND/OR more difficult sections (which in some cases may also be presented to the Undergraduate students for Extra Credit).
- The labs design & test bench code used/developed by the Graduate and Undergraduate-Honors students will have additional AND/OR more complex features. This is consistent with the assumption that the Graduate and Undergraduate-Honors students will have a stronger background in Logic Design and Micro-Architecture.

Late work policy: 10% of the maximum possible points will be deducted for each 24 hours that the assignment is late (e.g., if the assignment is due at midnight on Feb 1, and you turn it in any time on Feb 2, 10% of the maximum points will be deducted; if you turn it in any time on Feb 3, 20% of the maximum points will be deducted; etc). Once solutions have been discussed or handed out, the assignment will not be accepted (grade of 0). Make-up assignments will only be available for university-excused absences; see Student Rule 7, Attendance (http://studentrules.tamu.edu/rule07).

Attendance and Make-up Policies
Attendance and Participation: Lecture and lab attendance is expected. Infrequent unavoidable absences are understood, but each student is responsible for any missed material. For excused absences, students will not be penalized. See Section 7 (http://student-rules.tamu.edu/rule07) of the Student Rules for the excused absence policy. For acute illnesses of less than three days, both option A and option B of section 7.1.6.2 are acceptable in this course. For unexcused absences, a grade of zero will be assigned for missed work.

Course Topics, Calendar of Activities, Major Assignment Dates
Course topics (subject to change):
1. Introduction to Hardware Design Verification
   a. Verification in the IP/SoC Design Process
   b. Verification Flow
   c. Fundamentals of Simulation Based Functional Verification
   d. Fundamentals of Assertion Based Verification
   e. Verification Plan
2. Simulation Based Functional Verification
   a. Verification Environments
   b. Verification Test Bench Components
   c. Strategies for Simulation-Based Stimulus Generation
   d. Strategies for Simulation-Based Results Checking
3. Comprehensive Verification
   a. Random Stimulus and Coverage Analysis
   b. Test Result Analysis and Failure Debugging
4. Introduction to Fundamentals of Formal Verification
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic [assigned reading from class textbook]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Tue</td>
<td>29-Aug</td>
<td>Course Introduction [Chap 1]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>31-Aug</td>
<td>Verification Cycle/Methodology/Plan [Chap 2,4]</td>
</tr>
<tr>
<td>Week 2</td>
<td>Tue</td>
<td>5-Sep</td>
<td>Introduction to <code>e</code> Language [NA]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>7-Sep</td>
<td>Lab #1 – HTAX Verification Plan</td>
</tr>
<tr>
<td>Week 3</td>
<td>Tue</td>
<td>12-Sep</td>
<td>Introduction to UVM <code>e</code> [NA]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>14-Sep</td>
<td>Lab #2 – Packets and Constraints</td>
</tr>
<tr>
<td>Week 4</td>
<td>Tue</td>
<td>19-Sep</td>
<td>Stimuli Generation [Chap 7]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>21-Sep</td>
<td>Lab #3 – HTAX Packet, Signal Map and BFM</td>
</tr>
<tr>
<td>Week 5</td>
<td>Tue</td>
<td>26-Sep</td>
<td>UVM <code>e</code> Sequences [NA]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>28-Sep</td>
<td>Lab #4 – Sequence Driver and Library</td>
</tr>
<tr>
<td>Week 6</td>
<td>Tue</td>
<td>3-Oct</td>
<td>Checking [Chap 8]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>5-Oct</td>
<td>Lab #5 – Monitors, Checking and HTAX UVCs</td>
</tr>
<tr>
<td>Week 7</td>
<td>Tue</td>
<td>10-Oct</td>
<td>Review for MidTerm Exam</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>12-Oct</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>Week 8</td>
<td>Tue</td>
<td>17-Oct</td>
<td><code>e</code> Checks [NA]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>19-Oct</td>
<td>Lab #6 – HTAX Interface UVC and Virtual Driver</td>
</tr>
<tr>
<td>Week 9</td>
<td>Tue</td>
<td>24-Oct</td>
<td>Assertions and ABV [Chap 3]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>26-Oct</td>
<td>Lab #7 – HTAX Module UVC</td>
</tr>
<tr>
<td>Week 10</td>
<td>Tue</td>
<td>31-Oct</td>
<td>Coverage Models [Chap 6]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>2-Nov</td>
<td>Lab #8 – Code and Functional Coverage</td>
</tr>
<tr>
<td>Week 11</td>
<td>Tue</td>
<td>7-Nov</td>
<td><code>e</code> Coverage and SV Assertions [NA]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>9-Nov</td>
<td>Lab #9 – SystemVerilog Assertions</td>
</tr>
<tr>
<td>Week 12</td>
<td>Tue</td>
<td>14-Nov</td>
<td>Regression [Chap 13]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>16-Nov</td>
<td>Lab #10 – HTAX Regression and Results Analysis</td>
</tr>
<tr>
<td>Week 13</td>
<td>Tue</td>
<td>21-Nov</td>
<td>Formal Veriﬁcation – Guest Lecture [Chap 11,12]</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>23-Nov</td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>Week 14</td>
<td>Tue</td>
<td>28-Nov</td>
<td>Lab #11 – Jasper Gold Demonstration</td>
</tr>
<tr>
<td></td>
<td>Thu</td>
<td>30-Nov</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Week 15</td>
<td>Tue</td>
<td>5-Dec</td>
<td>NO LECTURE</td>
</tr>
<tr>
<td></td>
<td>???</td>
<td>??-Dec</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course Change Request

New Course Proposal

Date Submitted: 06/06/17 10:01 am

Viewing: MUSC 381: Ensemble Performance

Last edit: 06/07/17 2:38 pm

Changes proposed by: mgariazzo

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariana Gariazzo</td>
<td><a href="mailto:mgariazzo@tamu.edu">mgariazzo@tamu.edu</a></td>
<td>979-845-8547</td>
</tr>
</tbody>
</table>

Course prefix: MUSC  
Course number: 381

Department: Performance Studies

College/School: Liberal Arts

Academic Level: Undergraduate

Effective term: 2018-2019

Complete Course Title

Ensemble Performance

Abbreviated Course Title

ENSEMBLE PERFORMANCE

Catalog course description

Performance and research in ensemble settings covering a wide variety of genres from world cultures, including contemporary, historical, popular, folk and classical genres.

Prerequisites and Restrictions

Performance Studies major or minor, junior or senior classification, or approval of instructor.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With

Stacked: No  
Stacked with

Semester: 3  
Contact Hour(s): 3

Lecture: 3  
Lab: 0  
Other: 0  
Total: 3

Repeatable for credit: Yes

Number of times repeated for credit: 2  
- OR -  
Maximum number of hours

When will this course be repeated? Within a student's career

Three-peat? Yes

Approval Path

1. 06/06/17 11:27 am
   Donnalee Dous (dox): Approved for PRFM Department Head

2. 06/07/17 2:41 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 06/07/17 3:38 pm
   Penny Boice (pboice): Approved for LA Committee Preparer UG

4. 07/21/17 11:45 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 07/21/17 11:53 am
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

6. 07/23/17 6:44 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 08/10/17 8:40 am
   Sandra Williams (sandra-williams): Approved for UCC Chair
### CIP/Fund Code
509010003

### Default Grade Mode
Letter Grade (G)

### Alternate Grade Modes
Satisfactory/Unsatisfactory

### Method of instruction
Lecture

### Will this course be taught as a distance education course?
No

### Is 100% of this course going to be taught in Texas?
Yes

### Will classroom space be needed for this course?
Yes

### This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PERF) Performance Studies - BA</td>
</tr>
<tr>
<td>(MINOR-PERF) Performance Studies - Minor</td>
</tr>
</tbody>
</table>

### Has/will this course be(en) submitted for core curriculum consideration?
No

### Has/will this course be(en) submitted for Writing or Communication consideration?
No

### Has/will this course be(en) submitted for ICD consideration?
No

---

### Course Syllabus

**Syllabus:**
Upload syllabus

**Upload syllabus**
[MUSC 381 Ensemble Performance MG 5 25 DD 5 26.docx](MUSC 381 Ensemble Performance MG 5 25 DD 5 26.docx)

**Letters of support or other documentation**
No

**Additional information**

**Reviewer Comments**
Donnalee Dox (dox) (06/06/17 9:58 am): Rollback: Prerequisites and restrictions: Performance Studies major or minor, junior or senior classification, or approval of instructor.

Sandra Williams (sandra-williams) (08/10/17 8:40 am): Approved by UCC (August).

---

**Reported to state?**
MUSC 381.500: Ensemble Performance, Three Hour Credit.

Professor: Dr. David Wilborn
Office: LAAH 131
Office Hours: By Appointment
Email: wilborn@tamu.edu

Class Time/Day: T TH 5:45-6:30
Classroom: LAAH Rm. 126
Phone: (979) 458-2735

Catalogue Description:
Performance and research in ensemble settings covering a wide variety of genres from world cultures, including contemporary, historical, popular, folk, and classical genres.

Course Description:
MUSC 381 is designed to offer students an opportunity to perform and research repertoire in chamber or combo ensemble settings. Small ensembles may perform a wide variety of styles and musical traditions. Students may elect to form their own ensembles or, in some cases, the instructor will assign students to ensembles based on interest and ability. Performance and research in ensemble settings covering a wide variety of genres from world cultures, including contemporary, historical, popular, folk, electronic, and classical genres.

Required Text

Student Learning Outcomes:
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see:

Specific Learning Outcomes:
- Demonstrate understanding of musical performance styles for the assigned repertoire
- Develop appropriate skill set for the assigned repertoire
- Perform in a chamber or combo ensemble in two public events
- Compare and contrast assigned new literature
- Interpret stylistic features of assigned repertoire in writing and performance assignments
- Work collaboratively in teams to research, rehearse, coach and perform
- Analyze performances and rehearsals by other students’ ensembles in writing and verbally.

Grading
Grading will be determined by the following percentages:
• (30%) Prepared participation in class coaching, discussion and performance sessions as documented by rehearsal log.
• (30%) Public concert performances and ensemble recording
• (20%) 15-minute class presentation
• (20%) Written term paper or composition

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.” All students should be aware of the Aggie Honor Code and the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu and http://student-rules.tamu.edu/aggiecode. All students will be expected to follow this code and will be judged according to the penalties delineated therein.

Expectations of the Student
Students in MUSC 381 are expected to have a genuine interest in developing performance and research skills. Each ensemble participant must have some demonstrated knowledge of music or performance experience in music to perform in an ensemble. All students are expected to research repertoire appropriate for their ensembles. Students are expected to investigate appropriate resources for developing their performance skills (mp3’s, compact discs, DVD’s, video tapes, texts, journals, etc.). Some of these resources can be located in the Evans Library.

It is extremely important that students have some background in the style of music they want to perform. There will be limited opportunity for the student to learn fundamental aspects of performing music of a specific genre. Students should be able to demonstrate the following:
- Familiarity with and interest in a particular musical or genre
- Ability to perform the required instrument(s)
- Knowledge base of musical customs and traditions associated with the musical genre
- Knowledge of artists who perform the musical style of interest
- Teamwork -- you are expected to collaborate with members of your ensemble to schedule rehearsals, secure equipment, find appropriate literature, set rehearsal goals, and contribute to the overall success of the creative and research work

In addition, students should have the required instruments and accessories to perform in their designated ensemble. In some cases, the Department of Performance Studies can provide departmental instruments and equipment. Please consult with the instructor or Department staff Dr. John Moeller for access to instruments curated by the Department of Performance Studies.

Logistics and Performance Equipment
- Each ensemble will select repertoire to work on for the semester and provide a rationale for choosing the repertoire. Final performance of the repertoire should be about 20 minutes in length. **It is the ensemble’s responsibility to find repertoire.** All repertoire must be approved by the instructor.
• In some cases, scores or sheet music may be provided to ensemble members. Students must return the assigned music to the coach at the conclusion of the semester recording session.
• Students should make every effort to have the proper equipment, scores, sheet music, and accessories to rehearse and perform. These items may include: metronome, tuner, music stand, amplifiers, instruments, essential electronic components, microphones, electronic chords/cables, performance props, etc. See Department staff Dr. John Moeller for access to equipment your ensemble members cannot provide.

Semester Activities
• The instructor will establish semester performance goals with each ensemble. Some of these goals may include: composing a designated number of original works to be performed, learning a designated number of pre-existing or cover selections, memorizing literature for performance, etc.
• Students are expected to attend all weekly class sessions, whether or not they are performing.
• Class time will be devoted to ensemble rehearsal, coaching, discussion of literature/performance, and research presentations. Each ensemble will receive in-class coaching from the instructor and peer coaching from the class.
• Students are expected to rehearse at least once a week outside of class. These rehearsals are mandatory for completing weekly assignments given by the instructor. A rehearsal log for each member of each ensemble will be collected at the end of the semester. The rehearsal log will detail the ensemble and personal goals, accomplishments, progress, and challenges for each dated rehearsal and coaching session. Your rehearsal log should also reflect your engagement with or application of concepts in *Music as Social Life*.
• Ensembles will perform for the class on assigned dates. These events will be both performance and final coaching. Class attendees will also provide written critique of the in-class performance. These performances will serve as a dress rehearsal for the final performance.
• Every ensemble will perform in a final semester concert event during the last week of classes.
• Every ensemble will record at least one selection in the Performance Studies Recording Studio during the final exam period or at a time convenient for the ensemble.
• Every ensemble member will have a written term project which will also be presented in class. The written project must be tied to the music or the style of music being studied in the ensemble. Students must decide to complete 1 of the 2 options below for the project:
  i. Each student will give a 15-minute class presentation relating to the literature being performed by their ensemble. Research topics might include: a study of the style of music being performed; a profile study of the composer and signature features in his/her musical styles; a critical analysis of the music in its cultural context; a discussion of how the performance of the music reinforces or contests cultural norms; a discussion of the any other approved aspect related to the music being performed by the assigned ensemble.
• The written form of the project must be turned in on the last class day of the semester. Term papers must be a minimum of 7 pages in length, not including bibliography and notes. MLA format preferred.
ii. **An original composition for the assigned ensemble.** The original composition should be similar in style to the music being performed by the ensemble. The composer should make every effort to study all facets of compositional style so that these features can be reflected in the original composition. The assigned ensemble will also demonstrate and perform the original composition. All compositions must be in written form.

- Compositions must be at least 7 minutes in length. Conventions of scholarly writing and music scoring commensurate with 300-level courses are expected.

**Attendance**

Students must attend all class sessions. Should a conflict arise, please inform the instructor immediately and have the courtesy to inform ensemble members in a timely manner (preferably before the class session.) **Your input and participation are required throughout the semester, as each student will have responsibility for peer coaching ensembles. It is unconscionable to miss a rehearsal or class session in which your ensemble is rehearsing or performing.**

- Refer to the Student Rules regarding attendance at http://student--rules.tamu.edu/rule07 for guidelines in documenting excused absences and arranging to make up work.
- Bring any attendance concerns to the attention of your professor as soon as you are aware of them. Examples: anticipated absences, life events that interfere with your ability to fulfill class expectations, illness, finding yourself overcommitted to the extent you cannot fulfill class expectations, etc.
- You will be able to make up missed rehearsals, recording session, presentations, and performances only if you can produce a documented excuse or document a University excused absence.
- You are expected to attend the end-of-semester concert performances (during class time) and stay for the duration of the concert. Failure to do so without a documented excuse will reduce your final grade by 1 letter grade.
- If you miss a scheduled rehearsal outside of class or your scheduled recording session, presentation, e without a documented excuse, your final grade will be reduced by 1 letter grade.

**Guidelines for All Ensembles**

**Repertoire**

- The instructor will make every effort to bring to class faculty coaches whose musical expertise can contribute to each ensemble’s work.
- The ensemble personnel should exhaust resources (music professors, music stores, the library, music web-sites, etc,) to locate repertoire and secure scores or sheet music. Students must locate this music during the second week of class; coaching begins week 3.
- If your ensemble wants to purchase music, please give your instructor all ordering information on or before the first class meeting of the second week of classes. Your instructor will be able to order music if and only if all information is received by the first class meeting of the second class week.

**Procedures**

- Every ensemble must be coached by the instructor and/or faculty coach by third week of class. This is enough time to confirm personnel and determine possible performance literature.
Final Concert
- All ensembles will perform in a final concert during the class periods during the last week of classes.

Recording
- All student ensembles are required to record in the Performance Studies Department Recording Studio. 1-2 selections from the assigned repertoire are to be recorded. The date for these recording sessions is scheduled during the regular final examination period. Other times may be scheduled.

Tentative Course Schedule

The above schedule may be altered for the needs of the class. Any changes to performance dates will be announced at least one class period in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Assessment of student abilities, ensembles formed</td>
</tr>
<tr>
<td>Week 2</td>
<td>CH 1 &quot;Why Music Matters&quot;</td>
<td>Literature and reading discussed; ensemble goals set; research</td>
</tr>
<tr>
<td>Week 3</td>
<td>CH 2 “Participatory and Presentational Performance”</td>
<td>In-class coaching with instructor/guest coach</td>
</tr>
<tr>
<td>Week 4</td>
<td>CH 4 “Habits of the Self, Identity, and Culture”</td>
<td>In-class coaching with instructor/guest coach</td>
</tr>
<tr>
<td>Week 5</td>
<td>CH 6 “Old Time Music and Dance: Cultural Cohorts and Cultural Formation”</td>
<td>In-class coaching with instructor/guest coach</td>
</tr>
<tr>
<td>Week 6</td>
<td>CH 7 “Music and Political Movements”</td>
<td>In-class peer coaching (oral and written feedback)</td>
</tr>
<tr>
<td>Week 7</td>
<td>CH 8 “For Love or Money”</td>
<td>In-class peer coaching (oral and written feedback)</td>
</tr>
<tr>
<td>Week 8</td>
<td>CH 3 “The Recording Field: High Fidelity and Studio Audio Art”</td>
<td>In-class peer coaching (oral and written feedback)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>“Participatory, Presidential and High Fidelity Music in Zimbabwe”</td>
<td>Discussion of musical conventions and contexts for the music of each ensemble</td>
</tr>
<tr>
<td>Week 9</td>
<td>“Participatory, Presidential and High Fidelity Music in Zimbabwe”</td>
<td>Discussion of performance conventions for final performance of each genre at TAMU</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Research presentations; final paper/composition due</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Research presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td>Public Concert and critical reflection: Room 126; rehearsal logs due</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>Public Concert and critical reflection: Room 126</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td>Recording</td>
</tr>
<tr>
<td>Final Exam period</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Course Proposal

Date Submitted: 05/30/17 1:43 pm

Viewing: SPAN 112 : Intensive Beginning Spanish

Last edit: 08/08/17 2:35 pm

Changes proposed by: jvillalo

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Villalobos</td>
<td><a href="mailto:jvillalo@tamu.edu">jvillalo@tamu.edu</a></td>
<td>979-845-2125</td>
</tr>
</tbody>
</table>

Course prefix: SPAN  
Course number: 112

Department: Hispanic Studies
College/School: Liberal Arts
Academic Level: Undergraduate
Academic Level (alternate): Graduate
Effective term: 2018-2019

Complete Course Title: Intensive Beginning Spanish

Abbreviated Course Title: INTENSIVE BEGINNING SPANISH

Catalog course description:
Accelerated study of Spanish with oral, written and reading practice; active use of the language in conversation and culture-based projects at the novice high level as defined by American Council on the Teaching of Foreign Languages; intended for those with no prior knowledge of Spanish; equivalent to SPAN 101 and SPAN 102.

Prerequisites and Restrictions:
Prior knowledge of Spanish requires the Spanish Placement Test before enrolling for the first time in a college Spanish course.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Stacked: No

Semester: 8
Credit Hour(s): 8
Contact Hour(s): 8
Lecture: 8
Lab: 0
Other: 0

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 1609050001
Default Grade Mode: Letter Grade (G)

Approval Path:
1. 05/30/17 5:15 pm  
   Irene Moyna (moyna): Approved for HISP Department Head
2. 06/01/17 9:58 am  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 06/01/17 10:27 am  
   Penny Boice (pboice): Approved for LA Committee Preparer UG
4. 07/21/17 11:34 am  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 07/21/17 11:53 am  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 07/23/17 6:44 pm  
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 08/10/17 8:40 am  
   Sandra Williams (sandra-williams): Approved for UCC Chair
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will this course be taught as a distance education course?: No
Is 100% of this course going to be taught in Texas?: Yes
Will classroom space be needed for this course?: Yes

This will be a required course or an elective course for the following programs:
Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-SPAN) Spanish - BA</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?: No
Has/will this course be(en) submitted for Writing or Communication consideration?: No
Has/will this course be(en) submitted for ICD consideration?: No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: Span112_Syllabus7-17-17.docx

Letters of support or other documentation: No

Additional information: This course will combine the content of SPAN 101 and 102, allowing students to complete the first year of Spanish in one semester. At a later time, we will also submit an accelerated version of SPAN 201 and 202 (called SPAN 212) so that students are able to fulfill the foreign language requirement for the College of Liberal Arts in one year.

Reviewer Comments
Sandra Williams (sandra-williams) (05/19/17 1:22 pm): Rollback: Should syllabus Make-Up Policy include "University Excused Absences"? Under "NOTE", just before the weekly schedule, should it include "except for University excused absences"?
Sandra Williams (sandra-williams) (06/01/17 9:57 am): Update received for syllabus. Moving forward, however, is this a required or elective course - what program(s)?
Sandra Williams (sandra-williams) (08/10/17 8:40 am): Approved by UCC (August).
Instructor: Gabriela Zapata     Section: 112.500
E-mail: gzapata@tamu.edu     Phone number: 979-845-2125
Office Location: ACAD 207     Class Time: MTWR 8:00-10:00 AM
Office Hours: Mondays & Thursdays, 10:30-12:00 PM     Class Location: ACAD 128

COURSE DESCRIPTION: SPAN 112 Intensive Beginning Spanish
Credits 8. 8 Lecture Hours.
Intensive Beginning Spanish. Accelerated study of Spanish with oral, written and reading practice; active use of the language in conversation and culture-based projects at the novice high level as defined by American Council on the Teaching of Foreign Languages; intended for those with no prior knowledge of Spanish; equivalent to SPAN 101 and SPAN 102.

REQUIRED COURSE MATERIAL
• Book key: in textbook package.

Placement: A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester. For placement test information contact the Department of Hispanic Studies (979) 845-2125 or visit http://hispanicstudies.tamu.edu/undergraduate-program/placement-test/.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Honor Code
Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code (“An Aggie does not lie, cheat or steal, or tolerate those who do”). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://aggiehonor.tamu.edu/.

LEARNING OUTCOMES
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. For more, please check out the TAMU Student Learning Outcomes statement at http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf.

This is a course aimed at those students who wish to attain a working knowledge of Spanish at an accelerated pace, and the objective conditions will be created whereby all students can have a successful learning experience. By the end of the semester, you will be able to do the following in Spanish (we suggest that you check on the “can do” statements, included below, throughout the semester to monitor your progress):
• communicate at a basic skills level.
• interpret simple ideas expressed by other speakers.
• use Spanish to communicate simple ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, and chores.
• read authentic Spanish texts on a variety of simple subjects.
• discuss awareness of and cultural sensitivity to the Spanish language.
• state some cultural, social, and historical aspects of the Spanish-speaking world.

The Spanish Language Program at Texas A&M teaches language communicatively which means that all courses are taught in Spanish, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. This requires that you come to class prepared to engage in the day’s work by having read all required material and completed ALL assignments assigned by your instructor.

The content of the Spanish classes and the way in which students’ work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the World-Readiness Standards for Learning Languages (NSFLEP, 2015), whose main goals of instruction are as follows:

COMMUNICATION: Communicate effectively in order to function in a variety of situations and for multiple purposes.
• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
• Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
• Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES: Interact with cultural competence and understanding.
• Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
• Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence.
• Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
• Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational (presented in the Communication standards).

COURSE OUTCOMES
By the end of the semester, you will be able to do the following in Spanish. We suggest that you check on these “can do” statements throughout the semester to monitor your progress.

Overall outcome: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

☐ I can have a simple conversation on a number of everyday topics.
I can talk with someone about myself and my family.
I can talk with someone about hobbies and interests and likes and dislikes.
I can talk with someone about school and simple ideas about my health.
I can _____________________________________________________.
I can exchange information using texts, graphs, or pictures.
I can ask about and identify familiar things in a picture from a story.
I can ask about and identify important information about the weather.
I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
I can respond to simple questions based on visuals that provide information containing numbers.
I can tell someone where something is located, such as next to, across from, or in the middle of.
I can _____________________________________________________.
I can make plans with others.
I can accept or reject an invitation to do something or go somewhere.
I can invite and make plans with someone to do something or go somewhere.
I can exchange information about where to go, such as to the movie theatre to see a movie, the lab, or when to meet (day and time).
I can _____________________________________________________.
I can ask and answer questions related to subjects such as health, geography, and celebrations.
I can have a conversation about renting an apartment.
I can make a purchase.
I can _____________________________________________________.
I can write briefly about most familiar topics and present information using a series of simple sentences.
I can understand the main idea in short, simple messages and presentations on familiar topics.
I can understand the main ideas of short and simple texts when the topic is familiar.

**FINAL GRADING SCALE**
The final course grades will be assigned on the basis of the following scale:
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 60 %

**SUMMARY OF DISTRIBUTION OF GRADES**

<table>
<thead>
<tr>
<th>EVALUATION PROCEDURES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Preparedness (22%)</td>
<td></td>
</tr>
<tr>
<td>Class preparedness (exercises you need to prepare before class everyday) and in-class participation</td>
<td>10 (4 grades: 2.5% each)</td>
</tr>
<tr>
<td>Online homework</td>
<td>12</td>
</tr>
<tr>
<td>Summative Assessment: Interpersonal (28%)</td>
<td></td>
</tr>
<tr>
<td>Three short conversations with partner (2 minutes per student per conversation)</td>
<td>15 (5% each)</td>
</tr>
<tr>
<td>Final interview with instructor (5 minutes)</td>
<td>13</td>
</tr>
<tr>
<td>Interpretive and Presentational (10%)</td>
<td></td>
</tr>
<tr>
<td>Five culture blog entries (activities and reflection)</td>
<td>10 (2% each)</td>
</tr>
<tr>
<td>Summative Assessment: Interpretive and Presentational (40%)</td>
<td></td>
</tr>
<tr>
<td>Four exams (two chapters per exam, except for the last exam)</td>
<td>40 (10% each)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

**EXPLANATION OF EVALUATION PROCEDURES**

1. **Make Up Policy**

Be aware that the Spanish Language Program has a Make Up Policy, and that all course work responds to it. This means that in order to make up any work (specific assignments, exams, etc.) that you miss, you must present valid, original documentation to your instructor. Students who can verify that they were prevented from completing assignments due to illness or religious holidays are permitted to make up the work they missed. Students who miss class because of their performance in university-sponsored events, such as athletic competitions, fine-arts performances, ROTC activities, etc. are also allowed to make up the work they missed. The other valid reason for making up work is a death in the immediate family. In all cases, the Spanish Language Program will abide by what is an acceptable excuse according to A&M’s attendance policy (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). To make up missed class work, consult your instructor.

2. **Attendance Policy**

Language learning is an active enterprise, and the student’s active participation in class is a must. For this reason, class attendance is an important factor. All instructors of Beginning Spanish will require written confirmation of absences that students seek to be considered as excused. Students should familiarize themselves with Texas A&M University attendance policies (see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Excessive university-unauthorized absences (beyond four) will have an adverse effect on student performance and on the determination of the final course grade. **Each absence beyond four will result in a 2-point reduction per absence of the student’s final grade.** Example: if you were to be absent for example 3 times beyond the allotted 4, you would lose **6 points** of your final grade (e.g., if you got a final grade totaling 90 and you had 3 unexcused absences beyond the allotted 4, your final grade would be 84. Therefore, you would move from an A to a B).

In order to assist you, we have summarized below the different components of the Spanish courses. If after reading these sections, you have questions about your course, please be sure to ask your instructor.

3. **Use of Spanish and Instructors’ Feedback**

This is a Spanish course; therefore, **it will be taught in Spanish**. However, your instructor may occasionally use English if it is deemed pedagogically appropriate. For example, when providing feedback on the result of an exercise or assessment tool (e.g., an exam), he/she may resort to English to ensure full understanding of the reason why an error was made, and to provide practical suggestions for improvement. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the semester, instructors will make constructive comments on students’ errors with the objective of helping students to recognize weaknesses in their learning process, and, above all, to provide them with ways to improve. You should take advantage of your instructors’ comments, following suggestions for improvement and continuing using Spanish actively. Your instructor’s feedback should not be seen as a form of criticism, but as another facet of the learning process.

4. **Preparedness and Participation**

**Purpose:**
- To provide multiple evaluations of participation (oral and written) and engagement.
- To help you prepare for your in-class work.

Participation consists of the assessment of the quality of the student’s contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student’s language learning activity. If you appear not to be prepared (e.g., if you haven’t completed the exercises assigned by your instructor), your grade will reflect this. If you are
prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the classroom. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). If you are absent and excused, you will earn the average of your performance for participation. You may consult with your instructor about your participation throughout the semester. Your participation grades will be posted on eCampus in weeks 3, 7, 11, and 15.

In-class Homework: Each day before class, students are expected to have the material assigned by the instructor on the previous class completed (e.g., all textbook exercises, reading and listening comprehension activities, compositions, or extra homework assigned by the instructor). Any incomplete work will receive a grade of zero and a loss of points for the “Participation” component of the course.

5. Online Homework
Purpose:
- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:
- You will do your workbook exercises and practices outside of class in an electronic workbook.
- To prepare for the activities, read the lesson in the text before starting your homework exercises. Note that most activities will direct you to the appropriate pages in your text if you encounter difficulties.
- An assignment consists of every single activity for the lesson. All the activities for each lesson are machine-scored, and some will accept multiple correct answers. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- Students receive four attempts on each exercise before a final grade is established. You must, however, complete the activities by the deadline stated in the schedule. You will not have access to the online exercises after the deadline. You must complete all of the assignments for each of the lessons for your level unless otherwise instructed. No assignments will be dropped. Activities that are not done or not submitted for scoring (work saved, but not submitted for scoring) are computed as a zero. At the end of each completed chapter, your instructor will record the average grade for the chapter assignments.

6. Conversations with Partner
Purpose:
- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode

How they work:
You will be required to participate in three short oral conversations with a partner. These conversations will be presented in front of your instructor. The oral conversations will last 4 minutes (2 minutes per student). The dates for the conversations are listed on the schedule. The topics of the conversations will NOT be announced beforehand; however, they will be based on the topics covered in class, for example in the A conversar and A comunicarnos sections of each chapter, and the extra interpersonal situations.

7. Final Oral Interview
Purpose:
- To give you the opportunity to speak Spanish in a specific social context
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode
How it works:
The final oral interview will consist of a one-on-one conversation with your instructor (including a role play). It will be conducted at the end of the semester, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last 5 minutes.**

8. **Culture Blogs**
Purpose: To give you the opportunity to work on different oral and written texts, and to know more about the target culture.

How they work:
You will have to complete **three comprehensive culture blog activities** related to the topics discussed in class. These tasks will require you to work with authentic materials, and to write reflections on your experience. The completed assignments will be submitted online (on eCampus) on the deadline established in the schedule. Further details about the blog entries will be provided by the instructor at a later date during the semester.

9. **Chapter Exams**
Purpose: To validate comprehension of material in the chapter (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:
Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension exercises and a short composition. The exams are significant measurements of your comprehension of the material in the lesson. The number of items on an exam is variable.

**INSTRUCTIONAL HELP**
Tutoring is available in the Language Support Office (ACAD 124). Students are encouraged to visit the LSO to receive help on assignments and practice speaking Spanish.

**TEMARIO/SCHEDULE:**
- The instructor reserves the right to make changes to the schedule (excluding assessment dates) if he/she deems it pedagogically appropriate.
- The student is responsible for the notes/material from any classes missed.
- Remember to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and you are required to complete ALL assigned activities listed on the schedule or any assigned by the instructor **BEFORE** you come to class.
- **NOTE:** Except for University excused absences, **any incomplete or late assignments** will receive an automatic grade of **ZERO**.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TO PREPARE AT HOME AND TO DISCUSS/CHECK IN CLASS</th>
</tr>
</thead>
</table>
| 01   | **Monday:** Syllabus, Introductions<br>**Capítulo Preliminar:** ¡Mucho gusto!  
- Vocabulario (pp. 2-3); ¡A practicar! (p. 4): P-1, P-2 y P-3  
- ¡A explorar! (pp. 6-7): Prepare all exercises on these pages  
**Tuesday**  
- A conversar (p. 5): P-5 y P-6; Encuentro cultural (pp. 8-9)  
- Estructura 1 (p. 10); ¡A practicar! (p. 11): P-8, P-9  
- ¡A conversar! (p. 11): P-11  
- Capítulo preliminar: Actividad extra #1 (en eCampus)  
- SAM : P-W1, P-W2, P-W3, P-L1, P-L2 y P-L3  
- SAM: P-W4, P-W5, P-L4, P-L5 y P-L6  
**Wednesday** |
<table>
<thead>
<tr>
<th>Fechas</th>
<th>Tareas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>02</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td></td>
</tr>
</tbody>
</table>
|  | ¡A conversar! (p. 27): 1-12  
|  | Encuentro cultural (pp. 28-29)  
|  | Vocabulario 2 (pp. 30-31): ¡A practicar! (p. 32): 1-13, 1-14, 1-15 y 1-16  
|  | ¡A conversar! (p. 33): 1-19  
|  | Estructura 2 (pp. 34-35): ¡A practicar! (p. 36): 1-21, 1-22, 1-23  
| **Tuesday** |  
|  | ¡A conversar! (p. 37): 1-26  
|  | Situaciones orales extra de práctica (en eCampus): Situaciones 2 y 4  
|  | ¡A conversar! (p. 41): 1-30, 1-31  
|  | Nota de participación 1  
|  | SAM: 1-W8, 1-W9, 1-W10, 1-L7, 1-L8 y 1-L9  
|  | SAM: 1-W11, 1-W12, 1-L10 y 1-L11  
|  | SAM: 1-W13, 1-W14, 1-L13 y 1-L14  
| **Wednesday** |  
|  | Capítulo 1: Actividad extra #2 (en eCampus)  
|  | ¡A ver! (pp. 42-43)  
|  | ¡A leer! (pp. 44-45)  
|  | ¡A escribir! (pp. 46-47): to write and hand in  
| **Thursday** |  
|  | Capítulo 1: Actividad extra #3 (en eCampus)  
|  | ¡A repasar! (pp. 48-49)  
|  | Situaciones orales extra de práctica (en eCampus): Situaciones 1, 3 y 5  
|  | SAM: 1-W15, 1-W16, y 1-W17  

**Thursday**

Capítulo 1: En una clase de español

- ¡A explorar! (pp. 20-21): Prepare exercises on both pages  
- Vocabulario 1 (pp. 22-23); ¡A practicar! (p. 24): 1-1, 1-2, 1-3  
- Capítulo 1: Actividad extra #1 (en eCampus)  
- Estructura 1 (p. 26); ¡A practicar! (p. 27): 1-8, 1-9, 1-10  
- SAM: P-W7, P-W8, P-W9, P-W10, P-W11, P-L7, P-L9, P-L10 y P-L11  
- SAM: P-WE, P-W12, P-W13, P-W14 y P-W15  
- SAM: P-W4, P-W5, P-L4, P-L5 y P-L6  
- SAM: 1-W1, 1-W2, 1-W3 y 1-W4  
- SAM: 1-W5, 1-W7, 1-L4 y 1-L5  
- Online Workbook Activities for Capítulo Preliminar due on Sunday (date TBA) at 11:59 p.m.
<table>
<thead>
<tr>
<th>03</th>
<th><strong>Monday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Examen 1 (contenidos de los Capítulos preliminar y 1)</td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday: Capítulo 2: En una reunión familiar</strong></td>
</tr>
<tr>
<td></td>
<td>• First culture blog entry due</td>
</tr>
<tr>
<td></td>
<td>• Conversation with Partner #1</td>
</tr>
<tr>
<td></td>
<td>• ¡A explorar! (pp. 52-53): Prepare exercises on both pages</td>
</tr>
<tr>
<td></td>
<td>• Vocabulario 1 (pp. 54-55); ¡A practicar! (p. 56); 2-1, 2-2, 2-3</td>
</tr>
<tr>
<td></td>
<td>• ¡A conversar! (p. 57): 2-5, 2-6</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W1, 2-W2, 2-W3, 2-L1 y 2-L2</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td></td>
<td>• Estructura 1 (p. 58); ¡A practicar! (p. 59): 2-7, 2-8; ¡A conversar! (p. 59): 2-10</td>
</tr>
<tr>
<td></td>
<td>• Estructura 2 (p. 60); ¡A practicar! (p. 61): 2-12 and 2-13</td>
</tr>
<tr>
<td></td>
<td>• Estructura 3 (pp. 62-63); ¡A practicar! (p. 62): 2-17, 2-20</td>
</tr>
<tr>
<td></td>
<td>• Situaciones orales extra de práctica (en eCampus): Situación 1</td>
</tr>
<tr>
<td></td>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td></td>
<td>• Encuentro cultural (pp. 64-65)</td>
</tr>
<tr>
<td></td>
<td>• Capítulo 2: Actividad extra #1 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>• Vocabulario 2 (p. 68); ¡A practicar! (p. 67); 2-24, 2-25</td>
</tr>
<tr>
<td></td>
<td>• Capítulo 2: Actividad extra #2 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W4, 2-W5, 2-W6, 2-W7, 2-W8, 2-L4, 2-L6, 2-L7, 2-L8 y 2-L9</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W10, 2-L10, 2-L11 y 2-L12</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W11, 2-W12, 2-L13, 2-L14 y 2-L15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>04</th>
<th><strong>Monday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Estructura 4 (p. 70); ¡A practicar! (p. 71): 2-28, 2-29</td>
</tr>
<tr>
<td></td>
<td>• ¡A conversar! (p. 71): 2-31, [2-32: to write and hand in]</td>
</tr>
<tr>
<td></td>
<td>• Estructura 5 (p. 72); ¡A practicar! (p. 73): 2-33, 2-35</td>
</tr>
<tr>
<td></td>
<td>• ¡A conversar! (p. 71): 2-36</td>
</tr>
<tr>
<td></td>
<td>• ¡Así se dice! (p. 74); ¡A practicar! (p. 75): 2-39, 2-40</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W13, 2-W14, 2-W16, 2-L16 y 2-L17</td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td></td>
<td>• ¡A ver! (pp. 76-77)</td>
</tr>
<tr>
<td></td>
<td>• Capítulo 2: Actividad extra #3 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W17, 2-W18, 2-W20, 2-W21 y 2-L18</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W22, 2-W23, 2-W24, 2-L20, 2-L21 y 2-L22</td>
</tr>
<tr>
<td></td>
<td>• SAM: 2-W25, 2-W26 y 2-W27</td>
</tr>
<tr>
<td></td>
<td>• ¡A repasar! (pp. 82-83)</td>
</tr>
<tr>
<td></td>
<td>• Nota de participación 2</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td></td>
<td>• Capítulo 3: El tiempo libre</td>
</tr>
<tr>
<td>Day</td>
<td>Activities</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Monday | - Estructura 2 (p. 98)  
- ¡A practicar! (p. 99): 3-18, 3-19, 3-20  
- Situaciones orales extra de práctica (en eCampus): Situación 3  
- Estructura 3 (p. 100)  
- ¡A practicar! (p. 101): 3-23, 3-24  
- ¡A conversar! (p. 87): 3-26, [3-25: to write and hand in]  
- SAM: 3-W9, 3-W10, 3-W11, 3-L9 y 3-L11  
- SAM: 3-W12, 3-W13, 3-L12, 3-L13 y 3-L14 |
| Tuesday| - ¡Así se dice! (p. 104)  
- ¡A practicar! (p. 105): 3-32, 3-33  
- ¡A conversar! (p. 105): 3-34  
- Capítulo 3: Actividad extra #2 (en eCampus)  
- ¡A ver! (pp. 106-107)  
- Capítulo 3: Actividad extra (composición) (en eCampus) (para entregar) |
| Wednesday| - Capítulo 3: Actividad extra #3 (en eCampus)  
- ¡A repasar! (pp. 112-113)  
- Repaso Capítulos 2 y 3  
- Online Workbook Activities for Capítulo 3 due on Sunday (date TBA) at 11:59 p.m. |
| Thursday | - Vocabulario 1 (pp. 118-119)  
- ¡A practicar! (p. 120): 4-1, 4-3  
- SAM: 3-W17, 3-W18, 3-L18 y 3-L19  
- SAM: 3-W20, 3-W21 y 3-W22 |
| 06 | **Monday**  
  | • Examen 2 (Capítulos 2 y 3)  
| **Tuesday**  
| • Conversation with Partner #2  
| • Vocabulario 1 (pp. 118-119)  
| • ¡A practicar! (p. 120); 4-1, 4-3 (Cont.)  
| • ¡A conversar! (p. 121): 4-4, 4-6  
| • SAM: 3-W23, 3-W24, 3-W25, 3-W26, 3-W27 y 3-W29  
| **Wednesday**  
| • Estructura 1 (p. 122)  
| • ¡A practicar! (p. 123): 4-7, 4-8, 4-9  
| • ¡A conversar! (p. 125): 4-12, 4-13  
| • Nota de participación 3  
| • SAM: 4-W1, 4-W2, 4-W3, 4-W5, 4-L2, 4-L3 y 4-L4  
| • SAM: 4-W6, 4-W7, 4-W8, 4-L5, 4-L6 y 4-L7  
| **Thursday**  
| • Encuentro cultural (pp. 126-127)  
| • Vocabulario 2 (p. 127)  
| • ¡A practicar! (p. 129): 4-14  
| • ¡A conversar! (p. 129): 4-17  
| 07 | **Monday and Tuesday**  
| • Capítulo 4: Actividad extra #1 (en eCampus)  
| • SAM: 4-W10, 4-L8, 4-L9 y 4-L10  
| **Wednesday**  
| • Estructura 2 (p. 130)  
| • ¡A practicar! (p. 131): 4-19, 4-20  
| • ¡A conversar! (p. 131): 4-22, 4-23  
| • SAM: 4-W12, 4-W13, 4-L11, 4-L12 y 4-L13  
| **Thursday**  
| • Estructura 3 (pp. 132-133)  
| • ¡A practicar! (p. 134): 4-24, 4-25, 4-26  
| • ¡A conversar! (p. 135): 4-28  
| • ¡Así se dice! (p. 136)  
| • ¡A practicar! (p. 137): 4-31, 4-32, 4-33  
| • ¡A ver! (pp. 138-139)  
| 08 | **Monday**  
| • Third entry of culture blog due  
| • ¡A leer! (pp. 140-141)  
| • ¡A repasar! (pp. 144-145)  
| • SAM: 4-W15, 4-W16, 4-W18, 4-L14 y 4-L16  
| • SAM: 4-W19, 4-W20, 4-W21 y 4-L17  
| **Tuesday**  
| • Repaso  
| • Situaciones orales extra de práctica (en eCampus)  
<p>|</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>• Encuentro cultural (pp. 160-161)</td>
</tr>
<tr>
<td></td>
<td>• Vocabulario 2 (pp. 162-163)</td>
</tr>
<tr>
<td></td>
<td>• ¡A practicar! (p. 164): 5-17, 5-18, 5-19</td>
</tr>
<tr>
<td></td>
<td>• Capítulo 5: Actividad extra #4 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>• SAM: 5-W10, 5-W11, 5-W12, 5-L9 y 5-L10</td>
</tr>
<tr>
<td>Tuesday</td>
<td>• Estructura 2 (p. 166)</td>
</tr>
<tr>
<td></td>
<td>• ¡A practicar! (p. 167): 5-23, 5-24, 123</td>
</tr>
<tr>
<td></td>
<td>• ¡A conversar! (p. 169): 5-28 y 5-29</td>
</tr>
<tr>
<td></td>
<td>• Librito (Reader): Primera parte: Capítulo 1: “Los periódicos hacen preguntas” (Read Chapter 1 [pp. 4-8] and do activities on eCampus to correct in class)</td>
</tr>
<tr>
<td></td>
<td>• SAM: 5-W14, 5-W15, 5-W16, 5-L11 y 5-L12</td>
</tr>
<tr>
<td>Wednesday</td>
<td>• ¡A ver! (pp. 172-173)</td>
</tr>
<tr>
<td></td>
<td>• ¡A leer! (pp. 174-175)</td>
</tr>
<tr>
<td></td>
<td>• Nota de participación 4</td>
</tr>
<tr>
<td></td>
<td>• SAM: 5-W22, 5-W24, 5-W25, 5W28, 5-VA, 5-V1, 5-V2 y 5-V3</td>
</tr>
<tr>
<td></td>
<td>• Repaso</td>
</tr>
<tr>
<td></td>
<td>• Online Workbook Activities for Capítulo 5 due on Sunday (date TBA) at 11:59 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>• Examen 3: Capítulos 4 y 5</td>
</tr>
<tr>
<td>Monday</td>
<td>• Capítulo 6: ¿Quieres comer conmigo esta noche?</td>
</tr>
<tr>
<td>Day</td>
<td>Activities</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¡A explorar! (pp. 182-183)</td>
</tr>
<tr>
<td></td>
<td>Vocabulario 1 (pp. 184-185)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 186); 6-1, 6-2</td>
</tr>
<tr>
<td></td>
<td>¡A conversar! (p. 187); 6-5, 6-6</td>
</tr>
<tr>
<td></td>
<td>Estructura 1 (pp. 188-189)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 190); 6-7, 68, 6-9</td>
</tr>
<tr>
<td></td>
<td>Canción: “Así estoy yo sin ti” (on eCampus)</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W1, 6-W2, 6-L1, 6-L2 y 6-L3</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W4, 6-W5, 6-W6, 6-W7, 6-W8, 6-L4, 6-L5 y 6-L6</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estructura 2 (pp. 192-193)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 194); 6-13, 6-14, 6-15</td>
</tr>
<tr>
<td></td>
<td>¡A conversar! (p. 195); 6-16</td>
</tr>
<tr>
<td></td>
<td>Encuentro cultural (pp. 196-197)</td>
</tr>
<tr>
<td></td>
<td>Vocabulario 2 (pp. 198-199)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 200); 6-19, 6-20, 6-21</td>
</tr>
<tr>
<td></td>
<td>¡A conversar! (p. 201); 6-22</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W9, 6-W10, 6-W11, 6W12, 6-L7 y 6-L8</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W13, 6-W14, 6-W15, 6L10 y 6-L11</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fourth culture blog entry due</td>
</tr>
<tr>
<td></td>
<td>Capítulo 6: Actividad extra #1 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>Estructura 3 (pp. 202-203)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 203); 6-25, 6-26</td>
</tr>
<tr>
<td></td>
<td>¡A conversar! (p. 203); 6-27 y 6-28</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W16, 6-W17, 6-W18, 6W19, 6-L13, 6-L14 y 6-L15</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capítulo 6: Actividad extra #2 (en eCampus)</td>
</tr>
<tr>
<td></td>
<td>¡A ver! (pp. 206-207)</td>
</tr>
<tr>
<td></td>
<td>SAM: 6-W22, 6-W23, 6-W24, 6W25, 6-W26, 6-W27, 6-W28, 6W29, 6-W30, 6-W31, 6-VA, 6V1, 6-V2, 6-V3 y 6-V4</td>
</tr>
<tr>
<td></td>
<td>Online Workbook Activities for Capítulo 6 due on Sunday (date TBA) at 11:59 p.m.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>¡A repasar!</td>
</tr>
<tr>
<td></td>
<td>Acts. 1, 2, 3 (pp. 178-179)</td>
</tr>
<tr>
<td></td>
<td>Acts. 1, 2, 3, 4 y 5 (pp. 212-213)</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conversation with Partner #3</td>
</tr>
<tr>
<td></td>
<td>Capítulo 7: De compras</td>
</tr>
<tr>
<td></td>
<td>¡A explorar! (pp. 216-217)</td>
</tr>
<tr>
<td></td>
<td>Vocabulario 1 (pp. 218-219)</td>
</tr>
<tr>
<td></td>
<td>¡A practicar! (p. 220); 7-1, 7-2, 7-3</td>
</tr>
<tr>
<td></td>
<td>SAM: 7-W1, 7-W2, 7-W3, 7-L1, 7-L2 y 7-L3</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>12</th>
<th><strong>Monday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>14</td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>15</td>
<td><strong>Thursday</strong></td>
</tr>
</tbody>
</table>

- ¡A conversar! (p. 221): 7-5 y 7-6
- Librito (Reader): Segunda parte: Capítulos II y III: “Toledo” y “En la sinagoga” (Read Chapters II and III [pp. 9-21] and do activities on eCampus to correct in class)

**Thursday**
- Estructura 1 (p. 222)
- ¡A practicar! (p. 223): 7-7, 7-8, 7-8
- ¡A conversar! (p. 224): 7-10; 7-11
- Nota de participación 5
- SAM: 7-W4, 7-W5, 7-W6, 7-W7, 7-L4, 7-L5 y 7-L6

**Monday**
- ¡Así se dice! (p. 226)
- ¡A practicar! (p. 227): 7-15, 7-16
- Encuentro cultural (pp. 228-229)
- Vocabulario 2 (pp. 230-231)
- ¡A practicar! (p. 232): 7-20, 7-21
- ¡A conversar! (p. 233): 7-23 y 7-24
- SAM: 7-W8, 7-W9, 7-L7 y 7-L8
- SAM: 7-W10, 7-W11, 7-W12, 7L10, 7-L11 y 7-L12

**Tuesday**
- Librito (Reader): Tercera parte: Capítulo IV: “El tesoro de los doce soles” (Read Chapter IV [pp. 22-30] and do activities on eCampus to correct in class)

**Wednesday**
- Capítulo 7: Actividad extra #1
- Estructura 2 (pp. 234-235)
- ¡A practicar! (p. 236): 7-25, 7-26, 7-27
- ¡A conversar! (p. 237): 7-29, 7-30
- SAM: 7-W13, 7-W14, 7-W15, 7W16, 7-L13, 7-L14 y 7-L15

**Thursday**
- Librito (Reader): Cuarta parte: Capítulo V: “La suerte de Cándido” (Read Chapter V [pp. 31-34] and do activities on eCampus to correct in class)
- Estructura 3 (pp. 238-239)
- ¡A practicar! (p. 240): 7-31, 7-32, 7-33

**Monday**
- ¡A conversar! (p. 241): 7-36
- ¡A ver! (pp. 242-243) \& ¡A leer! (pp. 244-245)
- SAM: 7-W17, 7-W18, 7-W19, 7W20, 7-L16, 7-L17 y 7-L18
- SAM: 7-W21, 7-W22, 7-W23, 7W24, 7-W25, 7-W26, 7-W27, 7W28, 7-W29, 7-W30, 7-W31, 7V1, 7-V2 y 7-V3
- Online Workbook Activities for Capítulo 7 due on Sunday (date TBA) at 11:59 p.m.

**Tuesday**
- *Capítulo 8: Fiestas y vacaciones*
- ¡A explorar! (pp. 252-253)
- Vocabulario 1 (pp. 254-255)
- ¡A practicar! (p. 256): 8-1, 8-2, 8-3
- ¡A conversar! (p. 257): 8-4 y 8-6
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>• Fifth culture blog entry due&lt;br&gt;• Estructura 2 (p. 272)&lt;br&gt;• ¡A practicar! (p. 274): 8-25, 8-26, 8-27&lt;br&gt;• ¡A conversar! (p. 275): 8-29&lt;br&gt;• Capítulo 8: Actividad extra #2: Corto: “El regalo”&lt;br&gt;• SAM: 8-W11, 8-W12, 8-W13, 8-L13 y 8-L15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>• ¡A ver! (pp. 276-277)&lt;br&gt;• Capítulo 8: Actividad extra #3&lt;br&gt;• ¡A escribir! (pp. 280-281): Escribir ideas en casa para compartir en clase.&lt;br&gt;• SAM: 8-W14, 8-W15, 8-W16, 8W17y 8-W19&lt;br&gt;• SAM: 8-W20, 8-W21, 8-W22, 8W23, 8-VA, 8-V1, 8-V2 y 8-V3&lt;br&gt;• Online Workbook Activities for Capítulo 8 due next Sunday (date TBA) at 11:59 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>• ¡A repasar! (pp. 248-249)&lt;br&gt;• Capítulo 7: Actividades 1, 2, 3, 4, 5 y 6&lt;br&gt;• ¡A repasar! (pp. 282-283)&lt;br&gt;• Capítulo 8: Actividades 1, 2, 3, 4 y 5</td>
</tr>
<tr>
<td>Thursday</td>
<td>• Examen 4: Capítulos 6, 7 y 8</td>
</tr>
</tbody>
</table>

**DATE AND TIME FOR FINAL CONVERSATION: TBA**
DEPARTMENT OF HISPANIC STUDIES
Placement/Prerequisites Information for Language Courses

Date: ______________    Class/Section: ________________  Instructor: _______________________________________

Student's Name: _______________________________________       UIN: ____________________________

All students of this course with previous experience in the target language, whether acquired through school or cultural/family experience, MUST take a placement examination or have college-level credit for the prerequisite courses. (To sign up for the placement test please go to Marketplace.tamu.edu and enter the Hispanic Studies store.)

Please check the response that applies to you and provide the information requested:

1. ____ I have never had any experience in the Spanish language. (For 101 enrollment only)
2. ____ I have taken the Spanish Placement Test and placed into the course level for which I am enrolled.
3. ____ I took Spanish __________ (the previous level required for this course), at A&M, in the _________________ semester/term of ___________ and passed with a grade of C or better.
4. ____ I have college-level credit (AP or similar) for the prerequisite course(s) for the course for which I am enrolled.
5. ____ I took the prerequisite for this course at another institution. I took it at ____________________________, during the _________________ semester/term of ____________.

If you do not fulfill the prerequisites for this class, or have not been placed into it by placement test or credit, you must drop this class immediately or the Spanish advisor will drop you.

I hereby acknowledge that I am fully aware of the prerequisites for this class. I understand that if I do not fulfill the necessary prerequisites, or if I have not been placed into it by placement exam or credit, I may be dropped from this class, and that I may be dropped after the end of the regular Drop/Add period (i.e., the drop may count as a Q-Drop).

________________________________________ 
Student’s Signature
# Course Change Request

## New Course Proposal

**Date Submitted:** 05/09/17 2:37 pm

**Viewing:** SPAN 321 : Hispanic Cultures in Historical Context, 15th-18th Centuries

**Last edit:** 05/19/17 1:24 pm

Changes proposed by: jvillalo

---

### Faculty Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Villalobos</td>
<td><a href="mailto:jvillalo@tamu.edu">jvillalo@tamu.edu</a></td>
<td>979-845-2125</td>
</tr>
</tbody>
</table>

### Department
- Hispanic Studies

### College/School
- Liberal Arts

### Academic Level
- Undergraduate
- Graduate

### Effective term
- 2018-2019

### Complete Course Title
- Hispanic Cultures in Historical Context, 15th-18th Centuries

### Abbreviated Course Title
- HISP CULTURES 15TH-18TH CENT

### Catalog course description

Study of Hispanic societies from the 15th to the 18th centuries; Spanish and Latin American culture studied in its historical, socio-economic, and political context; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.

### Prerequisites and Restrictions

At least 3 credits of 300-level Spanish or approval of instructor.

### Concurrent Enrollment
- No

### Should catalog prerequisites / concurrent enrollment be enforced?
- No

### Crosslistings
- No

### Crosslisted With
- No

### Stacked
- No

### Stacked with
- No

### Semester
- 3

### Contact Hour(s)
- 3

### Lecture:
- Total 3

### Credit Hour(s)
- 3

### Repeatable for credit?
- No

### Three-peat?
- No

---

## Approval Path

1. 05/09/17 2:41 pm
   - Irene Moyna (moyna): Approved for HISP Department Head

2. 05/19/17 1:26 pm
   - Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 05/19/17 2:20 pm
   - Penny Boice (pboice): Approved for LA Committee Preparer UG

4. 07/21/17 11:36 am
   - Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 07/21/17 11:53 am
   - Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

6. 07/23/17 6:44 pm
   - Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 08/10/17 8:41 am
   - Sandra Williams (sandra-williams): Approved for UCC Chair
SPAN 321: Hispanic Cultures in Historical Context, 15th-18th Centuries

Has/will this course be(en) submitted for core curriculum consideration?
No

Has/will this course be(en) submitted for Writing or Communication consideration?
No

Has/will this course be(en) submitted for ICD consideration?
No

Letters of support or other documentation
No

Additional information
This course is part of a revision in HISP's undergraduate offerings. SPAN 321 merges part of SPAN 311 (Hispanic Culture & Civilization to the 18th Century) with SPAN 331 (Spanish Lit to 1700). If approved, we will request that SPAN 311 and SPAN 331 be removed from the catalog.

Reviewer Comments
Kristin Harper (kharper) (07/26/17 3:48 pm): Although not yet required, beginning Sept. 1, 2017, courses must enforce pre-req/restrictions. Dept. might consider putting this enforcement in place now
Sandra Williams (sandra-williams) (08/10/17 8:40 am): Approved by UCC (August).
Spanish 321: Hispanic Cultures in Historical Context, 15th-18th Centuries

Instructor: ____________________     Office: _________________
Email: _______________________     Office hours: ____________
Phone number: ________________     _______________________

Course description:
Study of Hispanic societies from the 15th to the 18th centuries; culture studied in the context of changing historical moments as registered in socio-economic and political life in Spain and Latin America; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.

Course prerequisites: Prerequisite: At least 3 credits of 300-level Spanish or approval of instructor.

Student Learning Outcomes
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. For more, please check out the TAMU Student Learning Outcomes statement at http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf.

By the end of this course, students will: 1) identify and define various key concepts related to the Hispanic world, both in Spain and Latin America; 2) explain the impact of social and political factors on cultural phenomenon particular to the Hispanic world; 3) compare and contrast how cultural movements on both sides of the Atlantic relate to one another and, when applicable, to forces on a more global scale; and 4) further utilize and improve linguistic and analytical skills acquired in introductory Spanish courses.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Disability Services at the White Creek complex on West Campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Dishonesty: “An Aggie does not lie, cheat or steal, or tolerate those who do.”
It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code and violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

You will be required to write and sign the following on all exams & papers: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
**Attendance:** Attendance is essential for student success in all courses taught by the Department of Hispanic Studies. The attendance policy for Spanish 321 is discussed below and is guided by Student Rule #7 (http://student-rules.tamu.edu/rule07).

**Texts:** The following titles will be available for purchase through the University Bookstore:
- Bartolomé de las Casas: *Brevísima relación de la destrucción de las Indias* (any edition)
Other texts including film, video, and art will be linked through ecampus.

**Attendance and homework:** Students are allowed 3 absences without consequence. After that, 3% of the final grade will be deducted for each subsequent absence. Exceptions are only permissible if found to be acceptable by university policy (see Student Rule #7, http://student-rules.tamu.edu/rule07). All assignments must be turned in on time; late work will be accepted without any penalty only when accompanied by a University sanctioned excuse. A late assignment turned in without a valid university excuse will receive a 10% deduction when turned in the next class day after the due date. No assignments will be accepted for credit if turned in two class meetings from the due date.

**Course requirements and grade distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Short essays</td>
<td>30% (2 @ 15% each)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30% (6 @ 5% each)</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Participation:** It is expected that all students come to class prepared. Participation includes all manner of contributions: in general class discussions and in small group work. Simply attending class, without active involvement, is not sufficient for attaining all possible participation points.

**Short Essays:** Two essays (3-4 pp.) will be submitted during the semester. The first, due week ten, will be comprised of an analytical reading of a text of your choosing, related to the course but not discussed in class. This could be based on a film, a painting, a poem, short story, or any other text—widely understood—that is produced in the Hispanic world between the 15th and the 18th century. The key is that it must be related to the course content. If you require assistance locating a text, speak with your professor. The second essay, due on the last day of classes, will be a reflection on one of the major themes discussed in class where you relate it to something pertaining to your personal life experience or that of your family. The idea here is to inscribe your personal experience or your family’s into the world around you.

**Quizzes:** Throughout the semester, students will be given 6 quizzes. These quizzes will focus on readings and class discussions, and could take any form including multiple choice, short answer identification or interpretation of terms (authors, titles, concepts).

**Final Exam:** The final exams will be administered as scheduled in the official Academic Calendar published on HOWDY for this semester. The format will be discussed at a later date, but it may include identification of key terms, identification of passages from course readings, and short essay responses. The exam is meant to test student comprehension with regard to
course content. Adequately prepared students will be able to: *identify* and *define* major concepts addressed during the semester, *explain* the impact of social and political factors on Spanish and Latin American culture, and *compare* and *contrast* specific cultural movements from throughout the Hispanic world.

**Grading Scale:** Grades for this class will be assigned using the following scale:

\[
\begin{align*}
A &= 100.0-90.0 & B &= 89.99-80.0 & C &= 79.99-70.0 \\
D &= 69.99-60.0 & F &= 59.99-00.0
\end{align*}
\]
Spanish 321:
Hispanic Cultures in Historical Context, 15th-18th Centuries

Course schedule

**Except for book titles listed on syllabus, all other texts, including art and film, are available on ecampus**

Unit I.
Middle Ages, Reconquista, and the Modern Age

Week 1
Tuesday:
- Introduction
- Pre-Hispanic geography of Spain and Latin America

Thursday:
- “La Edad Media” (Catarino, Ch. 3)

Week 2
Tuesday:
- “La reconquista cristiana” (Catarino, Ch. 4)
- “Memorial del morisco Francisco Núñez Muley”

Thursday:
- “La edad moderna” (Catarino, Ch. 5)
- *Quiz 1*

Unit II.
The Unification of Spain under the Catholic Kings, the Inquisition and the Conversos

Week 3
Tuesday:
- “España bajo los Hapsburgos” (Catarino, Ch. 6)

Thursday:
- Film: Juana la Loca (Vicente Aranda, Dir.)

Week 4
Tuesday
- Film: Juana la Loca (Vicente Aranda, Dir.)

Thursday
- “El Siglo de Oro español” (Catarino, Ch. 7)
- *Quiz 2*
Unit III.
“Discovery” and Colonization of the Indies

Week 5
Tuesday
• “Europa en la época del descubrimiento de América” (Fox)
Thursday
• “La conquista de la América Hispana” (Fox)
• “Carta de descubrimiento” (Colón)

Week 6
Tuesday
• Visión de los vencidos (León Portilla)
• Bartolomé de las Casas: Brevísima relación de la destrucción de las Indias
Thursday
• “El sistema colonial” (Fox)
• Bartolomé de las Casas: Brevísima relación de la destrucción de las Indias

Week 7
Tuesday
• “Sociedad, vida y cultura en el mundo colonial” (Fox)
• “The Arrival of Iberian Women” and “Women, Marriage, and Family” (Sokolow)
• “Respuesta a Sor Filotea” (Sor Juana)
Thursday
• “Respuesta a Sor Filotea” (Sor Juana)
• “La vida cultural española durante el Siglo de Oro” (Catarino, Ch. 8)
• *Quiz 3*

Unit IV.
Literature and Art in the Golden Age

Week 8
Tuesday
• Renaissance and Baroque architecture
• Garcilaso de la Vega: poetry
Thursday
• Renaissance and Baroque painting: El Greco, Velázquez and Murillo
• Luis de Góngora: poetry

Week 9
Tuesday
• Renaissance and Baroque sculpture
• Fuenteovejuna (Lope de Vega)
Thursday
• Fuenteovejuna (Lope de Vega)
• *Quiz 4*
Unit V.
Despotic Enlightenment, Bourbon Reforms, and Criollo Life

Week 10
Tuesday
• **First essay due**
• “El siglo XVII: El siglo de los Reyes” (Catarino, Ch. 9)
Thursday
• “Bourbon Rule and the Origins of Reform in Spain and the Colonies” (Pearce)

Week 11
Tuesday
• “La elite cubana y el reformismo borbónico” (Amores Carredano)
Thursday
• “The Decline of Propriety” (Viqueira Albán)
• *Quiz 5*

Week 12
Tuesday
• “From Don Juans to the Patriots” (Viqueira Albán)
• Colonial art
Thursday
• “Los espejos de lo propio: ritos públicos y usos privados en la pintura virreinal” (Curiel & Rubial)
• Colonial art

Week 13
Tuesday
• “‘Zelo y desvelo’: The Bread Monopoly and Late Colonial Reforms” (Weiss)
• Colonial art
Thursday
• “Prestigio y poder en las élites indígenas en situación colonial: el norte de Potosí, Bolivia, S, XVIII” (Medinaceli and Arce)
• Colonial art
• *Quiz 6*

Week 14
Tuesday
• “Si quieres casar toma a tu par: Matrimonio y legitimidad en los grupos encomenderos de Quito y Lima” (Ortiz de la Tabla Ducasse)
Thursday:
• **Second essay due**
• Last Day of Classes: Closing remarks and review

Final Exam will be administered on day stipulated by the official Academic Calendar for this semester.
### Course Change Request

#### New Course Proposal

**Date Submitted:** 05/09/17 2:38 pm

**Viewing:** SPAN 322: Hispanic Cultures in Historical Context, 19th Century

**Last edit:** 05/19/17 1:28 pm

Changes proposed by: jvillalo

<table>
<thead>
<tr>
<th>Faculty Senate Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>José Villalobos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Course number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN</td>
<td>322</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Level (alternate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Cultures in Historical Context, 19th Century</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP CULTURES 19TH CENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Hispanic societies in the 19th century; Spanish and Latin American culture studied in its historical, socio-economic, and political context; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 3 credits of 300-level Spanish or approval of instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concurrent Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crosslistings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stacked</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeatable for credit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three-peat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIP/Fund Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1609050001</td>
</tr>
</tbody>
</table>

---

**Approval Path**

1. 05/09/17 2:43 pm
   Irene Moyna (moyna): Approved for HISP Department Head

2. 05/19/17 1:29 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 05/19/17 2:21 pm
   Penny Boice (pboice): Approved for LA Committee Preparer UG

4. 07/21/17 11:36 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 07/21/17 11:53 am
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

6. 07/23/17 6:45 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 08/10/17 8:41 am
   Sandra Williams (sandra-williams): Approved for UCC Chair
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-SPAN) Spanish - BA</td>
</tr>
<tr>
<td>(MINOR-SPAN) Spanish - Minor</td>
</tr>
<tr>
<td>(MINOR-HPCE) Hispanic Studies for Community Engagement - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No
Has/will this course be(en) submitted for Writing or Communication consideration? No
Has/will this course be(en) submitted for ICD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: Spanish 322-revised.docx
Letters of support or other documentation: No
Additional information: This course is part of a revision in HISP's undergraduate offerings. SPAN 322 merges parts of SPAN 311 (Hispanic Culture & Civilization to the 18th Century) with SPAN 341 (Spanish American Lit from 1492-1821). If approved, we will request that SPAN 311 and SPAN 341 be removed from the catalog.
Reviewer Comments:
- Kristin Harper (kharper) (07/26/17 4:00 pm): Although not required until Sept., department might consider enforcing the restrictions.
- Sandra Williams (sandra-williams) (08/10/17 8:41 am): Approved by UCC (August).

Reported to state? Yes

Key: 27489
Spanish 322: Hispanic Cultures in Historical Context, 19th Century

Instructor: ____________________     Office: _________________
Email: _______________________     Office hours: ____________
Phone number: ________________     _______________________

Course description:
Study of Hispanic societies in the 19th century; culture studied in the context of changing historical moments as registered in socio-economic and political life in Spain and Latin America; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.

Course prerequisites: Prerequisite: At least 3 credits of 300-level Spanish or approval of instructor.

Student Learning Outcomes
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. For more, please check out the TAMU Student Learning Outcomes statement at http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf.

At the end of this course, students will: 1) identify and define various key concepts related to the Hispanic world, both in Spain and Latin America; 2) explain the impact of social and political factors on cultural phenomenon particular to the Hispanic world; 3) compare and contrast how cultural movements on both sides of the Atlantic relate to one another and, when applicable, to forces on a more global scale; and 4) further utilize and improve linguistic and analytical skills acquired in introductory Spanish courses.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Disability Services at the White Creek complex on West Campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Dishonesty: “An Aggie does not lie, cheat or steal, or tolerate those who do.” It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code and violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.
You will be required to write and sign the following on all exams & papers: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Attendance:** Attendance is essential for student success in all courses taught by the Department of Hispanic Studies. The attendance policy for Spanish 322 is discussed below and is guided by Student Rule #7 (http://student-rules.tamu.edu/rule07).

**Texts:** Students are responsible for acquiring the course reader available at Textbook Solutions (107 Walton Dr. / 979-693-3709). The following titles will be available for purchase through the University Bookstore:

- Gertrudis Gómez de Avellaneda: *Sab* (any edition)
- Emilia Pardo Bazán: *Los pazos de Ulloa* (any edition)

For visual texts (film, video, art), links will be made available on ecampus.

**Attendance and homework:** Students are allowed 3 absences without consequence. After that, 3% of the final grade will be deducted for each subsequent absence. Exceptions are only permissible if found to be acceptable by university policy (see Student Rule #7, http://student-rules.tamu.edu/rule07). All assignments must be turned in on time; late work will be accepted without any penalty only when accompanied by a University sanctioned excuse. A late assignment turned in without a valid university excuse will receive a 10% deduction when turned in the next class day after the due date. No assignments will be accepted for credit if turned in two class meetings from the due date.

**Course requirements and grade distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation:</td>
<td>10%</td>
</tr>
<tr>
<td>Short essays:</td>
<td>30% (2 @ 15% each)</td>
</tr>
<tr>
<td>Midterm Exam:</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam:</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Participation:** It is expected that all students come to class prepared. Participation includes all manner of contributions: in general class discussions and in small group work. Simply attending class, without active involvement, is not sufficient for attaining full participation credit.

**Short Essays:** Two essays (3-4 pp.) will be submitted during the semester. The first, due week nine, will be comprised of an analytical reading of a text of your choosing, related to the course but not discussed in class. This could be based on a film, a painting, a poem, short story, or any other text –widely understood– that is produced in the Hispanic world in the 19th century. The key is that it must be related to the course content. If you require assistance locating a text, speak with your professor. The second essay, due on the last day of classes, will be a reflection on one of the major themes discussed in class where you relate it to something pertaining to your personal life experience or that of your family. The idea here is to inscribe your personal experience or your family’s into the world around you.

**Midterm and Final Exams:** The midterm and final exams will be administered in class as scheduled. The midterm (week 7) will cover materials from the first half of the course, and the final (see official exam calendar for specific date) will focus on the second half but will include
at least one question meant to bridge both parts of the semester. The format will be discussed at
a later date, but it may include identification of key terms, identification of passages from course
readings, and short essay responses. Both exams are meant to test student comprehension with
regard to course content. Adequately prepared students will be able to: identify and define major
concepts addressed during the semester, explain the impact of social and political factors on
Spanish and Latin American culture, and compare and contrast specific cultural movements
from throughout the Hispanic world.

**Grading Scale:** Grades for this class will be assigned using the following scale:

\[
\begin{align*}
A &= 100.0-90.0 \\
B &= 89.99-80.0 \\
C &= 79.99-70.0 \\
D &= 69.99-60.0 \\
F &= 59.99-00.0
\end{align*}
\]
Spanish 322:
Hispanic Cultures in Historical Context, 19th Century
Course schedule

**Except for book titles listed on syllabus, all other printed texts will be found in the course reader. Links to visual texts such as art and films are available on ecampus**

Unit I.
The Bourbon Reforms, the Spanish War Against Napoleon, Latin American Independence

Week 1
Tuesday:
- Introduction
- 19th Century Geography of Spain and Latin America
Thursday:
- “España y las Españas” (Ugarte 2-19)
- “Latinoamérica a vista de pájaro” (Fox 109-31)

Week 2
Tuesday:
- “El Siglo XIX” (Pereira Muro 175-200)
- “La España de los Borbones” (Ugarte 102-13)
Thursday:
- “Primera Constitución de Cádiz” (1812)
- “Francisco de Goya” (Ugarte 126-30)
- “The Third of May, 1808 (Goya)” (Clark)
- Goya: Caprichos and other works (ecampus)

Week 3
Tuesday:
- “El siglo XIX: la independencia y sus consecuencias” (Fox 91-107)
- “La Guerra de Independencia” (Vilar 118-125)
Thursday:
- “The Wars of Mexican Independence” (Kirkwood 75-88)
- El Periquillo Sarniento (Lizardi, selection)
- Corridos of the Mexican Independence period

Unit II.
Liberals vs. Conservatives: The Construction of the Nation

Week 4
Tuesday
- “The Founding of a New Political System” (Bushnell and Macaulay 13-37)
- Iconography of the Pampa (ecampus)
Thursday
- Sarmiento: Facundo (selections)
Week 5
Tuesday
• Sarmiento: *Facundo*
• *Camila* (María Luisa Bemberg, Dir.; ecampus)
Thursday
• *Camila*

Week 6
Tuesday
• “Blacks and Indigenous Peoples in Latin America” (Wade 24-40)
• Gómez de Avellaneda: *Sab*
Thursday
• Gómez de Avellaneda: *Sab*

**Unit III.**
*The Spanish Carlist Wars*

Week 7
Tuesday: **M I D T E R M   E X A M**
Thursday
• “Los orígenes de las Guerras Carlistas” (Clemente 21-38)
• “Nadie pase sin hablar al portero, o los viajeros de Vitoria” and “El hombre menguado o el carlista en la proclamación” (Larra)

Week 8:
Tuesday
• “La planta nueva o el faccioso,” “Fin de fiesta” and “¿Qué hace en Portugal Su majestad?” (Larra)
Thursday
• “Segunda carta de un liberal de acá a un liberal de allá” and “Tercera carta de un liberal de acá a un liberal de allá” (Larra)

Week 9
Tuesday
• **First essay due**
• *Vacas* (Julio Medem, Dir.; ecampus)
Thursday
• *Vacas* (Julio Medem, Dir.; ecampus)

**Unit IV.**
*Print Culture and Education Reform*

Week 10
Tuesday
• “Latin America at Midcentury: A Quickening Change of Pace” (Bushnell and Macaulay 180-192)
• “Print” (Conway 53-89)

Thursday
• “Print” (Conway 53-89)
• Examples of print culture in 19th Century Latin America (ecampus)

Week 11:
Tuesday
• “The Heyday of Liberal Reform in Spanish America (1850-1880) I: Mexico and Colombia” (Bushnell and Macaulay 193-220)

Thursday
• “The Heyday of Liberal Reform in Spanish America (1850-1880) II: Argentina, Chile, and Other Cases” (Bushnell and Macaulay 221-246)

Unit V.
Costumbrismo, Realismo, Naturalismo

Week 12
Tuesday
• Tradiciones peruanas (Palma, selection)
• Images by Reinaldo Giudici and Carlos Morel (Argentina; ecampus)

Thursday
• Tradiciones peruanas (Palma, selection)
• Images by Epifanio Garay and Andrés de Santa María (Colombia, ecampus)
• Images by Juan Manuel Blanes (Uruguay, ecampus)
• Images by Esteban Chartrand (Cuba; ecampus)

Week 13
Tuesday
• Pardo Bazán: Los pazos de Ulloa
• Images by Eugenio Lucas, José Jiménez Aranda (Spain; ecampus)

Thursday
• Pardo Bazán: Los pazos de Ulloa
• Images by Antonio Gisbert (Spain, ecampus)

Week 14
Tuesday
• Pardo Bazán: Los pazos de Ulloa

Thursday:
• **Second essay due**
• Last Day of Classes: Closing remarks and review

Final Exam will be administered on day stipulated by the official Academic Calendar for this semester.
Course Change Request

New Course Proposal

Date Submitted: 05/09/17 2:38 pm

Viewing: SPAN 323 : Hispanic Cultures in Historical Context, 20th-21st Centuries

Last edit: 05/19/17 1:30 pm

Changes proposed by: jvillalo

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Villalobos</td>
<td><a href="mailto:jvillalo@tamu.edu">jvillalo@tamu.edu</a></td>
<td>979-739-7121</td>
</tr>
</tbody>
</table>

Course prefix       SPAN       Course number 323
Department          Hispanic Studies
College/School      Liberal Arts
Academic Level      Undergraduate
Academic Level      Graduate
(alternate)
Effective term      2018-2019

Complete Course Title
Hispanic Cultures in Historical Context, 20th-21st Centuries

Abbreviated Course Title
HISP CULTURES 20TH-21ST CENT

Catalog course description
Study of Hispanic societies in the 20th and 21st centuries; Spanish and Latin American culture studied in its historical, socio-economic, and political context; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.

Prerequisites and Restrictions
At least 3 credits of 300-level Spanish or approval of instructor.

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No

Crosslisted With

Stacked No

Stacked with

Semester 3 Contact Hour(s)
(per week): Lecture: 3 Total 3 Lab: 0 Other: 0

Repeatable for credit? No

Three-peat? No
SPAN 323: Hispanic Cultures in Historical Context, 20th-21st Centuries

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-SPAN) Spanish - BA</td>
</tr>
<tr>
<td>(MINOR-SPAN) Spanish - Minor</td>
</tr>
<tr>
<td>(MINOR-HPCE) Hispanic Studies for Community Engagement - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

---

**Course Syllabus**

**Syllabus:** Upload syllabus

Upload syllabus [Spanish 323-revised.docx](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...)

Letters of support or other documentation No

Additional information

This course is part of a revision in HISP’s undergraduate offerings. SPAN 323 merges SPAN 312 (Hispanic Culture & Civilization 18th to Present) with SPAN 332 (Spanish Lit from 1700-1936). If approved, we will request that SPAN 311 and SPAN 332 be removed from the catalog.

Reviewer Comments

Kristin Harper (kharper) (07/26/17 3:57 pm): Although not required until Sept., department might want to consider enforcing restrictions

Sandra Williams (sandra-williams) (08/10/17 8:41 am): Approved by UCC (August).

Reported to state?

Key: 17470
Spanish 323: Hispanic Cultures in Historical Context, 20th-21st Centuries

Instructor: ____________________     Office: _________________
Email: _______________________     Office hours: ____________
Phone number: ________________     _______________________

Course description:
Study of Hispanic societies in the 20th and 21st centuries; culture studied in the context of changing historical moments as registered in socio-economic and political life in Spain and Latin America; description and analysis of aesthetic, artistic, historical, literary, political, and sociolinguistic topics.

Course prerequisites: Prerequisite: At least 3 credits of 300-level Spanish or approval of instructor.

Student Learning Outcomes
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. For more, please check out the TAMU Student Learning Outcomes statement at http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf.

At the end of this course, students will: 1) identify and define various key concepts related to the Hispanic world, both in Spain and Latin America; 2) explain the impact of social and political factors on cultural phenomenon particular to the Hispanic world; 3) compare and contrast how cultural movements on both sides of the Atlantic relate to one another and, when applicable, to forces on a more global scale; and 4) further utilize and improve linguistic and analytical skills acquired in introductory Spanish courses.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Disability Services at the White Creek complex on West Campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Dishonesty: “An Aggie does not lie, cheat or steal, or tolerate those who do.” It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code and violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.
You will be required to write and sign the following on all exams & papers: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**A Note on Attendance:** Attendance is essential for student success in all courses taught by the Department of Hispanic Studies. The attendance policy for Spanish 323 is discussed below and is guided by Student Rule #7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

**Texts:** The following books will be read during the semester and will be available for purchase through the University Bookstore. All other titles will be made available online or on ecampus (as links or PDF files):

- José Enrique Rodó: *Ariel* (any edition)
- Mariano Azuela: *Los de abajo* (any edition)
- Camilo José Cela: *La familia de Pascual Duarte* (any edition)
- Julio Cortázar: *Todos los fuegos el fuego* (any edition)
- Gabriel García Márquez: *Crónica de una muerte anunciada* (any edition)

**Attendance and homework:** Students are allowed 3 absences without consequence. After that, 3% of the final grade will be deducted for each subsequent absence. Exceptions are only permissible if found to be acceptable by university policy (see Student Rule #7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). All assignments must be turned in on time; late work will be accepted without any penalty only when accompanied by a University sanctioned excuse. A late assignment turned in without a valid university excuse will receive a 10% deduction when turned in the next class day after the due date. No assignments will be accepted for credit if turned in two class meetings from the due date.

**Course requirements and grade distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Short essays</td>
<td>30% (2 @ 15% each)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Participation:** It is expected that all students come to class prepared. Participation includes all manner of contributions: in general class discussions and in small group work. Simply attending class, without active involvement, is not sufficient for attaining all possible participation points.

**Short Essays:** Two essays (3-4 pp.) will be submitted during the semester. The first, due at the end of week ten, will be comprised of an analytical reading of a text of your choosing, related to the course but not discussed in class. This could be based on a film, a painting, a political cartoon, a song, short story, or any other text –widely understood– that is produced in the Hispanic world in the 20th or 21st century. The key is that it must be related to the course content. If you require assistance locating a text, speak with your professor. The second essay, due on the last day of classes, will be a reflection on one of the major themes discussed in class where you relate it to something pertaining to your personal life experience or that of your family. The idea here is to inscribe your personal experience or your family’s into the world around you.
**Oral Presentation:** The oral presentation will require a poster and must be limited to 8 minutes; this expository presentation will require students to work in pairs. Presentations will begin week three and continue throughout the semester. More information about how to organize a poster presentation will be delivered at the appropriate time in the semester.

**Final Exam:** The final exam will be comprised of short essay questions that are meant to test student comprehension with regard to course content. Adequately prepared students will be able to: identify and define major concepts addressed during the semester, explain the impact of social and political factors on Spanish and Latin American culture, and compare and contrast specific cultural movements from throughout the Hispanic world.

**Grading Scale:** Grades for this class will be assigned using the following scale:

- A = 100.0-90.0
- B = 89.99-80.0
- C = 79.99-70.0
- D = 69.99-60.0
- F = 59.99-00.0
**Spanish 323:**  
Hispanic Cultures in Historical Context, 20th-21st Centuries  
*Course schedule*

**Except for titles listed on syllabus, all other texts will be made available online or through ecampus, including links to art and films**

Week 1: **The Spanish-speaking world at the turn of the century**  
Monday:  
- Course introduction  
Tuesday:  
- Martí: “Nuestra América”  
Wednesday:  
- The War of 1898: Cuba, Puerto Rico, the Philippines  
- Film: *Los últimos de Filipinas* (Antonio Román, Dir.)

Week 2: **Arielismo**  
Monday:  
- Arielismo  
Tuesday:  
- González Martínez: “Tuércele el cuello al cisne”  
- Rodó: *Ariel*  
Wednesday:  
- Rodó: *Ariel*

Week 3: **From the Generation of ‘98 to the Generation of ‘27**  
Monday:  
- Modernismo and Avant Garde  
- Cubism, Surrealism, and other –isms: Picasso (ecampus)  
Wednesday:  
- Cubism, Surrealism, and other –isms: Dalí (ecampus)  
- Oral Presentation: Luis Buñuel  
- Film: *Un chien andalou* (Buñuel & Dalí)  
Friday:  
- Oral Presentation: Federico García Lorca  
- García Lorca: selected poems

Week 4: **The Mexican Revolution (I)**  
Monday:  
- The Mexican Revolution: Causes  
- Oral Presentation: Diego Rivera  
Wednesday  
- Mexican Muralists: Orozco & Rivera (ecampus)  
- Oral Presentation: José Clemente Orozco
• Rochfort: *Mexican Muralists: Orozco, Rivera, Siqueiros* (selections from chapters 1-3)

**Friday**
• Mexican Muralists: Rivera & Siqueiros (ecampus)
• Oral Presentation: David Alfaro Siqueiros
• Rochfort: *Mexican Muralists: Orozco, Rivera, Siqueiros* (selections from chapters 1-3)

**Week 5: The Mexican Revolution (II)**
**Monday:**
• The Mexican Revolution: War
• Social and political life in pre-Revolutionary Mexico
• Oral Presentation: Mariano Azuela
• Mariano Azuela: *Los de abajo*

**Wednesday:**
• Mariano Azuela: *Los de abajo*

**Friday:**
• Mariano Azuela: *Los de abajo*

**Week 6: The Mexican Revolution (III)**
**Monday:**
• The Mexican Revolution: War
• Social and Political life during the revolution
• Oral Presentation: The soldadera
• Mexican Revolution corridos

**Wednesday:**
• The soldadera in art (ecampus)
• Oral Presentation: Nellie Campobello
• Campobello: *Cartucho* (selections)

**Friday:**
• The soldadera in photography (ecampus)
• Campobello: *Cartucho* (selections)
• Mexican Revolution corridos

**Weeks 7: The Spanish Civil War (I)**
**Monday:**
• The Spanish Civil War: Causes
• Oral Presentation: Francisco Franco
• Graham: *The Spanish Civil War: A Very Short Introduction* (selections)

**Wednesday:**
• Film: *Land and Freedom* (Ken Loach, Dir.)

**Friday:**
• Film: *Land and Freedom* (Ken Loach, Dir.)

**Week 8: The Spanish Civil War (II)**
**Monday:**
• Photography and the Civil War: Robert Capa & Gerda Taro (ecampus)
Wednesday:
- Photography and the Civil War: Gerda Taro & Agustí Centelles (ecampus)

Friday:
- Picasso: Guernica (ecampus)

Week 9: The Spanish Civil War (III)
Monday:
- Oral Presentation: Camilo José Cela
- Cela: La familia de Pascual Duarte

Wednesday:
- Cela: La familia de Pascual Duarte

Friday:
- Cela: La familia de Pascual Duarte

Week 10: The National-Popular State: Peronismo
Monday:
- Video: The Garden of Forking Path: Dilemmas of National Development (part 1: Argentina)

Wednesday:
- Oral Presentation: Eva Perón
- Film: Evita (Alan Parker, Dir.)

Friday:
- Film: Evita (Alan Parker, Dir.)
- **First essay due**

Week 11: The National-Popular State: The Cuban Revolution
Monday:
- Film: I am Cuba (Mijail Kalatozov, Dir.)

Wednesday:
- Film: I am Cuba (Mijail Kalatozov, Dir.)
- Video: Fire in the Mind: Revolutions and Revolutionaries (part 9: Cuba and Central America)

Friday:
- Oral Presentation: Nicolás Guillén
- Guillén: “Problemas de Subdesarrollo,” “Dos Niños,” “Tengo,” “Che Comandante”

Week 12: The Latin American Boom (I)
Monday:
- Oral Presentation: Julio Cortázar
- Cortázar: Todos los fuegos el fuego (“La autopista del sur” & “La salud de los enfermos”)

Wednesday:
- Cortázar: Todos los fuegos el fuego (“Reunión” & “La isla a mediodía”)

Friday:
- Cortázar: Todos los fuegos el fuego (“Todos los fuegos el fuego” & “El otro cielo”)
Final Exam will be administered on day stipulated by the official Academic Calendar for this semester.

Weeks 13: **The Latin American Boom (II)**

Monday:
- Oral presentation: Gabriel García Márquez
- García Márquez: *Crónica de una muerte anunciada*

Wednesday:
- García Márquez: *Crónica de una muerte anunciada*

Friday:
- García Márquez: *Crónica de una muerte anunciada*

Week 14: **Neoliberalism and Marea Rosa**

Monday:
- Beverley: “Latin America After 9/11: Geopolitics and the Pink Tide”
- Fischer & Plehwe: “The ‘Pink Tide’ and Neoliberal Civil Society Formation”

Wednesday:
- Vice News: “The Year the ‘Pink Tide’ Turned: Latin America in 2015”
- Castañeda: “The Death of the Latin American Left”

Friday:
- **Final Essay Due**
- Last Day of Classes: Closing remarks and review