TO: Andrea Parada  
Department of Modern Languages & Cultures  

FROM: Debbie Lamphron  
Academic Affairs  

RE: General Education Codes  

DATE: February 3, 2012  

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

<table>
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<tr>
<th>COURSES</th>
<th>CODES APPROVED</th>
<th>CODES NOT APPROVED</th>
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<tbody>
<tr>
<td>SPN 352 – Hispanic World Today</td>
<td>(I) Contemporary Issues</td>
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* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact

Anne Macpherson, Chair of the General Education Committee  
Department of History  
Email – amacpher@brockport.edu

Copy: Darwin Prioleau, Dean  
The Arts, Humanities & Social Sciences  
Anne Macpherson, Chair  
General Education Committee  
Janice Stewart  
Registration and Records  

Peter Dowe  
Registration and Records  
Tracy Daniels  
College Senate
**COLLEGE SENATE OFFICE**  
**RESOLUTION PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS:** FEBRUARY 28

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS** - please, no multiple attachments - submit each proposal electronically as one Word document:
- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. Graduate Probation/Dismissal Proposal rather than Graduate Proposal. Add "T" to SPN 352.

2. **BRIEF DESCRIPTION OF PROPOSAL:**
Add "T" to SPN 352. Note: This class will be taught in Spanish.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**  
   - [X] NO  
   - [ ] YES  
   
   **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**  
   - [ ] N/A

6. **ANTICIPATED EFFECTIVE DATE:**  
   - Fall 2012

7. **EMBASSIES & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

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8. **SUBMITTED BY:** (contact person)

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<tr>
<th>Name</th>
<th>Department</th>
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<tr>
<td>Andrea Parada</td>
<td>Modern Language &amp; Cultures</td>
<td>395-5840</td>
<td><a href="mailto:aparada@brockport.edu">aparada@brockport.edu</a></td>
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9. **COMMITTEES TO COPY:** (Senate office use only)

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<td>Undergraduate Curriculum &amp; Policies</td>
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**NOTES:**
GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: SPN 352  COURSE TITLE: Hispanic World Today

SUBMITTED BY: Rachel Liaville  DEPARTMENT/PROGRAM: Modern Languages & Cultures
DATE: 10/13/2011  ESTIMATED SEATS/SEMESTER: 27/Spring

NEW COURSE?  ☒ YES  ☐ NO  RE-REGISTRATION OF EXISTING COURSE?  ☒ YES  ☐ NO

COURSE NUMBERS FOR ANY CROSSLISTINGS:

DEPARTMENT CHAIR'S APPROVAL  DATE: 11/11/2011
SCHOOL DEAN'S ACKNOWLEDGEMENT  DATE: 12/5/11

GENERAL EDUCATION COMMITTEE APPROVAL  DATE: 12/12/11
ACADEMIC AFFAIRS ACKNOWLEDGEMENT  DATE: 12/12/11

Required before General Education Committee Action
Required before General Education Committee Action
Required after General Education Committee Approval
Required after General Education Committee Approval

All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- copy of standard Course Registration Form signed by chair and dean.
- completed Student Learning Outcomes Checklist(s) as appropriate
- updated bibliography (if applicable) with full bibliographic citations
- 10-copies submitted

Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- Fine Arts ("F")  — Social Sciences ("S")
- Fine Arts Performance ("P")  — American History ("V")
- Humanities ("H")  — World Civilization (Non-Western) ("D")
- Western Civilization ("G")  — Contemporary Issues ("I")
- Natural Sciences ("N")  — Perspectives on Women ("W" or "WY")
- Natural Sciences Laboratory ("L")  — Diversity ("D")

Committee Action

☒ Approved as requested - course will be filed with Registration Office
☐ Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course: Discipline Number
Action concerns an existing course: Discipline SPN Number 352

Course Submitted by: Andrea Parada
Department: Foreign Languages

Chairperson's Approval: Andrea Parada Date: Nov 28/2011
Dean's Approval: [signature] Date: 12/5/11

1. Action requested:
   - Registration of new course
   - Revision of content for existing course
   - Registration of general course listing under which related titles can be taught (umbrella courses)
   - Registration of topics course for specific semester (if checked, complete item 2 below)
   - Change of course title - Previous Title:
   - Inactivation of existing course registration (course will not be taught in near future)
   - Other - Describe: Add contemporary issues learning outcomes

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for SPRING SEMESTER Year 2012

3. a. [ ] Undergraduate listing: Discipline: SPN Number: 352
   b. [ ] Graduate listing: Discipline: Number:

   b. Course start date:

5. Abbreviated course title (restricted to 16 spaces)

6. a. Semester hours of credit assigned to course (invariable):
   b. Can this course have variable credit [X] No [ ] Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit? [X] No [ ] Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
b. Additional student learning outcomes: (check all codes that are currently approved)

- Contemporary Issues (I)
- Upper Level Writing (U)
- Both Contemporary Issues and Upper Level Writing (J)
- Scholarship on Women (W)
- Diversity (D)
- Science & Technology (E)
- Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are prerequisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 0
    b. How many sections do you expect to offer per semester: 0

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: EVERY SPRING

13. Grading (check any that apply):
   - ☒ Letter grade
   - ☐ Pass/Fail (S/U) ONLY
   - ☐ Approved for IP grade
   - ☐ Course requires a minimum grade of ___

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers..." and similar phrases.
   SPN 352 Hispanic World Today (A). Prerequisite: SPN 112. How does the past affect the present? How does the present influence the interpretation of the past? This course teaches students to recognize the relationship between a culture and its products as well as the relationship between different cultural aspects (history, literature, film, etc.). Though class discussion of visual and written texts, students acquire knowledge of aspects common to Spain and Spanish America, including a recent past marked by wars, dictators and guerillas. Other aspects relevant to Hispanic cultures include historical memory, cultural identity, immigration, family, and gender issues. 3 Cr.

17. For all courses, please attach the following information:
   (a) a list of major course objectives
   (b) a topical outline of course
   (c) a list of methods used to evaluate student performance
   (d) a list of instructional materials used - give bibliographic citations of texts, critical readings, films, e

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b. Additional student learning outcomes: (check all codes that are currently approved)

- Contemporary Issues (I)
- Upper Level Writing (U)
- Both Contemporary Issues and Upper Level Writing (J)
- Scholarship on Women (W)
- Diversity (D)
- Science & Technology (E)
- Other World Civilizations (Non-Western) (O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):
   If there are prerequisites that are enforced, give discipline(s)/number(s):
   If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 2
    b. How many sections do you expect to offer per semester: 0

11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐

12. Planned frequency of offering: EVERY SPRING

13. Grading (check any that apply):
   - ☒ Letter grade
   - ☐ Pass/Fail (S/U) ONLY
   - ☐ Approved for IP grade
   - ☐ Course requires a minimum grade of ___

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

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17. For all courses, please attach the following information:
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   (d) a list of instructional materials used - give bibliographic citations of texts, critical readings, films, e
CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST
(Also "I" with "W", "Y", "D", and/or "O" codes)  (October, 2008 Version)

General requirements for Contemporary Issues courses

☐ All Contemporary Issues courses must be upper division courses.

☐ Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

Students in Contemporary Issues courses must achieve all the following student learning outcomes

In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. Contemporary Issues courses are coded "I" if approved in Fall 2003 or later.

☐ Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

This course will teach how the humanities reflect the social reality of Spain and Latin America through a study of its cultural productions that include novels, testimonial texts, and films. Other readings and class discussions will involve laws and historical texts. We begin in Spain by examining how the country has changed both socially and anthropologically due to immigration and the evolution of the concept of family and socially accepted unions. Related topics include gender violence and human trafficking. We discuss current laws that control these social issues. We also analyze the influence of the Spanish Civil War on recent novels, films, and laws. As we transition to Latin America, students begin to see the relationships between Hispanic cultures regarding political struggles and productions of popular culture. We compare the class struggle and government repression related to the Spanish Civil War and the antifascist guerrilla movement with cases of civil unrest and repression in Mexico (the Tlatelolco massacre and the Chiapas rebellion), Bolivia (the Gas War and the election of Evo Morales), and Argentina (the "Dirty War" and guerrilla movements). Continuing our connections between the two continents, we also discuss human trafficking, migration and immigration, and the evolution of family and social classes in Latin America.

☐ Recognize and articulate relationships between different Knowledge Areas.

One main learning objective of this class is enabling students to understand the relationship between a culture and its products, precisely the humanities (novels, testimonial texts, and films) and social sciences (law and history). All work required in the class will be of a comparative nature. Students will be asked to watch a film or read a text and reflect on the historical events, both past and present, which influenced it.

☐ Locate, evaluate and synthesize information from a variety of sources (outcome IL3).

In addition to the above mentioned texts that will be provided to students, they will have to find on their own newspaper articles and listen to radio programs that relate to the main topics of the course. They will have to keep a journal with summaries that illustrate comprehension of the news story and the ability to situate it within the history that we have studied in class. In class, they will have to present to their peers what they
have learned. They also do independent research for the final paper that requires consultation of books, articles, and internet sources.

☐ Develop and defend well-reasoned arguments.

Students will have to develop and defend well-reasoned arguments in class and on exams as to why a text or film is representative of the culture that produced it. This can include, for example, an analysis of how characters are portrayed or how recent laws reflect the socio-political changes.

☐ Write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.

Students demonstrate mastery of the course issues by writing a research paper in various stages. They will be required to turn in a brief description of the project, an annotated bibliography, and then a first draft. In all of these stages students will receive feedback. They will be able to make revisions to their paper before turning in the final version.

Contemporary Issues course instructors are encouraged to include instruction in one or two (maximum) of the following three student learning outcomes.

Please check below any outcomes for which you are requesting approval and describe how the course will provide instruction in and assess that/those particular outcome(s).

1. Perspectives on Women:

NOTE: As of Fall 2009, there will be two types of courses in the Perspectives on Women area. The “WY” courses will provide instruction in oral communication and meet the outcomes for this area. The courses coded “W” will not provide instruction in oral communications but will meet the Perspectives on Women outcomes and requirement. SLN and other on-line courses can bear the “W” code but not the “Y” code.

☐ W1 Perspectives on Women courses allow students to demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. Courses are coded either “W” or “WY”.

Check one of the two boxes immediately below:

☐ For “W” courses – Instruction in Oral Communications outcomes is not required. Courses already coded “Y” must have approval of the General Education Committee to switch to the “W” code.
☐ For "WY" courses – Oral communication outcomes: In addition to the above outcomes, all courses coded "Y" are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

2. Diversity:
☐ REI analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. Courses are coded “D.”

Diversity (cont.)

Please check any student learning outcomes for which you are requesting approval. In the space provided below those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The following student learning outcomes may be included in any General Education course (except American History and Western Civilization). Any course approved for "O" can also be counted as a "C" course for students on older General Education Programs.

3. Other World Civilizations (Non-Western):
☐ O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization

AND

☐ O2 compare the perspective of at least one non-Western, third world or developing society with their own. Courses coded "O."
SPANISH 352: EL MUNDO HISPANO DE HOY

The College at Brockport (SUNY)
Department of Modern Languages & Cultures
MWF 1:25pm-2:15pm in Holmes B1

Professor: Rachel Linville, Ph.D.
Email: rlinville@brockport.edu
Office: Tower 103-H
Telephone: 395-5231 (office); 395-2269 (department)
Office hours: Lunes 11:00-12:00; Miércoles 11:00-12:00 y 2:15-3:15; Viernes 12:20
1:20 por cita (by appointment)

Prerequisite:
SPN 212 o equivalent (4 semesters of Spanish at university level)

Course Description and Objectives:
This course serves as a bridge course between the basic language sequence (SPN 111-212) and more rigorous 300 and 400 level classes about specific themes related to Hispanic culture. In this course, students are expected to continue developing their written and spoken command of the language. By studying visual and written texts, students acquire a more advanced vocabulary. Discussions of these texts highlight those aspects that Spain and Latin America share like a recent past marked by dictatorships, wars, and guerrilla fighting. Other topics of interest include historical revisionism, memory, cultural identity, immigration and several topics relating to women (gender violence and human trafficking). Several questions will be proposed: How does the past affect the present? How does the present influence the interpretation of the past? These themes provide students with a global vision of the Hispanic world. Discussions on political, social, and artistic topics are based on historical, literary, and film texts. The relationships between these cultural products facilitate an understanding of the connections that exist between different cultural aspects, for example, film, literature and history.

To be successful, students must dedicate a minimum of 2 hours outside of class to prepare the topics that will be discussed in class. The following learning outcomes will be assessed using participation in class, analytical essays, a research paper, an oral presentation, and a journal on newspaper articles and radio programs. Upon successful completion of this course, students will be able to:

• Compare and contrast the relationships between different Hispanic cultures (Spain vs Mexico, etc.)
• Integrate knowledge from other disciplines in the study of Hispanic cultures and identify different points of view that can only be appreciated by knowing Spanish
• Conduct research on a theme related to the contemporary Hispanic world
• Communicate the research results in fluid Spanish to the class
• Compare Hispanic cultures with their own
• Identify stereotypes of Hispanics
• Analyze how the past affects the present and how the present influences the (re)interpretation of the past
Required Texts:
Course pack (available in Brockport's bookstore) ISBN: 9780390762979

Other readings will be available on ANGEL

Recommended Texts/Sources:
Dictionaries: www.rae.es (Real Academia Española), www.wordreference.com

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Componentes de la nota:
- Participación & Tarea: 15%
- Pruebas: 10%
- Diario de periódicos y emisoras: 15%
- Trabajo escrito: 20%
- Examen parcial: 15%
- Examen final: 25%

Descripción de los componentes de la nota:
Participación & Tarea: Se exige la participación activa todos los días. Esto precisa la lectura anticipada de los materiales asignados y la participación voluntaria de los estudiantes. A parte de la participación activa, otros componentes de la nota de participación incluyen: el uso exclusivo del español durante la clase, el uso efectivo del tiempo en clase, el respeto hacia los compañeros de clase y la instructora. El comportamiento irrespetuoso o disruptivo puede resultar en una E para la nota de participación.

Se debe escribir la tarea a ordenador y traer una copia impresa a clase. En clase el estudiante podrá añadir a lo que escribió en casa, pero para la nota sólo se considerará la parte escrita a ordenador. La tarea no se recoge de manera diaria en esta clase. A lo largo del semestre recojo la tarea de vez en cuando y la evalúo. Se asignará una nota de 100% cuando la tarea entregada está completa y muestra el esfuerzo exigido del alumno. Una nota inferior será asignada si la tarea está incompleta o carece de esfuerzo. No se aceptarán entregas tarde sin prueba de una ausencia excusable (excused absence).
Pruebas: Las pruebas son de carácter parcial.

Diario de periódicos y emisoras: Los estudiantes escribirán ocho resúmenes sobre artículos o programas de radio. Estas asignaciones están indicadas en la tarea con la abreviación P/R (periódico/radio) y un número. Se entregarán en la clase siguiente junto con el artículo. Para periódicos, se debe ir a la página web indicada, elegir un artículo de 500 palabras mínimo y relevante a los temas comentados en clase (usando los buscadores), imprimirllo, escribir un resumen de 100 palabras mínimo y definir palabras nuevas (www.rae.es). Para programas de radio, escucha 30 minutos de programación, escribe un resumen y define las palabras que no comprendes. No se puede usar más de una cita en cada resumen. Se asignará un 0% a un resumen que no cumple con el mínimo exigido para el artículo o para el resumen que contiene citas del artículo sin incluirlos en comillas (quotes) – ver *** abajo.

Los estudiantes comentarán en clase lo que leyeron o escucharon en un periódico o una emisora de radio. ¡No se puede leer el resumen! (Ver la hoja de corrección en ANGEL.) Este componente de la asignatura es doblemente importante: permite a los estudiantes informarse de lo más actual del mundo hispano y conversar sobre estos temas. No se aceptarán entregas tarde sin prueba de una ausencia excusable.

Trabajo escrito (20%, 200 puntos): Se debe elegir un aspecto cultural del mundo hispano actual para el trabajo de investigación. El trabajo debería tener una extensión mínima de 6 páginas. Los 200 puntos serán distribuidos de la siguiente manera: Breve descripción del proyecto (5 puntos); Bibliografía anotada (15 puntos); Presentación oral (30 puntos); Borrador del trabajo (50 puntos); Trabajo escrito (100 puntos). Si el breve resumen o la bibliografía anotada no se entregan el día de la fecha límite o el estudiante no da su presentación el día asignado, obtendrá un 0 para estos componentes de la nota. A los trabajos finales se les restará 10% por día natural (calendar day), pero se aceptarán hasta cinco días tarde. Es necesario leer también la información sobre los proyectos en ANGEL en las carpetas “Pruebas. Exámenes y Proyectos” y “Hojas de corrección” dentro de la carpeta “Lessons”.

***Más de tres palabras tomadas directamente de una fuente deben ir entre comillas y su autor/a debidamente identificado/a en ese párrafo. Si usted copia la información sin identificar su origen lo consideraré plagio, lo cual corresponde a una de las conductas deshonestas sancionadas con la reprobación del trabajo; es decir, obtendrá un cero (0%).

Examen parcial: Será de carácter parcial y cubrirá los temas comentados en clase durante la primera mitad del semestre.

Examen final: Será de carácter cumulative y cubrirá los temas comentados en clase durante todo el semestre.

University, Departmental, and Professor’s Policies and Statements

Attendance: In keeping with the guidelines offered by the College as outlined in “Your Right to Know & Academic Policies Handbook,” students whose unexcused absences
account for more than 15 percent of class time risk automatic failure. Note that individual instructors can impose more stringent criteria than what is outlined here.

If you miss 15% of class you risk failure of the course. This 15% translates as follows:
- For classes that meet 1 day a week: 2 unexcused absences
- For classes that meet 2 days a week: 5 unexcused absences
- For classes that meet 3 days a week: 7 unexcused absences

An absence will be considered "excused" only if you submit to the instructor documentation of a legitimate excuse.

Disability Policy: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with the official letter. Faculty and staff work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Academic Dishonesty: Academic dishonesty is a serious breach of that trust which exists between a student, one’s fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Students can read more about the University’s Academic Dishonesty Policy at: http://www.brockport.edu/hr/resources/chapters/675policsstudentacademicdishonesty.htm

The Department of Modern Languages & Cultures at SUNY Brockport considers it a breach of academic integrity for the student to use automatic translators of any kind to complete an assignment. Furthermore, no compositions or other work should be written or corrected for the student by a native speaker of the target language, by a tutor or student assistant in the Learning Center, or by any other individual.

You are not allowed to submit any work or part of a work (papers, presentations, etc.) for credit in more than one course at Brockport. Submission of a work or any part of a work without the permission of both instructors will be considered an act of ACADEMIC DISHONESTY and will result in a grade of 0%.

Academic Integrity Tutorial: You are required to complete the Academic Integrity Tutorial which is on the main page of this course’s ANGEL page. This tutorial must be done by the second Friday of class. If you have already done it, you are not required to complete it again. Even if you fail to complete the tutorial, no excuses will be accepted regarding inappropriate citing of sources or acts of plagiarism.

Turn-it-in: Papers submitted in this course will use “Turn-it-in” Drop Boxes. This electronic resource checks your paper for plagiarism by comparing it to a database of student papers and information on the Internet. When you submit your paper you will see
Calendario tentativo

(Este calendario es tentativo y será sujeto a cambios según haga falta.)

* = estas lecturas se encuentran en el paquete de lecturas (las demás están en ANGEL)
Azul = temas que yo explicaré en clase, pero no hay una lectura obligatoria

<table>
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<td>23-ene</td>
<td>Introducción al curso; El español y otras lenguas;</td>
<td>Lee “Introducción” pp. 20-39* y haz A y B pp. 40-41</td>
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<td>25-ene</td>
<td>Introducción a Latinoamérica</td>
<td>Lee “Las clases sociales” pp. 47-54, 68-74, 76-87*; haz “Para verificar…” e “ Interpretación…” pp. 54-55, 75-76 y 87-88</td>
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<td>27-ene</td>
<td>Las clases sociales; la revolución nicaragüense</td>
<td>Lee “La urbanización” pp. 105-14 y 123-28*; haz “Para verificar…” e “Interpretación…” pp. 114 y 128-29; haz: Academic Integrity Tutorial</td>
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<td>30-ene</td>
<td>La urbanización</td>
<td>Lee Ciudad Juárez I o II e inventa 5 preguntas; haz “Las rutas del tráfico de mujeres”</td>
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<td>3-feb</td>
<td>Los mayas; Prueba 1</td>
<td>Lee La noche de Tlatelolco I (apellidos A-K) o II (apellidos L-Z); inventa 4 preguntas; lee Shootings at Kent State; P/R#1: La Crónica De Hoy (<a href="http://www.cronica.com.mx">http://www.cronica.com.mx</a>)</td>
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<td>6-feb</td>
<td>Manifestaciones y rebeliones; P/R#1</td>
<td>Lee el extracto (abstract) o la primera sección de Chiapas I, II y III y haz “Chiapas – preguntas”; lee Chiapas I (apellidos A-H), Chiapas II (Gilbreth p. 8-14) (apellidos J-M) o Chiapas III (Fuentes) (apellidos N-Z) e inventa 5 preguntas</td>
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<td>8-feb</td>
<td>Chiapas &amp; alianzas económicas y sociales</td>
<td>Lee Inmigración I y II e inventa 5 ?s</td>
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<td>10-feb</td>
<td>Calderón &amp; Inmigración</td>
<td>Lee Historia de Bolivia; P/R#2: La Jornada (<a href="http://www.jornada.unam.mx">http://www.jornada.unam.mx</a>)</td>
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<td>13-feb</td>
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<td>Lee Cambios presidencias; Evo Morales I y II</td>
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<td>15-feb</td>
<td>Crisis del gas; Cambios presidencias; Evo Morales</td>
<td>Ver Cocalero y escribir un resumen de dos párrafos</td>
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<td>Prueba 2; Argentina; Información para extranjeros</td>
<td>Lee CONADEP I o II e inventa 5 preguntas</td>
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<td>La guerra sucia;</td>
<td>Busca información en el internet sobre los juicios de los</td>
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<td>24-feb</td>
<td>Crónica de una fuga; Juicios de los dictadores militares</td>
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<td>Discusión de Crónica de una fuga; P/R#3-grupo 1</td>
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<td>El tráfico de mujeres en Argentina; El tráfico de humanos en Albion NY; P/R#3-grupo 2</td>
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<td>7-mar</td>
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<td>María, llena eres de gracia; P/R#4-grupo 2; Entregar: descripción del proyecto</td>
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<td>12-16 mar</td>
<td>Descanso de la primavera</td>
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<td>P/R#4; La familia, la mujer y los jóvenes;</td>
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<td>21-mar</td>
<td>La familia II; Violencia de género</td>
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<td>23-mar</td>
<td>Te doy mis ojos</td>
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<td>26-mar</td>
<td>Viejas y nuevas minorías: inmigrantes y gitanos</td>
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<td>&quot;La política actual&quot;; Ley de la memoria histórica: P/R #5</td>
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<td>&quot;La política actual&quot;; P/R #6; Entregar:</td>
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**CONADEP**

dictadores militares de Argentina; Escribe un párrafo

Termina Crónica de una fuga y haz las preguntas en ANGEL; P/R#3-Grupo 1: Clarín (http://www.clarin.com.ar)

Lee Mujeres I y II e inventa 4 preguntas; lee/haz El tráfico de humanos en Albion NY; P/R#3-Grupo 2

Lee Cristina Kirchner;

Lee FARC (Las FARC se enfrentan a la situación más crítica de su historia); P/R#4-grupo 1: El Mundo http://www.elmundo.com

Ver María, llena eres de gracia y haz las preguntas sobre estudia para Examen Parcial; P/R#4-grupo 2; haz. “Evaluación”

Lee “La familia, la mujer y los jóvenes” pp. 290-300; 314-17 y haz “La familia – preguntas I”

Ver Te doy mis ojos y haz “Te doy mis ojos_preguntas”;

Lee “La familia, la mujer y los jóvenes” pp. 300-11 y haz “La familia – preguntas II”; Ley de género; Trata de blancas; Imprime “La violencia de género” y tráelo a clase

Ver Te doy mis ojos y haz “Te doy mis ojos_preguntas”;

Lee “Del franquismo a la democracia” pp. 1-10*; Contestar: Franquismo_Preguntas (en ANGEL); P/R #5: Abc (http://www.abc.es/) o escucha (http://cope.es/; “Último boletín”)

Lee “La política actual” pp. 11-18* y contesta preguntas 1-7 p. 18; PR#6: Escucha 30 minutos de un programa de Cadena ser (http://www.cadenaser.com/);

Lee Extremadura: Fosa de Medellín, Badajoz pp. 261-74 y haz Extremadura_preguntas 1-13
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<td>2-abr</td>
<td><em>Extremadura: Fosa de Medellín, Badajoz; Fosas comunes</em></td>
<td><em>Lee Maquis</em> (prólogo, capítulos 1-4) y contesta las ?s correspondientes</td>
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<td><em>Maquis</em></td>
<td><em>Lee Maquis</em> pp. 30-40</td>
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<td><em>Maquis; La guerrilla antifranquista</em></td>
<td><em>Lee Maquis</em> pp.41-51; PR#7-Grupo 1: <em>El País</em> (<a href="http://www.elpais.com/">http://www.elpais.com/</a>)</td>
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<td><em>Maquis; Entregar: borrador del trabajo</em></td>
<td><em>Lee Maquis</em> pp. 52-63; PR#7-Grupo 2</td>
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<td>Scholar’s Day</td>
<td><em>Lee Maquis</em> pp. 77-90</td>
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<td><em>Lee Maquis</em> pp. 91-105</td>
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<td>16-abr</td>
<td><em>Maquis; Muerte en El Valle</em></td>
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<td><em>Maquis; Repaso</em></td>
<td><em>Lee Maquis</em> pp.106-17; Estudia para Prueba 3</td>
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<td><em>Prueba 3; Maquis</em></td>
<td><em>Lee Maquis</em> 118-30; P/R#8-Grupo 1: <em>Foro por la Memoria</em> (<a href="http://www.foroporlamemoria.es/">http://www.foroporlamemoria.es/</a>) — elige entre artículos, documentos, noticias, fosas o excavaciones y escribe un resumen</td>
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<td><em>Maquis</em></td>
<td><em>Lee Maquis</em> 131-43 <em>(Uñas, Ojos Azules I y II)</em> y contesta las preguntas correspondientes; P/R#8-Grupo 2</td>
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<td><em>Lee Maquis</em> 160-70 <em>(epílogo y agradecimientos)</em> y contesta las preguntas correspondientes; Imprime “Literatura y cine de la guerrilla” y tráela a clase</td>
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Bibliography for SPN 352
(follows order of syllabus)


Vargas, Manuel. Historia de Bolivia. La Paz, Luciernaga, 2007. (fragment)


Crónica de una fuga. Dir. israel Adrián Caetano. 20th Century Fox Home Entertainment, 2006.


http://www.cincodias.com/articulo/economia/Cristina/Kirchner/nueva/presidenta/Argentina/victoria/arrolladora/cdseco/20071029cdscdseco_2/Tes/ (in syllabus “Cristina Kirchner”)

http://www.lavanguardia.com/internacional/20080705/53494703221/las-farc-se-enfrentan-la-situacion-mas-critica-de-su-historia.html


“Un año de ley de género no frena las muertes”. 20 minutos 29 June 2006.
http://www.20minutos.es/noticia/135887/0/ley/genero/muertes/ (in syllabus “Ley de género”)

Álvarez, J. L. “Una red de proxenetas obligaba a prostituirse a 235 mujeres”. Diario de Sevilla. 23 Feb. 2000: 5. (in syllabus “Trata de blancas”)


