

SEP 06 2007

SC Use Only No.	LSC Action-Date	IWIICC USE Only No.	IWIICC Action-Date	Senate Action Date
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**SPAN 431/531 Spanish-American Poetry**

**3c-01-3cr**  
3 class hours  
0 lab hours  
3 credits

**I. Course Description:** A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish. Prerequisite for SPAN 431: SPAN 260 or permission. Prerequisite for SPAN 531: Acceptance to Spanish graduate program or permission.

**II. Course Objectives**

**Students completing this course will be able to:**

1. Demonstrate knowledge of the major movements and trends of Hispanic-American poetry from the Pre-Columbian period to the present.
2. Identify the most important poets of the region and some of their best known works.

1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 13	3	Class participation Essays Research Paper Presentation
1.a.	2.a., 2.b., 2.c.	9, 11, 13	4	Class Participation, Research Paper <b>*Presentation</b>
1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 12	5	Research Paper
1.a.	1.a., 2.a., 2.b., 2.c.	3, 9, 10, 11, 12	6	<b>*Presentation</b>

*\*Indicates assessments designed for mean and score range aggregated reporting.*

**Student Outcomes Assessment Matrix: GRADUATE ONLY**

NBPTS Standards	INTASC Standards	Spanish MA Program	Course Objectives	Course Assessment Technique
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Julio Herrera y Reissig, (selections)  
Vicente Huidobro, (selections)  
César Vallejo, (selections)  
Pablo Neruda, (selections)  
Jorge Luis Borges, (selections)  
Octavio Paz, (selections)

Nicanor Parra (selections)  
Alejandra Pizarnik, (selections)

**Supplemental Books and Readings** will be placed on reserve in the library and on e-reserve.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell Publishing, 2000.

Paz, Octavio. *Sor Juana, or, The traps of faith*. Trans. Margaret Sayers Peden..

León-Portilla, Miguel. *Endangered Cultures*. Trans. Julie Goodson-Lawes.

<b>Graduate Evaluation</b>		
Research Paper	25%	Write an 8-12 page research paper on an agreed on topic on a poetry analysis.
Presentation	20%	15-20 minute presentation

Week 2	-Continue with Pre-Colombian Poetry -Begin Epic poetry; Spanish perception of native Latin-Americans in poetry	
Week 3	-Continue foundation poetry. -Begin Baroque poetry	-Article Summary 1 -Quiz 1
Week 4	-Continue with Baroque poetry	
Week 5	-Baroque poetry continued -Begin Enlightenment poetry	
Week 6 - 8	-Enlightment poetry continued -Romanticism theoretical/historical context	-Article Summary 2 (week 7 or 8) -Quiz 2 -Preliminary outline and bibliography for research paper
Week	-Modernism & Postmodernism:	-Quiz 3 (week 11)

Fajardo Fajardo, Carlos. "Las vanguardias estéticas y la posmodernidad." *Enfocarte: Revista de Arte y Cultura*. 3.19 (2002): n.p.

Fernández, Jesse. *El poema en prosa en Hispanoamérica: del modernismo a la vanguardia: estudio crítico y antología*. Madrid: Hiperión, 1994.

raza." *Divergencias: Revista de Estudios Lingüísticos y Literarios* 22 (2004):

91-98.

León-Portilla, Miguel. *Endangered cultures*. Trans. Julie Goodson-Lawes. Dallas: Southern Methodist U. P., 1990.

---. *Pre-Columbian Literatures of Mexico*. Trans. Grace Lobanov. Norman, U. of Oklahoma P., 1969.

Neiman, Susan. "¿Qué es la ilustración?" *Revista de Occidente*. 282 (2004): 58-68.

Operé, Fernando. "De Cervantes a Arcilla: Entre la tradición y rupturas." *Exégesis: Revista de la Universidad de Buenos Aires*. 19-20 (2005): 12-18.

Tapscott, Stephen. *Twentieth-Century Latin American Poetry: A Bilingual Anthology*

Tyson, Lois. *Critical Theory Today: A user-Friendly Guide*. New York: Garland Publishing, 1999.

Valdivieso, Jaime. "El mito de Sísifo y su significado en el mundo actual: Los mitos en Latinoamérica: Bolívar, José Martí y Fidel Castro. Desdén y anemia de los mitos nacionales: Lautaro y 'La Araucana'." *Atenea: Revista de Ciencia, Arte y Literatura*. 487 (2003): 135-48.

Vázquez Vélez, María M. "Símbolo y lenguaje poético: Góngora, Sor Juana y el barroco negro español." *Romance Review*. 12 (2002):127-37.



**Part II. Description of Curriculum Change**

2. Summary of proposed revisions.

We propose converting this class into a dual-listed class, and have added graduate objectives and evaluation methods.

We propose striking the phrase “offered in four-year rotation” from the catalogue description.

3. Justification/Rationale for revision.

The rationale for the conversion to a dual-listed class is that we have been given permission to develop a proposal for an MA and would like to make this class part of our graduate program.

The rationale for the description change is that should this class become part of our graduate program, we may find it necessary to offer it more frequently.

4. This is submitted under Syllabus of Record Amnesty.

**Part III. Letters of Support or Acknowledgement**

Outside of the Department of Spanish, there are no other affected or interested departments or programs.