# Raritan Valley Community College Course Outline

#### **I. Basic Course Information**

A. Course Number and Title: Spanish American Civilization SPAN-223

B. Date of Proposal: January 2007 (revised)

C. Sponsoring Department: Communication and Languages

D. Semester Credit Hours: 3

E. Weekly Contact Hours: 3 Lecture: 3

Laboratory:

F. Prerequisites: Intermediate Spanish II or placement test

G. Laboratory Fees:

## **II. Catalog Description**

Prerequisite: Intermediate Spanish II or placement test
Readings and discussion, in Spanish, of the civilization of Spanish American
countries. The course looks at pre-Columbian civilizations, the arrival of the
Spanish, the colonial period, the Wars of Independence and the modern period. In
discussing the modern period, a representative country from each of the following
regions is examined in some detail: Río de la Plata, los Andes, México and
Centroamérica and las Antillas.

#### **III.** Statement of Course Need

With so much of the Spanish-speaking world located in the Americas, it is important that students of Spanish know something about the region where the majority of Spanish speakers live. In addition, a growing number of Latino students are attending RVCC. Many of them are interested in learning more about their heritage and improving their language skills.

#### IV. Place of Course in College Curriculum

- A. This course serves as:
  - Elective
  - General Education course in Humanities.
- B. This course transfers as an upper level Spanish course.

#### V. Outline of Course Content

- Pre-Columbian civilizations: Aztec, Maya, Inca, other
- Conquest and Colonization
- Independence and 19<sup>th</sup> century
- 20<sup>th</sup> and 21<sup>st</sup> centuries
- Arts

### VI. Educational Goals and Learning Outcomes

#### **Educational Goals**

- o Communicate on intermediate-high level as defined by the <u>ACTFL Proficiency</u> <u>Guidelines</u> (G.E. 2)
- Develop an understanding of the major themes in the history of Spanish America (G.E. 4, 6)
- O Develop an awareness of the contributions of major Spanish American artists to art, architecture, music and literature (G.E. 1, 4, 6)
- O Develop an in-depth understanding of one of the above through a research project (G.E. 1, 2, 3, 4, 6)

### **Learning Outcomes**

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

- o locate on a map the countries of Spanish America and their capitals
- o discuss orally and in writing, in Spanish, major themes in the history of Spanish America
- o describe the cultural contributions of major ethnic and religious groups to the development of Spanish America today
- o list major Spanish American artists
- o describe the works of three major Spanish American artists
- o describe the cultural, social, economic and political situation in Spanish America today

### VII. Modes of Teaching and Learning

- lecture/discussion
- small-group work
- guest speakers
- student oral presentations
- student collaboration
- reading assigned texts

### VIII. Papers, Examinations, and other Assessment Instruments

- research papers
- essays
- exams
- oral presentations

• class participation

### **IX.** Grade Determinants

- o prepared oral presentation
- o written exams
- o spontaneous oral work
- o essays

### X. Texts and Materials

Suggested possible texts:

- o <u>Latinoamérica: su civilización y su cultura,</u> 3rd edition, Chang-Rodríguez. Heinle & Heinle, 2000
- o <u>Latinoamérica</u>: presente y pasado, 3rd edition, Fox. Prentice Hall, 2007
- o <u>Hispanomundo: Latinoamérica</u>, Mujica. Harcourt, 2001
- o <u>Iberoamérica: Historia de su civilización y cultura</u>, 4th edition, Loprete. Prentice Hall, 2001

#### XI. Resources

- o video capacity in the classroom
- o computer/internet capacity in the classroom