Dr. Juan Carlos Ureña
urenajuan@sfasu.edu
936.468.2300
Class meeting: MWF: 10 am - 10:50 pm (Ferguson 173)
Office Hours: MWF 11:00 am - 12:00 am
MTWTh 2:00 – 4:00 pm (or by appointment), LAN 250

Textbooks:
Reading Packet posted by the professor in D2L

Curse Description: SPA 330.001 History of Latin American Culture – Overview of Hispanic American history from pre-Columbian civilizations to the Wars of Independence from Spain, with emphasis on political, social, artistic, and cultural trends. Prerequisite: SPA 232 or equivalent.

This course will analyze how music has accompanied the historical transformation in Latin America, many times narrating history and even participating in revolutionary events. We will study a great variety of poetic trends in songs and poetry since medieval times to the present. We will study also the influence that epic poetry has had in some musical genres such as Mexican ballads (corridos mexicanos), and how some songs have become an ideological element of the revolutionary processes in Latin America. Special emphasis will be given to the song in Nicaragua, especially in present time. Today, Nicaragua is facing a critical time, where university students who protest the dictatorship find their lives in danger. Almost 400 students have been killed since April 2018.

Our course will integrate a creative service-learning project, where we will combine art, music, and Latin American history. We are honored to have the participation of Professor Charles Jones, director of The LaNana Creek Press from our School of Art, and Luis Enrique Mejía Godoy, one of Nicaragua’s most famous singer and composer of revolutionary songs. Luis Enrique is also an artist. We will be combining his poems / songs with his artwork, and together with Charles Jones we will be making a book that will be published.

General Education Core Curriculum Objectives/Outcomes:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving and technical proficiency in the development of exposition and argument.
6. To engage in a variety of readings, (fiction and nonfiction) to develop writing skills.

Program Learning Outcomes:

1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.
2. Students will analyze and summarize authentic texts in the target language.
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own.
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

Student Learning Outcomes: In this course students will gain an understanding of the Spanish Language at the advanced level. The class will emphasize the following elements:

1. Develop writing skills using the four major modes of writing: description, narration, exposition, and argumentation.
2. Understanding of grammar, lexicon, spelling and punctuation.
3. Increase language competence by engaging in prewriting, drafting and revision.
4. Appreciate various writing styles through reading fiction and nonfiction genres.
5. Produce writing at the advanced level.

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<tr>
<th>Grade Type</th>
<th>Points</th>
<th>Total Grade Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Reading quizzes</td>
<td>10 %</td>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>Art Project Participation</td>
<td>15 %</td>
<td>80 – 89</td>
<td>B</td>
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<tr>
<td>Musical Reviews 2</td>
<td>10 %</td>
<td>70 – 79</td>
<td>C</td>
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<tr>
<td>Research Project (Presentation to the class)</td>
<td>10 %</td>
<td>60 – 69</td>
<td>D</td>
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<tr>
<td>Midterm</td>
<td>25 %</td>
<td>0 – 59</td>
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<tr>
<td>Final Exam</td>
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**Research Project:** Each student will investigate a topic related to a music band, solo singer, songwriter, musical producer, etc. in the Hispanic world. The project will be presented to the class during the last week of classes.

**Research Papers (Musical Reviews):** Each student will turn in two written papers in Spanish with the findings of the investigation. There is not a specific number of pages (2 – 3 pages, double spaced), but the paper should be clear and well elaborated following **MLA style.** It must include a bibliography.

**Art Project Participation:** In groups of 5, students will intern at The LaNana Creek Press, at the corner of Wettermark Street and North Street to work in the project with professor Jones. Schedule TBD.

**Attendance and Participation:** Students who miss more than two classes will see their final grade reduced by five points per additional unexcused absence. Class will begin at 11:00 am. Please do not arrive late. **All cell phones must be off and put away during class.** Students who use cell phones for **texting** during class will be counted absent. **Note on quizzes and exams:** Students who miss quizzes or exam must have proper documentation as stated in university policy from the Office of Student Rights and Responsibilities to reschedule the quiz or exam.

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**SPA 330.001 Tentative Course Schedule – Fall 2018**

| M     | Aug 27: Introducción al curso  
|       | Tarea: Por qué la luna tiene hijos (J.C. Ureña) |
| W     | Aug 29: Orígenes de la música  
|       | Tarea: The Mockingbird Still Calls for Arlen… (J.C. Ureña) |
| F     | Aug 31: Class with Professor Charles Jones  
|       | Tarea: The Mockingbird Still Calls for Arlen… (J.C. Ureña) |

| M     | Sep 3: La canción en Centroamérica / Selección de canciones y dibujos  
|       | Tarea: Leer y escuchar canciones asignadas (for Friday) |
| W     | Sep 5: Visít to The LaNana Creek Press (corner of Wettermark Street and North Street)  
|       | Tarea: Leer y escuchar canciones asignadas |
| F     | Sep 7: La canción en Centroamérica / Selección de canciones y dibujos  
|       | Tarea: Música Precolombina (Juan Pablo Romanos) / Escuchar canciones asignadas |

| M     | Sep 10: Música precolombina / Selección de canciones y dibujos  
|       | Tarea: “El arte de los juglares” (J.C. Ureña / Canciones asignadas) |
| W     | Sep 12: Los juglares medievales / Selección de canciones y dibujos  
|       | Tarea: “Trovas de fino amor” (J.C. Ureña) |
| F     | Sep 14: Trovadores medievales / Selección de canciones y dibujos  
|       | Tarea: Comparación de dos canciones ("Blowin' In The Wind” de Bob Dylan y “Solo le pido a Dios” de León Gieco); Cómo hice: Solo le pido a Dios (YouTube) |
M Sep 17: Análisis de canciones (comparación)
   Tarea: “El folclore y la confluencia de la sangre” pp. 67-72. (J.C. Ureña)
W Sep 19: El folclore americano
   Tarea: La copla y la décima pp. 72-87 (J.C. Ureña)
F Sep 21: Coplas y décimas
   Tarea: “El corrido histórico...” pp. 76-97 (J.C. Ureña)
M Sep 24: El corrido mexicano
   Tarea: El corrido de Gregorio Cortez
W Sep 26: El corrido en Texas y el suroeste de Estados Unidos
   Tarea: “El bolero...” pp. 154-164 (J.C. Ureña)
F Sep 28: El bolero
   Tarea: “Canción de mujer...” pp. 165-172 (J.C. Ureña)
M Oct 1: El bolero y la balada romántica
   Tarea: Definición de balada (Definición ABC)
W Oct 3: La balada histórica y la balada romántica
   Tarea: Definición de música popular (Web: Definición ABC)
F Oct 5: La balada medieval y la balada moderna
   Tarea: “Definición de Pop” (Web) / “Pop en español o Latino” (Web)
M Oct 8: Introducción al Pop Latino
   Tarea: Estudiar para el examen
W Oct 10: Review for Midterm Exam
   Tarea: Estudiar para el examen
F Oct 12: Midterm Exam
   Tarea: “El rock en español: la rebeldía independiente” pp. 295-307 (J.C. Ureña)
M Oct 15: Rock en español
   Tarea: Escuchar y leer canciones asignadas/ Leer: “El septuagenario purasangre” (El País, España)
W Oct 17: Rock en español continuación / Buscar una reseña musical y traerla el viernes.
   Tarea: “Picasso y Juan Pardo. El vértice coruñés de Picasso” (Web)
F Oct 19: Andurriña y la canción española de los 60s
   Tarea: Ver documental “Joan Manuel Serrat - La mitad invisible - Documental de TVE” (YouTube); Escuchar canciones asignadas (Mediterráneo y otras)
M Oct 22: Joan Manuel Serrat, Cataluña y España...
   Tarea: Canciones de Luis Eduardo Aute, Víctor Manuel y Ana Belén, Miguel Ríos
W Oct 24: Aute, Víctor Manuel y Ana Belén, Miguel Ríos
   Tarea: Continuación de canción española
F Oct 26: Aute, Víctor Manuel y Ana Belén, Miguel Ríos / Entregar primera reseña musical
   Tarea: “Un andaluz de Jaén y la entrada al siglo XXI” (J.C. Ureña)
M Oct 29: Joaquín Sabina
   Tarea: canciones de Jorge Drexler, Alejandro Filio
W Oct 31: Jorge Drexler, Alejandro Filio
   Tarea: What Makes This Song Great - Episode 2 The Police (Rick Beato – YouTube);
F Nov 2: Cómo hacer crítica musical
   Tarea: “El siglo de las trovas” pp. 179-190 (J.C. Ureña)
M Nov 5: Canción “protesta”, trovas y nueva canción...
  Tarea: La nueva trova cubana (Web: Algarabía)
W Nov 7: La nueva trova cubana
  Tarea: Calle 13, On Being Loved And Hated In Latin America (NPR) Read the article
  and listen to the audio
F Nov 9: El fenómeno “Calle 13”
  Tarea: Ver vídeos “En La Makinita "Versos Migrantes Ana Tijoux y Shadia Mansour,
  Capítulo # 9”, (YouTube); Canción “Sacar la voz” (Ver vídeo en YouTube y leer letra)
M Nov 12: Ana Tijoux y Mala Rodríguez: dos voces diferentes
  Tarea: “Café Tacvba, la reinvención permanente” (Web: The New York Times);
  Escuchar canción “Chilanga banda” (ver vídeo en YouTube y leer letra)
W Nov 14: Café Tacvba
  Tarea: “México tiene las raíces enfermas”, Natalia Lafourcade. Ver vídeo y leer
  artículo; Escuchar canción “Hasta la raíz” (ver vídeo: YouTube)
F Nov 16: Natalia Lafourcade
  Tarea: Rock argentino, Charly García, Fito Paez, Soda Estereo

M Nov 19: **Thanksgiving Holiday**
W Nov 21: **Thanksgiving Holiday**
F Nov 23: **Thanksgiving Holiday**

M Nov 26: Rock argentino
  Tarea: Todo a pulmón, Alejandro Lechner
W Nov 28: Todo a pulmón
  Tarea: Preparar presentaciones
F Nov 30: Presentaciones orales
  Tarea: Preparar presentaciones

M Dec 3: Presentaciones orales / **Entregar segunda reseña musical**
  Tarea:
W Dec 5: Presentaciones orales
  Tarea:
F Dec 7: **Review for Final Exam**

**Final Exams: Wednesday, December 12, 10:30 am – 12:30 pm**

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).