Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**HISP 204** is the study of the literary tradition of the Hispanic/Spanish-speaking world. Through the study of major and representative artifacts of Spanish language literature in translation, students learn to appreciate these works in terms of their creative contribution and to understand them in relationship to the culture that produced them. As students read and interpret works of literature from Spain and Spanish America, they synthesize and critique their expression through explicit and implicit comparisons and contrasts with their previous other literary studies. Literary readings put students in contact with different aesthetic and intellectual perspectives on creativity and innovation, as well as themes universal to the human condition (life, love, death, beauty, religion, nation, identity...).

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students read literary texts, and they are presented with explanations of national and regional histories and artistic movements. Students comprehend and analyze these literary texts in terms of both content and style. Synthesis and analysis of readings offer opportunities for critical thinking because they require evaluation of content and style. Inquiry into the context surrounding these texts offers opportunities for critical thinking because it implies understanding the text/context relationship as well a comparison and contrast with the student’s own linguistic/literary and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Two of this course’s principal learning outcomes target effective communication. Through the study of Spanish-language literature, students competently will write an extended exposition using basic technical terms of literary criticism, and they will orally report expository information about an author or work studied. These outcomes are targeted by ongoing interpretation of literary texts and the oral and written expression of ideas about them throughout the course. At appropriate junctures in the conduct of the courses, students will view video interpretations of discussed literary characters, styles, and works (i.e. Don Quixotes, magical realism, Martin Fierro, Golden Age theater, etc.), or they will view paintings illustrative of period aesthetics (i.e. Baroque, Romanticism, avant garde, etc.)
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Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The literary and cultural texts studied provide exposure to and insights into many different ideological, temporal, thematic, and cultural points of view. Studying, analyzing, evaluating and appreciating those differences build tolerance, which is an attribute necessary to teamwork and social responsibility. The conduct of the course involves small group discussions and reporting, a practice which fosters and depends on teamwork concepts because it requires the individual to participate actively towards the group’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course promotes intercultural competence because students learn to understand, appreciate and evaluate Spanish language literature and to understand Hispanic culture through the study of representative literary/cultural texts. The achievement of objectives of cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.