

**Perspectives on the Liberal Arts
Course Proposal
Queens College, City University of New York**

I. Course Information

Course Title: **Hispanic Film (in English) Span 047**

Credits: **3**

Prerequisites: **Eng 110**

Existing course, course number: LASAR: **no**
XX New course

Area of Knowledge and Inquiry
(select one)

- Reading Literature (RL)
XX Appreciating and Participating
in the Arts (AP)
 Culture and Values (CV)
 Analyzing Social Structures (SS)
 Natural Science (NS)

Context of Experience
(select only if the course
emphasizes one of the
following)

- United States (US)
 European Traditions (ET)
 World Cultures (WC)

Extended Requirements

- (select only if the course meets
one of the following)
 Pre-Industrial Society (PI)
 Abstract or Quantitative
Reasoning (QR)

How often does the department anticipate the course will be offered?

X Other: once per year, semester TBD number of sections: 1 number of seats per section: 25

Department: HLL

Department Contact: Barbara Simerka, bsimerka@hotmail.com

Course Description

This course will focus on the study of the contributions of Hispanic filmmakers to the art form of cinema. Students will view the works of Spanish and/ or Latin American filmmakers.

Version 1: Prof. Fernández, Spanish emphasis

This course will explore the development of Spanish film over the past half century, focusing on the ways that films address changing sociopolitical conditions . Section A studies different Spanish attempts to deal with modernity under a long-term fascist regime. From mainstream to art movies students will be able to analyze sociological conflicts and anxieties encoded inside the films. Section B takes works filmed after Francoism in a new historical frame when Spain deals with its past to become a modern democratic European country. The corpus allows the inclusion of different theoretical frames such as postmodern politics and art; women and postcolonial representation in films; and historical and personal memory. Section B is articulated to establish a dialog with the movies in Section A exposing productive cultural translations of Spanish culture.

Version 2, Prof. Alcántar, Latin American emphasis

This course is designed to introduce the students to the cinematic work of a number of Latin American film artists, and to develop a more detailed and creative reception of each film. In

particular, this class examines the use of cinema in a particular time period—the sixties through the present—to illustrate the abuse of power by the State and by military dictatorships, and the reactions of oppositional groups in Latin America.

II. Criteria for Perspectives Courses

Justification

Please describe how the course will address criteria for Perspectives on the Liberal Arts courses. Be sure to include an explanation of the course's specific learning goals for students to make a connection between these and the general criteria for Perspectives courses.

Hispanic Films will be discussed and analyzed for their specific thematic and filmic content. Students will study the terminology associated with film criticism, learn how to write a film analysis, and will examine how Hispanic identities have been defined in recent films in several countries. Students will learn to make more informed aesthetic judgments, and will train their critical faculties in a way that will help them better understand all forms of visual media--including plastic arts, television, and advertising. This course meets the aims of the Appreciating and Participating in the Arts section of the PLAS by training students in the "skills of observing and listening to...and appreciating and understanding the creative arts," thereby helping students to "develop awareness of the role of these arts in human life."

Criteria 1-8:

1. Readings will provide students with the terminology of film criticism and discussion/ screening journals using such terminology will build student proficiency
2. Students will discuss how Hispanic cinema reflects the wider social context within which it was produced, as well as through the discussion of film within the broader range of the liberal arts.
3. Students will analyze the history and development of film as performing art in Spain or Latin America. Students will be taught the skills of observing film as an art form.
4. Students will examine Hispanic film within the wider context of both European and Hollywood film, with discussions of influences and comparisons of specific genres, filmic techniques.
5. Students will explore the ways in which Hispanic film has helped to mediate models of identity : national, regional, hybrid, gender,, class, etc
6. Class discussion and written activities foster active inquiry
7. Courses explore the changes in Spanish and/or Latin American film over the past half century, in conjunction with exploration of significant sociopolitical movements and developments.
8. Films are primary texts.

Criteria Checklist

Please be sure that your justification addresses all three criteria 1-3, below. For criteria 4-8, please check all that apply and discuss these in your justification.

A Perspectives course must:

In addition, a Perspectives course will, where appropriate to its discipline(s) and subject matter:

1. Be designed to introduce students to how a particular discipline creates knowledge and understanding.

2. Position the discipline(s) within the liberal arts and the larger society.

3. Address the goals defined for the particular Area(s) of Knowledge the course is designed to fulfill.

4. Be global or comparative in approach.

X 5. Consider diversity and the nature and construction of forms of difference.

X 6. Engage students in active inquiry.

X 7. Reveal the existence and importance of change over time.

X 8. Use primary documents and materials.

III. Course Materials, Assignments, and Activities

See attached syllabus

IV. Assessment

Perspectives courses must be recertified every five years, and we are seeking ideas for how to best carry out this assessment. What forms of evidence that the course is meeting its goals as a Perspectives course would be appropriate to collect for this course during the next five years? How would you prefer assessment to be conducted? How might evidence of effective teaching and student learning be collected and evaluated?

The undergraduate curriculum committee will create an archive of syllabi, assignments and exams, and collect samples of student writing, for assessment of student outcomes in the areas of learning specified by PLAS. Annual faculty meetings could be held to compare notes on areas of common student weaknesses and strategies for improvement. Such a process is already in place for courses in the Spanish major for NCATE review; this program can easily be expanded to include PLAS.

V. Administration

What process will your department develop to oversee this course, suggest and approve changes, and conduct assessment? Who will be in charge of this process?

The undergraduate curriculum committee will administer the course. The class will be taught primarily by full time faculty. The committee will create an archive of syllabi, assignments and exams, for purposes of new faculty guidance

VI. Syllabus

Please attach a sample syllabus (or set of syllabi, for courses on variable topics or courses that will be taught in variable formats).

See syllabi on following pages