Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Foreign Languages and Literatures

2. Course Prefix and Number: FLSP 3140

3. Effective Term: Fall 2012

4. Course Title: Topics in Hispanic Music
   Abbreviated Title (30 characters or less): Topics in Hispanic Music

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number: [ ]
   - Proposed Course Number: 3140
   - Type of Revision: [ ]

6. Course Credit:
   - Contact/Group Hours
   - Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   - Weekly or Per Term?
   - Credit Hours
   - Anticipated Enrollment
   - Maximum Hours (Repeatability): [ ]
   - [ ] lecture
   - [ ] weekly
   - [ ] 3
   - [ ] 25
   - Total Credit Hours: [ ]

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    A study of the interrelationship of Hispanic music and its cultures- both Spanish and Spanish American.

11. May Count Either: [ ] or [ ] (indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "NA" if not included in any program; attach memorandum if more space is required)
    
    | Program Type | Program Title                  | Requirement or Elective? |
    |--------------|--------------------------------|---------------------------|
    | minor        | Minor in Spanish               | optional                  |
    | major        | BA in FLSP, FLST               | optional                  |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification:

To provide a more varied elective course offering for the FLSP, FLST majors and Spanish minors as recommended by recent program review. This course will ensure that students have diverse knowledge of Hispanic cultures.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met; referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

This course proposes to teach and expose students to the many styles of music in Spain and Spanish America, the instruments of the regions, and various historical and cultural topics related to these styles and instruments. Upon completion of this course, students should be able to appreciate and analyze how the music of these regions is representative of the historic, social, and cultural contexts in the target language.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week One: Ancient or Indigenous Roots of Spanish or Spanish American Music
Week Two: Spanish or Spanish American Music of the Era of Exploration and Conquest
Week Three: Spanish or Spanish American Music of the Colonial Period
Week Four: Independence Movements
Week Five: Instruments of Spain or Spanish America
Week Six: Nationalism in Music
Week Seven: Countercurrents in Music (1920-1940s) in Spain or Spanish America
Week Eight: Contemporary Music (1950s-1990s) in Spain or Spanish America
Week Nine: Current Popular Music of Spain or Spanish America
Week Ten: Urban versus Rural music in Spain or Spanish America
Week Eleven: Women in Music of Spain and Spanish America
Week Twelve: Assimilation of cultures in music of Spain and Spanish America
Week Thirteen: Presence of Spanish and Spanish American Music in the US
Week Fourteen: Semester Project Presentations

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Article/Reading Reviews: Daily Homework assignments can be found in the Calendar section of Blackboard and may consist of readings, Discussion or Voice Board activities, or written assignments to submit through Blackboard. Quizzes: There will be a quiz (covering vocabulary and culture) given at the end of each new topic, dates are indicated in the Calendar of Blackboard. Semester Research Project: Throughout the semester students will be doing research on a topic approved by the instructor that relates to the content of this course. It will either be a final presentation or research paper.
Midterm & Final Exams.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)
19. Rubric and Grading Scale:

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<thead>
<tr>
<th>Grading Components:</th>
<th>participation 10%</th>
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<tbody>
<tr>
<td>Article Reviews 20%</td>
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<tr>
<td>Quizzes 20%</td>
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<tr>
<td>Midterm 20%</td>
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<tr>
<td>Final 15%</td>
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<tr>
<td>Research Project 15%</td>
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</tbody>
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Grading Scale:

- A=90-100
- B=80-89
- C=70-79
- D=60-69
- F=0-59

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Including a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1208 Haley Center, 944-2096 (V/TTY).
TO: Constance Relihan, Associate Dean
FROM: Sara Lynn Baird, Music Department Chair
DATE: January 26, 2011
RE: FLSP 3960 Special Topics in Hispanic Music

I approve the offering of this course in the Foreign Languages Department:

FLSP 3960 Special Topics in Hispanic Music

This course will provide opportunities for students in music and Spanish programs, as well as, potentially other interested students. There is no current music faculty with this particular expertise.