

Global Learning Semesters

Course Syllabus

Course: Spanish VII

Department: Spanish

Host Institution: Universidad Autónoma de Guadalajara, México



Course Summary		
Course Code	Course Title	Recommended Credit Hours
n/a	Spanish VII	4
Subject	Contact Hours	Prerequisites
Spanish Language	80	Spanish VI or Results of Placement Exam
Department	Level of Course	Language of Instruction
Spanish	Upper-Division	Spanish

Objectives

At the end of this level, the student will be able to handle any social, work or interpersonal situation that arises. This course will also help the student review many of the grammatical forms previously studied.

Furthermore, the student will analyze popular Latin American values and customs through the study of sayings and idiomatic expressions and identify the main characteristics of the region's literary movements through the study of short stories.

Those students who select the Mexican Anthropology portion of the course will be introduced to pre-Hispanic life in Mexico and gain a better understanding of Mexico's indigenous groups and cultures.

Prerequisites (if applicable)

Spanish VI or Based on Results of Placement Exam

Course Outline

First Block – Content

1. Indicative Mode
2. Subjunctive Mode
3. "Ser" and "Estar"
4. Past vs. Imperfect
5. Conditional Clauses
6. Paraphrasing
7. Important People to the History of Jalisco (Guadalajara)
8. Legends
9. Sayings
10. Flirting in Spanish
11. Idiomatic Expressions

Second Block – Content

There are two options for this second block. The first introduces the students to Latin American literature while the second one focuses on Mexican anthropology. These blocks aim to reinforce the vocabulary and grammar learned throughout the course's first block.

Option 1: Latin American Literature

Readings:

1. *Amor Secreto* – Manuel Payno (Mexico) – Romanticism
2. *El Clis del Sol* – Manuel González Zeledón (Costa Rica) – Realism
3. *Justicia India* – Jaimes Freyre (Bolivia) – Modernism
4. *El hombre muerto* – Horacio Quiroga (Uruguay) – Creolism
5. *El jardín de senderos que se bifurcan* – Jorge Luis Borges (Argentina) – Cosmopolitanism
6. *El guardagujas* – Juan José Arreola (Mexico)

These stories can be found in Seymour Menton's [El Cuento Hispanoamericano](#), the course's required textbook.

Students will have to submit a short research project on each of the six literary movements covered in class. This project should include historic context, main representatives and basic characteristics. Students will also have to give an oral presentation on each one of their research projects.

Other assignments include:

- Short written analyses of the structure of each of the stories studied (6 total)
- Essays on certain themes studied in the short stories
- Creative writing piece using the main traits of the literary movement being studied

As a final project, students will read a short story not studied in class and give an oral presentation covering the following topics: a) author's biography; b) main themes; c) story's summary, and; d) symbolism and messages.

Option 2: Mexican Anthropology

This option combines the study of archaeology and ethnography to introduce students to the main indigenous groups in Mexico.

The course will be based on the following materials:

1. Written material on 6 of the most important Mexican cultures, from the earliest to the latest.
2. 5 short stories by writer and ethnologist Francisco Rojas González from his book [El Diosero](#) that shows the customs of many Mexican indigenous groups in a clear and realistic way.
3. Student oral presentations on one indigenous group detailing the most important aspects of their culture.
4. Movies and slides on archaeological sites, pre-Columbian art, and ethnic groups in Mexico.