Proposal for a Major in Spanish
Leading to the Bachelor of Arts Degree

Department of Modern Languages and Literatures
John Jay College of Criminal Justice
City University of New York

Anticipated Implementation of Program: Fall 2015

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A. Executive Summary

The number of Spanish speakers in the United States currently stands at roughly 37 million and is projected to exceed 40 million by the year 2020. In New York City, some 21% of the population is of Hispanic heritage and for many of these residents Spanish is their native language. The importance of Spanish will no doubt grow in the U.S. for years to come, for both demographic reasons and because of migration, travel, commerce, and cultural exchanges with Latin America.

The sizable footprint of Spanish in the United States has significant ramifications for labor markets here and abroad, today and for many years ahead. Within a diverse variety of fields and industries – in the public, private, and nonprofit sectors – prospective employees who are fluent in Spanish and can also claim solid knowledge of the socio-cultural dimensions of the communities and regions of Spain and Latin America, will be in high demand. Accordingly, the Department of Modern Languages and Literature at John Jay College of Criminal Justice, aware that the College is already well-supplied with the relevant faculty expertise, proposes to offer a Bachelor of Arts degree in Spanish. The purpose of this new bachelor’s degree would be to develop in students the advanced linguistic skills, knowledge of the cultures of Spanish-speaking regions, and forms of cultural competence so frequently sought in today’s globally competitive and interconnected world.

The proposed Spanish program has flexibility that serves to accommodate the needs of students with varying interests and career goals. It offers a required core component followed by two distinct tracks. After successfully completing the language general education requirements (the Introductory Spanish sequence SPA 101 and SPA 102; or SPA 111 and SPA 112) or “placing out” of these courses with a placement test result indicating an equivalent level of Spanish language proficiency, students may begin pursuing the specialized courses in the major. This includes nine credits of language instruction (Intermediate Spanish I or Intermediate Spanish I for Heritage Students; then Intermediate Spanish II or Intermediate Spanish II for Heritage Students; as well as Conversation and Composition in Spanish). In addition, students select a three-credit-hour career emphasis course (either Spanish for the Professional or Spanish for Criminal Justice), for a total core requirement of twelve credit hours. These core courses provide students with a high level of proficiency in the four skills of listening, speaking, writing and reading. The career emphasis course provides cross-cultural competency to address the fifth major goal of language acquisition, that of cultural context.

Beyond the required 12-credit core, the major offers two 24-credit tracks, making for a 36 credit major. Concentration A prepares students for positions as translators and interpreters generally, and specifically for positions requiring a background in legal concepts and terminology. It includes 18 required credits focusing directly on these skills: Translating I & II, Interpreting I & II, Legal Interpreting I and Legal Translating I. It also includes six credits of electives from a variety of options, covering translation and interpretation, literature and culture and the option of an internship. In relation to this track, it is worth noting that for the 10-year period 2012-2022, the U.S. Bureau of Labor Statistics (BLS) forecasted an increase in jobs for Interpreters and Translators of 29,300, to move this sector from the 2012 figure of 63,600 to 92,900 jobs. This compelling 46% growth figure is, in the terminology of the BLS, “much faster than average.”

Concentration B is designed for students who wish to pursue a more general course of study in Spanish and Latin American literatures and cultures. In addition to the core requirements noted above, students who elect this track are required to complete twelve credit hours as follows: either Spanish Literature I or Spanish Literature II; Latin American Literature I or Latin American Literature II; The Theme of Justice in 20th-century Spanish Literature or Themes of Justice in Latin American Literature and Film; and lastly, Contemporary Issues in Hispanic Literature. To these required credits students elect an additional twelve credit hours from among a variety of electives designed to provide depth to their
chosen career field. Students wishing to enroll in a semester of study abroad in a Spanish-speaking university, approved by the student’s advisor and department chair, may substitute this experience for up to 15 credit hours toward this option of the major. Students who elect Concentration B can achieve levels of cultural knowledge and sophistication that should make them particularly attractive to employers in such areas as government, international relations, business, marketing (both domestically and in Spain or Latin America), journalism, the foreign service, and certain NGOs in the non-profit sector. We also anticipate that some of these students will pursue a graduate degree (either an M.A. or a Ph.D.) after leaving John Jay.

Upon successful completion of either of these two tracks, students will be able to: (1) speak in Spanish at an advanced level of proficiency based on the American Council on the Teaching of Foreign Languages (ACTFL) rating guidelines, (2) read in Spanish at an advanced level of proficiency based on the ACTFL rating guidelines, (3) listen in Spanish at an advanced level of proficiency based on the ACTFL rating guidelines, (4) write in Spanish at an advanced level of proficiency based on the ACTFL rating guidelines, and (5) analyze and interpret works within a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.

To assess the success of the program in fulfilling these goals, the Department of Modern Languages and Literatures will build upon its existing plan for assessing its minors and certificate programs. To assess individual courses the Department obtains data each semester from pre-tests and post-tests administered in its courses. To provide consistent data from year to year we use the same format of pre- and post-tests to identify student progress rates in the five learning outcomes that current best practices use for language courses: speaking, listening, writing, reading, and cultural knowledge. In addition, the Department tracks persistence rates and completion rates for those who enroll in its minors and certificates and will do the same for its major. Once the major is approved and implemented, successful job placement rates and rates of success on standardized professional examinations will be added to the list of program assessment tools.

Worldwide recruiters agree that ten years from now it will be more important than ever to be at least bilingual. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. It is therefore perhaps not surprising that the employment of Spanish majors is expanding significantly in corporate, government, and nonprofit sectors as the demand increases for individuals with linguistic preparation in Spanish, a solid knowledge of the complex and diverse Hispanic cultural world, and the skills to work and succeed in today’s culturally diverse and interconnected world. Unlike other modern languages such as French and German, whose enrollments have dropped significantly, Spanish has seen a steady increase in college enrollment over the past decades.

There is every reason to believe that Spanish will be a popular major at John Jay College. Internally, enrollment in the new Spanish minor has steadily increased from zero in 2010 to 20 in 2011, 41 in 2012, and 60 in 2013. There are no additional fulltime faculty costs associated with this major since there are no new positions required. The seven full-time faculty will be able to cover most courses required for the major with a minimal amount of part-time faculty assistance beginning in year three. We have enough unfilled seat capacity for the first two years of offerings.

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1http://hr.com/hr/communities/leadership/global_survey_of_recruiters_reveals_demand_for_multi_languag e_capabilities_among_senior_executiv_eng.html
B. Abstract

The status of Spanish as the second most common native language on earth, together with
the impact of globalization on the career opportunity landscape for recent and future college
graduates, argues strongly for the potential value of the study of Spanish as an academic
discipline. While students at John Jay College of Criminal Justice have, for decades, been able to
improve their Spanish language skills and also gain knowledge of the cultural, social, political,
and economic dimensions of the regions and communities of Spain and Latin America, they
have not been able to do both these things in the context of an integrated academic program of
study with the depth and breadth required to make them truly competitive in the job market.
Supported by the rich faculty resources on hand for delivering such a program, the College’s
Department of Modern Languages and Literatures proposes to offer a Bachelor of Arts degree
in Spanish.

The proposed program is rigorous, flexible, and highly relevant to a variety of career paths
in the U.S. and abroad. Students will progress through a core of required courses, choose
between two concentrations (one on Interpretation and Translation; the second on Spanish and
Latin American Literatures and Cultures), and have a rigorous liberal-arts training that hones
their critical thinking and writing skills. Graduates will be prepared for a number of jobs in
government (particularly ones related to court and legal proceedings), nonprofit agencies, and
the private sector immediately upon earning this bachelor’s degree. They will also be well-
prepared for graduate programs (masters or doctoral) that lead to additional career
opportunities.

C. Purpose and Goals of the Program

1. Purpose

In its mission statement, John Jay College of Criminal Justice, City University of New York,
envision a “liberal arts curriculum” that “equips students to pursue advanced study and
meaningful, rewarding careers in the public, private, and non-profit sectors” and “professional
programs” that “introduce students to foundational and newly emerging fields and prepare
them for advancement within their chosen professions.” To support this mission, the Modern
Languages and Literatures Department proposes a new, innovative major in Spanish. The new
Spanish major is designed to serve the needs of those students for whom a linguistic
preparation in Spanish and a thorough knowledge of the Ibero-American/Hispanic world, its
peoples, and its cultural, political and social history will further their educational and
professional development. Students will progress through a core of required courses, be guided
by faculty in choosing between two concentrations: one on Interpretation and Translation, the
second in Spanish and Latin American Literatures and Cultures, and have rigorous liberal-arts
training by honing critical thinking and writing skills.

This program prepares graduates for the multiple career paths that result from the
prevalent use of Spanish in the United States and this country’s many varieties and levels of
connection with its Latin American neighbors. With over 37 million Spanish speakers in the

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United States in 2013, and with over 40% of the population growth being Hispanic people, the stage is set for a significant increase in Spanish usage in the United States. Furthermore, the Bureau of the Census projected that by 2060, 31% of the population in the United States will have Hispanic roots. Within the New York Metropolitan Statistical Area 24.6 percent of the population, or almost two million people, speak Spanish.

For U.S. residents whose only or primary language is Spanish, government at every level (federal, state, municipal) has responsibility for delivering certain services bilingually, while many nonprofit organizations own this responsibility voluntarily (indeed, as part of their missions). Meanwhile many heritage speakers who are fully fluent in English nevertheless spend significant time and disposable income consuming Spanish-language media, participating in cultural events with roots in Hispanic-American history and identity, etc. Businesses in fields such as journalism, the arts, entertainment, and many others are naturally anxious to market to and build customer loyalty among every category of Spanish language user in the U.S. For all of the above, employees who are fully bilingual and culturally competent are highly valued. As for hemispheric commerce, although Latin America is not the largest trading partner of the U.S. it is the fastest growing one in recent years, growing by 82% between 1998 and 2009. Students interested in employing the learning of their John Jay Spanish B.A. internationally will find opportunity expanding steadily in Latin America.

Both the growing importance of knowledge of Spanish in the United States and John Jay’s identification by the US Department of Education as a Hispanic Serving Institution, with 41% of the undergraduate students identifying as Hispanic/Latino, makes a compelling case for the College to add to its list of degrees a Bachelor of Arts in Spanish. The new major in Spanish is a key college experience to open doors to economic and educational advancement among students with different interests and backgrounds, particularly among those who are to some degree bilingual in English and Spanish. Moreover, by providing students who are heritage speakers of Spanish the ability to fashion careers from their language skills, the new major in Spanish is expected to contribute to increased retention and graduation rates among the Hispanic population at John Jay College.

The new major in Spanish will enrich the College, the educational opportunities it affords its students, particularly the large Hispanic student community it serves, by providing valuable language acquisition that opens the doors to employment and promotion, by furthering cross-cultural understanding, and by enhancing through extra- and co-curricular activities the cultural experiences available to its students.

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2 http://www.pewresearch.org/fact-tank/2013/09/05/what-is-the-future-of-spanish-in-the-united-states/
5 http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk
7 See http://www.jjay.cuny.edu/Profile_of_Latino_Undergraduates_at_John_Jay_College.pdf
2. Educational Goals and Career Objectives

Worldwide recruiters agree that ten years from now it will be more important than ever to be at least bilingual. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. It is therefore perhaps not surprising that the employment of Spanish majors is expanding significantly in corporate, government, and nonprofit sectors as the demand increases for individuals with linguistic preparation in Spanish, a solid knowledge of the complex and diverse Hispanic cultural world, and the skills to work and succeed in today’s culturally diverse and interconnected world.

Our proposed new program is strongly positioned to provide our bilingual and non-bilingual students the broad foundational education and training in specific competencies sought by employers. By the end of their undergraduate careers, Spanish major students will be able to:

- speak in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- read in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- listen in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- write in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- analyze and interpret works in a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.

In terms of career prospects, it is instructive to consider the forecasts that the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor has made concerning the sector, “Interpreters and Translators.” Based on national data and using a 2012 – 2022 timeframe, the BLS projects that by 2022 there will be 29,300 new positions in this field, in addition to the 63,600 that existed in 2012. The BLS characterizes this nationwide 46% growth as “much faster than average” and for students who are considering the Spanish major this is sure to be compelling. The national data on salaries for interpreters and translators are respectable, with the median annual wage in May 2013 at $47,920.

More locally the outlook is equally promising for aspiring interpreters and translators. The New York State Department of Labor (NYSDL), using the same 2012 – 2022 timeframe, projects a 46.1% growth in the number of positions, from 4,390 in 2012 to 6,170 in 2022. Moreover the median annual pay for interpreters and translators in New York State was $58,700 in 2014. In the New York City region the median annual wages for those in this sector was $63,460.

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9 http://hr.com/hr/communities/leadership/global_survey_of_recruiters_reveals_demand_for_multi_language_capabilities_among_senior_executiv_eng.html
10 American Council on The Teaching of Foreign Languages.
12 http://www.bls.gov/oes/current/oes273091.htm
13 http://www.labor.ny.gov/stats/lsproj.shtm
While these national and New York State figures cover interpreters and translators in general, not simply those proficient specifically in Spanish, there is little question that much of the strong and growing demand just described will be for this subset specifically. It is also worth underscoring that graduates who pursue Concentration A – Translation and Interpretation, will enter this particular job market sector with an edge. On top of their advanced general Spanish proficiency, deepened sociological, historical and cultural knowledge relevant to cultural competency, and the intellectual refinement acquired through their liberal arts coursework, Concentration A graduates will have specialized facility with legal concepts and terminology.

Furthermore, having bilingual fluency increases employment opportunities in virtually any given occupational field. In the field of foreign affairs, for example, the State Department is placing increased emphasis on language knowledge among its Foreign Service Officers. Spanish majors have a strong and growing presence in a wide range of federal government fields, including positions in Foreign Services, the International Communication Agency, the National Security Agency, the Federal Bureau of Investigation, Immigration and Naturalization Services, the Bureau of Narcotics, Department of Treasury, Foreign Claims Settlement Commission, Office of Economic Opportunity, and all levels of government in areas serving a large immigrant population. In addition, in the Federal government, the U.S. Armed Forces and the State Department are the entities that most frequently hire interpreters and/or translators. Other employers outside the Federal government include the United Nations, World Bank, International Monetary Fund, and the Organization of American States, among others. Furthermore, Spanish majors have been recognized for their importance to such fields as social service (law enforcement, welfare, health services, nursing, vocational counselor, case worker); arts, media, entertainment (advertising, journalism/broadcasting, publishing/editing), and Banking and Financial Services. The explosion of international business activity has led to a growing need for many banks to hire Spanish bilingual overseas representatives and international officers, and for domestic banks to hire similarly skilled staff to assist Spanish-speaking customers.

According to the National Association of Colleges and Employers (May 15, 2014), the top-paying liberal arts majors for 2014 graduates are foreign languages and literature with an average starting salary of $46,900.14 As explained above, and as reported by CNN Money (May 20, 2014), “translators and interpreters are expected to be one of the 15 fastest growing occupations in the nation, according to the Department of Labor.”15 Students completing the Translation and Interpretation option of the major will be prepared to take different professional certification exams, depending on their desired area of expertise. They will be prepared to take the State and Federal legal interpreter certification exams, which are required to practice the profession at any level within the court system, as well as the American Translators Association (ATA) certification exam, which is “one of the industry's most respected and recognized credentials.”16

Data suggests that students graduating with a B.A. in Spanish have a variety of careers from which to choose. Those specializing in interpretation and translation, including those in private business, government and non-profit roles, in the New York Metropolitan area had a mean annual salary of $62,940 and the same area ranks among the highest in employment opportunities for translators and interpreters.\(^\text{17}\) Detective and criminal investigators with language skills, which include immigration officers and other law enforcement personnel at the local, state and federal levels, had a mean annual wage of $65,860. Further, according to data from December 2013, the unemployment rate for people with baccalaureate degrees in languages was only 3.1 percent, considerably less than half that of the population in general.

D. Need and Justification

1. Relationship to the Mission of the College

In its mission statement, one of the objectives of the College is a commitment to educating students to be “global citizens.” The strategic emphasis on global knowledge and skills relevant to transnational workforce adaptability coincides with the College’s closely considered decision to extend its liberal arts offerings and was recently applauded and encouraged by the Team Chair of our Middle States Reaccreditation Team, Robert Bogomolny, former president of the University of Baltimore. It also resonates within North American recruiters, who also put a significant emphasis on global skills.

According to the Korn/Ferry International Executive Recruiter Index, 88 percent of executive recruiters say the ability to speak more than one language is critical to international business success. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. Tom Birmingham, Korn/Ferry’s managing director of global accounts, asserted that “an employee who can navigate a foreign environment with ease will probably be both happier and more productive than one who cannot. From a business standpoint, speaking another person’s native language helps win trust. ... Global companies look at people who have global skills. And the ability to speak other languages, especially Spanish, is a global skill.” Birmingham concluded: “If you see yourself doing work internationally or going into banking or trade or any other business where you’ll travel, you’ll take Spanish more seriously.” However, Birmingham is quick to point out that Spanish-speaking ability is also important within the U.S. “It’s not just California and Texas anymore,” he says. As an increasing number of Spanish-speaking people seek employment throughout the country, this “translates into job opportunities for bilingual managers and supervisors” as well as “customer service” personnel in everything from department store clerks to government offices. According to the Society for Human Resource Management, up to 20 percent of those employed at call centers are bilingual and the starting salaries for bilingual employees are generally higher than for those in the same positions but without bilingual skills.\(^\text{18}\)

\(^\text{17}\) See http://www.bls.gov/oes/current/oes273091.htm
The proposal for a B.A. degree in Spanish has been designed to meet the needs of North American recruiters while furthering the College’s commitment to “global citizens” envisioned by the mission of the College. Toward this end, the Spanish program intends to provide students with both effective linguistic communication skills and intercultural awareness so that they become proficient in interpreting and conveying messages accurately in a culturally appropriate way. The promotion of critical thinking will also be at the forefront of this program, as intercultural and inter-linguistic mediation often comes hand in hand with ethical conflicts (advocacy vs. neutrality of the translator/interpreter being the most relevant). Through the study and acquisition of linguistic and cultural fluency, students in the Spanish major will be able to better understand the complexities of the world around them and interact positively with that environment in their own professional lives. A solid command of Spanish as well as knowledge of the cultural, social, political, and economic specificities of the regions and communities of Spain and Latin America have become crucial for employment success. A vibrant Spanish program is now an essential component in any College’s attempt to produce truly global citizens.

E. Student Interest and Enrollment

A major in Spanish provides students with Spanish language skills useful in many professional occupations while developing within students an enriched view of the world around them, including the multicultural environment in the greater New York City metropolitan area. With its emphases on speech, writing, creative and analytical thought, and research, the Spanish degree prepares students for most professional schools, including business, government, and health services, as well as for graduate studies in Spanish. Students may also combine the Spanish major with other majors to prepare for broadened career opportunities where knowledge of Spanish and the Hispanic world is essential.

Unlike other modern languages such as French and German, whose enrollments have dropped significantly, Spanish has seen a steady increase in college enrollment over the past decades. Although in 1960 modern languages other than Spanish (excluding Latin and Greek) were 58% more popular than Spanish, by 2006 Spanish became the most studied modern language. This shift took place in the mid-1990s, when Spanish overtook French and German as the most popular language. Furthermore, with a 10.2% rise in enrollment from 2002-2006, Spanish is far out-pacing French and German with their 2.2% and 3.5% respective increases. Moreover, the ratio of introductory to advanced enrollment in French and German,

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19 The breakdown of the top five foreign languages learned in 2006 is as follows:
Spanish: 822,985 students;
French: 206,426 students;
German: 94,264 students;
Italian: 78,368 students.

the second and third most popular languages, hover around 4:1, whereas Spanish sits at 5:1. Overall, it is easy to see the importance that Spanish has assumed at the college level.²⁰

There is every reason to believe that Spanish will be a popular major at John Jay College. Internally, enrollment in the new Spanish minor has steadily increased from zero in 2010 to 20 in 2011, 41 in 2012, and 60 in 2013. New certificate programs in Interpretation and Translation initially enrolled 18 students in its first semester of operation and increased in the next year to 30. Further 41 percent of full-time John Jay students are of Hispanic heritage. This is a large potential population of people who may wish to hone their language skills through either a major or supplementary study in Spanish.²¹ Moreover, in the Fall 2014 semester, we conducted an informal survey of students in a number of Spanish classes to ascertain the level of interest in a Spanish major. The survey results confirmed our expectation of substantial student interest in the proposed major. Overall, nearly 7% of students surveyed in upper level courses indicated they “would consider” majoring in Spanish. More than 18% of lower level students taking the required core SPA 101 and 102 courses did so, as well. This shows a wide appreciation among our students of the value of a Spanish major for their future career opportunities. We expect these survey numbers to translate into substantial enrollments in the new Spanish major.

Our estimate for enrollment of students in the major is presented in the following table:

<table>
<thead>
<tr>
<th>Student Enrollment²²</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Cont.</td>
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<td>15</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Full-Time</td>
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<tr>
<td>Part-Time</td>
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<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Subtotals</td>
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<td>20</td>
<td>23</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>35</td>
<td>47</td>
<td>56</td>
<td>55</td>
</tr>
</tbody>
</table>

These projections are based in part on John Jay’s 75% one-year retention rate and an average College graduation rate of 21%. We believe that the above figures are somewhat conservative.

F. Admission Requirements

All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable.

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²¹ CUNY Office of Institutional Research and Assessment, Current CUNY Data Book by Subject (http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG.rpt.pdf).
²² These projections are based on John Jay College’s one-year retention rate of 75% (according to the most recent data available from the fall 2008 entering class). In the fifth year, program graduates are considered in the projections at a 21% rate which is the College average over the five most recent years.
The Spanish major requires successful completion of the beginning sequence (SPA 101 and SPA 102); or placement test results indicating an equivalent level of Spanish language comprehension.

G. Curriculum
1. The Major in Relation to John Jay’s General Education Program

The General Education curriculum at John Jay College consists of 42 credits – 30 belonging to the Common Core (which is itself divided into a Required Core and a Flexible Core) and 12 belonging to the College Option. The overall aim of the General Education curriculum is of course to help students develop critical thinking skills, the ability to write clearly, the capacity to solve quantitative problems, to analyze and interpret information, along with several other core intellectual competencies.

The general education curriculum is the very heart of a John Jay student’s liberal arts experience and the breadth and diversity of courses from which students can choose is something of which we are proud. It supports every major in ways both measurable and intangible. The course choices students make to fulfill their general education requirement are not dictated by major curricula, however the major and Gen Ed courses that students to pursue may be complementary, so that various pieces of their Gen Ed studies will dovetail topically with the courses in their major.

The topical complementary courses relevant to the proposed Spanish major are especially the Spanish language courses at the 100-level. While it is our expectation that many students who choose the Spanish major will already possess a level of proficiency in the language that would exempt them from Spanish 101 and Spanish 102, once they completed a placement exam with a result that attests to this level of proficiency, some students will not be at this level at the outset. These students would have to take 101 and 102, or possibly only 102, for these courses are, naturally, pre-requisites of the Intermediate-level language courses contained in the Required Core of the proposed major.

Prospective Spanish majors who wish to simultaneously make progress toward completing their Gen Ed requirements while building Spanish language proficiency so as to qualify for Intermediate-level Spanish can do so by:

- Taking SPA 101 to satisfy the “World Cultures” area of the Flexible Core
- Taking SPA 102 to satisfy the “Communications” area of the John Jay College Option

2. The Major

The major consists of a minimum of 36 credit hours of work. In addition to the specific course requirements indicated below for Concentration A (Translation and Interpretation) and Concentration B (Spanish and Latin American Literatures and Cultures), the following requirements apply to both concentrations.

- All courses used for the major must be taught primarily in the Spanish language except for the POR 201 and FRE 201 electives.
- No credit hours taken at the 100-level may be counted toward the major.
BA in Spanish  
*(36 credit hours)*

*(All courses are 3 hours, 3 credits unless specified)*

**Required Core Courses (12 credit hours)**

1. *Language Practice (9 credit hours)*

   - SPA 201 – Intermediate Spanish I or SPA 211 - Intermediate Spanish I for Heritage Students
   - SPA 202 – Intermediate Spanish II or SPA 212 - Intermediate Spanish II for Heritage Students
   - SPA 215 — Conversation and Composition in Spanish

2. *Career Emphasis (3 credits)*

   - SPA 250 – Spanish for Criminal Justice or
   - SPA 255 – Spanish for the Professional

**Concentration A—Translation and Interpretation**

**Required Courses (18 credit hours)**

- SPA 230 – Translating I
- SPA 231 – Interpreting I
- SPA 330 – Translating II
- SPA 333 – Interpreting II
- SPA 340 – Legal Interpreting I
- SPA 435 – Legal Translating I

**Electives (6 credit hours)**

- SPA 3XX – Textual Conventions and Editing in Spanish
- SPA 3XX – Translating III: Specialized Translation
- SPA 309 — The Theme of Justice in 20th-century Spanish Literature
- SPA 321— Spanish Literature I
- SPA 322— Spanish Literature II
- SPA 331— Latin–American Literature I
- SPA 332— Latin–American Literature II
- SPA 336 — Themes of Justice in Latin American Literature and Film
- SPA 380 — Advanced Selected Topics in Spanish
- SPA 3XX — Violence Against Women in the Spanish-Speaking World
- SPA 440 – Legal Interpreting II
- SPA 4XX – Internship in Interpreting/Translation
Concentration B—Spanish and Latin American Literatures and Cultures

Required Courses (12 credit hours)

1. One 300-level Introduction to Spanish Literature course:
   - SPA 321—Spanish Literature I OR
   - SPA 322—Spanish Literature II

2. One 300-level Introduction to Latin American Literature course:
   - SPA 331—Latin—American Literature I OR
   - SPA 332—Latin—American Literature II

3. One 300-level The Theme of Justice through Literature and/or Film course:
   - SPA 309 — The Theme of Justice in 20th-century Spanish Literature OR
   - SPA 336 — Themes of Justice in Latin American Literature and Film

4. One 400-level course:
   - SPA 401 — Contemporary Issues in Hispanic Literature

Electives (12 credit hours)

SPA 320 — Latin-American Theatre Taller de Teatro/Theatre Workshop
SPA 380 — Advanced Selected Topics in Spanish
SPA 3XX — The African Legacy in Latin America Through Literature and Films
SPA 3XX — Hispanic Film
SPA 3XX — Violence Against Women in the Spanish-Speaking World
SPA 3XX — Gay, Lesbian and Transgender Issues in Spanish Literature and Film
POR 201 — Intermediate Portuguese I
FRE 201 — Intermediate French I
SPA 230 — Translating I
SPA 231 — Interpreting I

* NOTE — A semester of study abroad in a Spanish-speaking university, approved by the student’s advisor and department chair, may substitute for up to fifteen (15) credit hours toward the major.

Common to all Spanish majors, SPA 201 or SPA 211; SPA 202 or SPA 212; and SPA 215—Spanish Conversation and Composition will enable students to achieve a higher level of proficiency in their listening, speaking, writing and reading skills. In addition, the required Career Emphasis courses (SPA 250 — Spanish for Criminal Justice or SPA 255 — Spanish for the Professional) will guarantee cross-cultural competency by promoting an applied context whereas students can practice their Spanish language skills. While SPA 255 — Spanish for the Professional allows students to focus on their application of the Spanish language into various professions including medical, legal, or business, SPA 250 — Spanish for Criminal Justice complements the students’ develop of linguistic skills with learning of cultural aspects and
specific vocabulary pertaining the field of criminal justice. Both courses focus heavily on engaging students in real-world scenarios (individualized vocabulary and projects, community outreach activities, etc.) and relevant contexts for skill development. After progressing through this core of required courses, students will be guided by faculty in choosing between two concentrations: one on Interpretation and Translation; the second on Spanish and Latin American Literatures and Cultures.

Interpretation is the process by which oral communication is rendered from one language to another. The original is spoken, and the rendition is delivered in another spoken language. Translation is the process by which written text is rendered from one language into another. The original is in written form, and the translation into the other language is also produced in written form. The Interpretation and Translation Concentration provides students with a combination of core theories that frame the professions as well as a progressive introduction into the practice of the professional fields. Translation and Interpreting require the development of many pre-skills which can be trained separately: text comprehension and analysis, information retrieval skills, terminology and corpus management, public speaking, verbal agility, note taking, etc. Students start the program taking Interpreting I and Translating I, courses that aim at developing individual skills or solving particular translation or interpretation problems, and then work gradually toward recreating actual translation/interpreting situations. The second step will be for students to develop proficiency in community interpreting and translation (Translating II, Interpreting II). In these courses students learn consecutive interpreting and sight translation skills, vocabulary research, intercultural issues, situational ethics, analysis of the interpreting and translating process and error analysis. Ultimately, courses in legal translation and interpretation (Legal Interpreting I, Legal Translating) assure the integration of the development of practical skills and in-depth knowledge of the legal field. The organization and sequencing of the courses in this track are designed to build skills logically, introduce increasingly challenging material and ensure that the students’ practical exercises are complemented with more in-depth knowledge of comparative law, legal processes and legal terminology. In addition, Interpretation and Translation Concentration opens up the students’ possibilities for including two three credit hours electives. These elective credits can be fulfilled either with Translation and/or Interpretation courses (such as SPA 3XX – Textual Conventions and Editing in Spanish, SPA 3XX – Translating III: Specialized Translation; SPA 440 - Legal Interpreting II or SPA 4XX– Internship in Interpreting/Translation) or with certain courses from the Spanish and Latin American Literatures and Cultures option.

Students start the Spanish and Latin American Literatures and Cultures concentration with an introduction in both Peninsular Spanish (SPA 321 or SPA 322) and Latin American literatures and cultures (SPA 331 or SPA 332), as well as with a course offering an overview of how the

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23 Internships in Translation and Interpretation will be coordinated by the instructor of record, with support from John Jay’s Center for Career and Professional Development (CCPD). The instructor of record will be responsible for contacting public agencies and private institutions potentially interested in hosting interns, and for grading students according to the evaluation criteria in the syllabus. The CCPD will take care of all administrative duties through their online platform, from internship advertisement to tracking student attendance and gathering student's and employer's feedback.
theme of justice is present in Spanish or Latin American literature and/or film. Through the critical analysis of a wide range of cultural artifacts, including a variety of literary texts (essays, poems, short-stories, novels, etc.) and diverse media (e.g., documentaries, TV programs, films), students confront and identify the historical, social, economic, and political circumstances that both impact and shape these cultural artifacts, addressing at the same time questions of race, ethnicity, gender, class, colonialism, and globalization. Furthermore, through the writing of shorter papers and a longer research paper as well as oral presentations and discussions students will be able to actively develop listening, reading, speaking, and writing skills. Building upon the knowledge gained in these two courses, the second step will be for students to select four elective courses to assure the integration of the linguistic skills acquired and in-depth knowledge of Spanish and Latin American literary and cultural matters. In addition, some of the electives allow students to develop intermediate-level knowledge of Portuguese and French, languages that also belong to the Latin American world, or become acquainted with the fields of Translation and Interpretation. Ultimately, the 400-level course will provide majors with an opportunity to conduct significant research on a Latin American or Spanish cultural theme that interests them. As in the other track, the organization and sequencing of the courses in the Spanish and Latin American Literatures and Cultures concentration are designed to build skills logically, introducing increasingly challenging material. This sequence will allow students to plot both Spain’s and Latin America’s cognitive maps in themselves and in relation to broader historical, social, economic and political arenas.

3. Comparison With Other CUNY Programs:

Eight CUNY colleges offer baccalaureate majors in Spanish. Of these, only Hunter College offers a major with a concentration in Translation and Interpretation. Given the demand for translators and interpreters, and the projected increase in demand as indicated in section 2 of this proposal, a single CUNY program is clearly not able to address the need for bilingual translators and interpreters in the New York Metropolitan area. Further, our track in Translation and Interpretation offers a specialization in legal translation and interpretation. Both required and elective courses in this track place an emphasis on the particular knowledge required to perform professionally in this area and prepare students to become certified as court interpreters. This makes the Translation and Interpretation concentration of the proposed major unique among CUNY institutions.

All of the programs currently in existence have been built around the traditional foci of language and literature. Brooklyn College offers a more specialized track in Spanish for Business while the College of Staten Island offers a track in Spanish “with an Adolescence Education sequence (Track 2) that prepares students for teacher certification for grades 7-12.” The John Jay proposal differs from these traditional programs in that it builds on the College’s established reputation as a leader in the field of criminal justice to focus not only on language acquisition, but to offer a strong background in cultural studies focusing on justice and diversity issues current in Spanish-speaking countries and in approaching these topics from a less traditional study of literature, with an emphasis on cultural studies. This particular focus materializes both in specific courses and in the approach used to analyze cultural products within more general courses. For instance, SPA 336–Themes of Justice in Latin American
Literature and Film clearly connects with the College’s justice-related mission in that it explores issues of transitional justice in a variety of Latin American countries through the study of their literature; and SPA 3XX — Violence Against Women in the Spanish-Speaking World frames the analysis from the context of human rights and discusses various forms of state-sponsored violence against women in different cultural and historical contexts by means of cultural artifacts such as literature and film (see syllabi in Appendix C for further details). The merging of cultural studies and explorations of justice-related topics make the second track of this major also unique within the CUNY system.

H. Faculty

Currently there are seven full-time faculty in the Department of Modern Languages and Literatures. These, along with their areas of expertise, are listed below. All of these faculty have offered courses that will count toward the major in Spanish. Because the major builds on existing strengths in the Department, only a minor readjustment in current teaching schedules will be needed to accommodate a normal rotation of required and elective courses for the major. The Department is confident that with seven full-time participating faculty it will be able to support the major along with its other general education commitments.

The current listing of full-time faculty in the department included the following:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Academic Degree and Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia G. Dapía, Chair</td>
<td>Professor (tenured)</td>
<td>Ph.D., University of Cologne, Germany — Twentieth Century and Contemporary Latin American Literature, Southern Cone Literature, Cultural Studies, Comparative Literature.</td>
</tr>
<tr>
<td>Aída Martínez-Gómez Gómez</td>
<td>Assistant Professor (tenure track)</td>
<td>Ph.D., University of Alicante, Spain — Translation and Interpretation Studies, specializing in court and legal fields.</td>
</tr>
<tr>
<td>Daria Montero-Paulson</td>
<td>Associate Professor (tenured)</td>
<td>Ph.D., University of Pennsylvania — Peninsular Spanish Literature and Culture, Women’s Studies.</td>
</tr>
<tr>
<td>Raúl Romero</td>
<td>Lecturer (tenured)</td>
<td>Masters of Arts, The Graduate School and University Center, CUNY — Latin American and Spanish Film, Gender Studies, Women’s Studies.</td>
</tr>
<tr>
<td>María Julia Rossi</td>
<td>Assistant Professor (tenure track)</td>
<td>Ph.D., University of Pittsburgh — Translation Studies, Genetic Criticism and Archival Research, Latin American Studies, Cultural Studies.</td>
</tr>
<tr>
<td>Raúl Rubio</td>
<td>Associate Professor (tenure track)</td>
<td>Ph.D., Tulane University — Latin American Literature, Cuban Studies, and Cultural Studies.</td>
</tr>
<tr>
<td>Liliana Soto-Fernández</td>
<td>Assistant Professor (tenured)</td>
<td>Ph.D., The Graduate School and University Center, CUNY — Peninsular Spanish Literature and Culture, Cuban Studies.</td>
</tr>
</tbody>
</table>
I. Cost Assessment

1. Library

a. To obtain information on library resources we consulted Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian. In general, it appears that the John Jay College library is relatively well prepared to provide basic resources but will need to add materials to support upper level courses (see budget below).

In addition to the campus collections, students have access to the free and unmediated CLICS system to borrow books directly from almost all CUNY libraries, as well as the Ebrary and Netlibrary electronic book collections.

The John Jay library also subscribes to over 100 databases, some of which are of particular value to the Spanish major. For instance, Jstor and several Ebsco scholarly journal databases, including *Academic Search Complete* let you limit search results to those in the Spanish language. Also, *Ethnic Newswatch* and *Lexis Nexis Academic* provide access to the full text of newspapers, magazines, journals and other resources in English and Spanish. Finally, *Gale Artemis Literary Resources* (which includes Literature Resource Center and MLA International Bibliography) allows you to limit your results to Spanish. Moreover, some of these resources also allow users to set the interface in Spanish. Students have unlimited remote access to these databases and all electronic journals.

The Library’s electronic serial holdings currently include over 40,000 serial titles from major publishers of material related to the Spanish major. SFX/link resolving software connects full text to most database indexes, and federated searching software enables cross-database searching. Finally, the library’s reference collections include some encyclopedias and dictionaries relevant to the Spanish major in both electronic and print formats.

These resources would need to be complemented with a number of monographs, literary works and specialized monolingual and bilingual dictionaries which will be of particular use for students in advanced courses in the major, and which are not available from any of the CUNY Libraries. Examples of these materials are handbooks and theoretical works on different specializations within Translation Studies, Spanish collocations dictionaries and manuals of style, and subject-specific Spanish and English-Spanish dictionaries, among others. The budget allocation for library resources will also be used to obtain electronic access to Spanish-language scholarly and news databases, such as Dialnet, EBSCOhost en Español, and Referencia Latina, to name only a few. We estimate this to be an initial investment of $5,000 and then $2,000 ongoing for the next few years.

2. Faculty

There are no additional fulltime faculty costs associated with this major since there are no new positions required. The seven full-time faculty will be able to cover most courses
required for the major with a minimal amount of part-time faculty assistance beginning in year three. We have enough unfilled seat capacity for the first two years of offerings. Beginning in year three, there will be a need to supplement a modest number of sections with part-time faculty (5-8 sections over the next three years). This is a modest amount of investment and program revenues far outstrip expenses by over $300,000 in year five.

3. Major Coordination

Each major at the college has a faculty member designated as the major coordinator. At John Jay, major coordinators receive one course release per year to carry out their duties. Given our predictions, the cost of major coordination for the Spanish major will be approximately $4,000 annually (the cost of replacing the faculty member in the classroom for one course).

4. Major Advisement

Students in the major will be advised by fulltime faculty in the department. The college provides one course release for this function for majors with modest enrollment. The amount to replace a fulltime faculty member in a course again will be approximately $4,000.

5. Miscellaneous Expenses

Estimated miscellaneous expenses to launch the major will involve marketing and promotion in the amount of $5,000 initially, then decline to the amount of $3,000 for the following few years.

J. Program Assessment

John Jay College has a five-year cycle of curricular review of programs and majors. The Department of Modern Languages and Literatures will continue to participate in that assessment program as is currently scheduled, adding the major to its current assessment of its minors and its certificate programs.

1. Program Learning Outcomes

By the end of their undergraduate careers, Spanish major students will be able to:

- speak in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- read in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- listen in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- write in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- analyze and interpret works in a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.
2. Assessment Plan

The Department has an established plan for assessing its minors and certificate programs which it will adapt for use in assessing the major. To assess individual courses the Department obtains data each semester from pre-tests and post-tests administered in its courses. To provide consistent data from year to year we use the same format of pre- and post-tests to identify student progress rates in the five learning outcomes that current best practices use for language courses: speaking, listening, writing, reading, and cultural knowledge. Faculty are asked to administer a standard pre-test during the first week of each semester. The final exam from the previous semester is used as the pre-test for each succeeding semester with the final exam in each semester serving as the post-test. The test is scored using a specified set of rubrics developed by the Department. The rubrics and answer keys are common to each section of the same course.

In addition to this pre- and post-test method, the Department tracks persistence rates and completions rates for those who enroll in its minors and certificates and will do the same for its major. Once the major is approved and implemented, successful job placement rates and rates of success on standardized professional examinations will be added to the list of program assessment tools.

3. Use of Assessment Information

The data obtained from each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the subsequent academic year and decisions taken then about any adjustments will be made during that academic year. The department Curriculum Committee will be charged with making any necessary adjustments.
# Appendix A

## Existing Spanish Courses

(All courses are 3 hours, 3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 101 Introductory Spanish I</td>
<td>A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.</td>
</tr>
<tr>
<td>SPA 102 Introductory Spanish II</td>
<td>This course will enable the student to speak, comprehend, read and write Spanish on a basic level. Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements. Prerequisite: SPA 101 or placement examination.</td>
</tr>
<tr>
<td>SPA 111 Introductory Spanish I for Heritage Students</td>
<td>This is a basic course in the Spanish language with an emphasis on oral and written communication, reading, listening, and the culture of Spanish-speaking countries. Note: Open only to heritage students. Students who take SPA 101 cannot fulfill the foreign language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112. Prerequisite: Placement exam.</td>
</tr>
<tr>
<td>SPA 112 Introductory Spanish II for Heritage Students</td>
<td>The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world. Prerequisite: SPA 111 or placement examination. Note: Open only to heritage students.</td>
</tr>
<tr>
<td>SPA 115 Practical Spanish I</td>
<td>Basic principles of a beginner’s course (monolingual track) geared toward law enforcement personnel. It is designed to give the foundation for understanding, speaking, reading and writing the target language. Special emphasis on vocabulary and linguistic structures necessary to policing and related professions.</td>
</tr>
<tr>
<td>SPA 116 Practical Spanish II</td>
<td>The second half of a beginner’s course for law enforcement personnel. Completes the grammar and vocabulary of Spanish 115, as necessary to policing and related professions. Prerequisite: SPA 115 or permission of the instructor.</td>
</tr>
<tr>
<td>SPA 201 Intermediate Spanish I</td>
<td>An intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning. Prerequisites: ENG 101, and SPA 102 or placement exam.</td>
</tr>
<tr>
<td>SPA 202</td>
<td>The second part of an intermediate-level course in the Spanish</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
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<tr>
<td>SPA 211</td>
<td>Intermediate Spanish I for Heritage Students</td>
</tr>
<tr>
<td>SPA 212</td>
<td>Intermediate Spanish II for Heritage Students</td>
</tr>
<tr>
<td>SPA 215 — Spanish Conversation and Composition</td>
<td>Spanish Composition and Conversation is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language through structure in the context of short target language documentaries, reading and writing short stories and presentations. This course presumes a basic knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking. Prerequisites: SPA 202 or SPA 212 or placement exam, and ENG 101.</td>
</tr>
<tr>
<td>SPA 230</td>
<td>Translating I</td>
</tr>
<tr>
<td>SPA 231</td>
<td>Interpreting I</td>
</tr>
<tr>
<td>SPA 250</td>
<td>Spanish for Criminal Investigation</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>SPA 255</td>
<td>Spanish for the Professional</td>
</tr>
<tr>
<td>SPA 280</td>
<td>Selected Topics in Spanish</td>
</tr>
<tr>
<td>SPA 309</td>
<td>The Theme of Justice in 20th-century Spanish Literature</td>
</tr>
<tr>
<td>SPA 320</td>
<td>Latin-American Theatre Taller de Teatro/Theatre Workshop</td>
</tr>
<tr>
<td>SPA 321</td>
<td>Spanish Literature I</td>
</tr>
<tr>
<td>SPA 322</td>
<td>Spanish Literature II</td>
</tr>
<tr>
<td>SPA 330</td>
<td>Translating II</td>
</tr>
</tbody>
</table>
covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed. Prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>SPA 331</td>
<td>Latin–American Literature I</td>
<td>The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century. Prerequisites: ENG 201 and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 332</td>
<td>Latin–American Literature II</td>
<td>Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period. Prerequisites: ENG 201 and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 333</td>
<td>Interpretation II</td>
<td>This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis. Prerequisites: ENG 201, SPA 231, SPA 230 and SPA 250.</td>
</tr>
<tr>
<td>SPA 336</td>
<td>Themes of Justice in Latin-American Literature and Film</td>
<td>How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin-American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. The course is taught in Spanish. Prerequisite: ENG 201 and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 340</td>
<td>Legal Interpreting I</td>
<td>Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings. Prerequisites: ENG 201, SPA 230, SPA 231 and SPA 250.</td>
</tr>
<tr>
<td>SPA 380</td>
<td>— Advanced</td>
<td>The course will study a significant topic of interest in the field to be</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>SPA 401</td>
<td>Contemporary Issues in Hispanic Literature</td>
<td>Analytical study of contemporary philosophical, political, and social issues as reflected in the writings of such modern authors of Spain and Latin America as Unamuno, Ortega y Gasset, Lorca, Asturias, Neruda, and Octavio Paz. Prerequisites: Any 300-level literature course of the Spanish Major</td>
</tr>
<tr>
<td>SPA 435</td>
<td>Legal Translating I</td>
<td>The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills). Prerequisites: ENG 201, SPA 330 and SPA 333.</td>
</tr>
<tr>
<td>SPA 440</td>
<td>Legal Interpreting II</td>
<td>Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to court proceedings and criminology will be reviewed and expanded and new advanced terminology related to computer forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice. Prerequisites: ENG 201, SPA 333 and SPA 340.</td>
</tr>
</tbody>
</table>
# Appendix B

## New Course Descriptions

(All courses are 3 hours, 3 credits unless specified)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SPA 3xx Translating III: Specialized Translation</td>
<td>This course will allow students to broaden their translation expertise to a variety of specializations: economic, scientific, technical, audiovisual and literary. Students will build on previously acquired translation strategies in order to reflect upon and resolve more advanced translation problems. Students will use resources appropriate for each specialization, such as dictionaries, glossaries or parallel texts, and will also use computer assisted translation tools. Students will learn the dynamics of translation project management. Prerequisites: SPA 330 and ENG 201.</td>
</tr>
<tr>
<td>SPA 3xx Textual Conventions and Editing in Spanish</td>
<td>This course is designed to further skills for understanding and analyzing written and spoken texts, and to improve their written output. Students will learn to recognize different text types, their linguistic function, structure and formal traits. Issues related to potential bias in comprehending and interpreting texts will be explored. Students will become familiar with copyediting and proofreading techniques and will apply them to their own translation output. Prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250.</td>
</tr>
<tr>
<td>SPA 4xx Internship in Spanish Translation and Interpretation</td>
<td>This course will allow students to apply the knowledge and skills acquired in previous courses to professional settings. Students work a minimum of 96 hours in a public or private organization (translation agencies, government, social services, legal clinics, law firms, etc.). In addition, the course has a seminar component (15 hours), which meets throughout the semester and will cover student reflections on their experience in the field, and ethical and business-related aspects of the profession. Prerequisites: ENG 102/201, SPA 330, SPA 333, and SPA 340.</td>
</tr>
<tr>
<td>SPA 3xx The African Legacy in Latin America Through Literature and Films</td>
<td>It is estimated that approximately 10.7 million African slaves arrived in the Americas. Only about 450,000 were brought to the United States while the other 10.25 million disembarked in the Caribbean, Central and South America where they made noteworthy contributions to the economy, culture, and society. This course explores the African diaspora and its cultural legacy in Latin America and the Caribbean through the lens of literature, films, music, and the arts. The course is taught in Spanish. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 3xx — Hispanic Film</td>
<td>This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in</td>
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<tr>
<td>Course Title</td>
<td>Description</td>
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</tr>
<tr>
<td>SPA 3xx Violence Against Women in the Spanish-Speaking World</td>
<td>Through the lens of literature and films this course examines representations of violence against women in the Hispanic world. Focusing on specific moments of state-sponsored violence throughout Latin America and Spain, this course will explore how broader issues including but not limited to human rights, reproductive violence, violence against indigenous women, women in war and other conflicts, women and the guerrilla experience, sexual violence and truth commissions, and new social movements such as the Madres de Plaza de Mayo are portrayed in Hispanic short-stories, novels, plays, poetry, essays, and films. The course is taught in Spanish. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 3xx — Gay, Lesbian and Transgender Issues in Spanish Literature and Film</td>
<td>Through literature and film, this course explores cultural aspects of same sex relationships and gender issues in Latin America and Spain. Topics to be covered may include lesbian and gay politics in Latin America and Spain; differences of race and class among lesbians, gays and transgender people in these countries; evolving ways of thinking about sexuality; and the impact of globalization on gender and the construction of sexual identities. The course is taught in Spanish. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
</tbody>
</table>
Appendix C

New Course Syllabi
Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course description:
This course will allow students to broaden their translation expertise to a variety of specializations: economic, scientific, technical, audiovisual and literary. Students will build on previously acquired translation strategies in order to reflect upon and resolve more advanced translation problems. Students will use resources appropriate for each specialization, such as dictionaries, glossaries or parallel texts, and will also use computer assisted translation tools. Students will learn the dynamics of translation project management.

Prerequisites: ENG201 and SPA 330.

Course Goals:
Upon completion of the course students will:
- identify the specific features of the areas of economic, scientific, technical, audiovisual and literary translation;
- use documentation resources (for example, dictionaries, parallel texts, terminological databases) according to specialization;
- apply appropriate translation strategies in order to solve complex translation problems;
- analyze translation problems in the context of potential ethical conflicts and interpretation biases;
- understand the purpose and limitations of CAT tools, and use them to complete translation assignments; and
- explain how to manage a small translation project.

Textbooks and materials:

Readings (they will be available via Blackboard):
**COURSE REQUIREMENTS**

**Participation and attendance (10%):**
You will get a lot out of this class if you actively participate in both the lecture/discussion component. This is a practical translation course and those who work closely with their instructor and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

**Homework (10%)**
In order to participate actively in class you must always do the translation homework assigned for each class. All homework translations and activities should be word-processed and double-spaced. Never turn in a rough draft.

**Individual Translation assignment (10%) – midterm paper**
As a midterm paper, students will need to complete a translation assignment of an approximately 1000-word-long text. The texts will be selected by the students depending on the specialization they would like to focus on, but they will need to be approved by the instructor before starting the translation process. They should have the required length and be of a similar nature of those texts translated in class. Students will work individually on this project. The final translation will be accompanied by a 500-word Translator’s preface, where the student will contextualize the text, describe its main features, list and comment upon the main documentation resources used and summarize five of the main translation problems encountered, making an emphasis on how interpretation biases and ethical conflicts affected their translation and the mechanisms put in place to minimize them. Formatting and presentation will also be taken into consideration when grading this assignment.

**Group Translation project (20%) – final paper**
Students will work in groups of 5 to 7 to complete a translation project of approximately 3000 words. It will simulate the functioning of a translation agency and each student will therefore undertake a different role (there will be one project manager, one researcher/terminologist, two to three translators, and one to two editors). The texts for each project will be provided by the instructor, but when possible, they will be requested from local non-profit partner organizations so that the final products will be authentic translations that will be used in actual practice. The final translations will also be accompanied by a project report to be drafted by the project manager (at least 1000 words). Formatting and presentation will also be taken into consideration when grading this assignment.

Midterm exam (20%)
The midterm exam will include two short translations (approx. 200 words each). One translation will be into English and the second one will be into Spanish. Texts will belong to two different specializations covered during the semester. It will take place in class.

Final exam (30%)
The final exam will include two short translations (approx. 270 words each). One translation will be into English and the second one will be into Spanish. Texts will belong to two different specializations covered during the semester, and it is therefore cumulative. It will take place in class.

CLASS PROCEDURE
Most class meetings will follow this procedure:
1) Translation homework will be distributed for every class meeting. All students should do all assigned texts and fill out one translation problem card per text.
2) Each day at least one person will make a model translation. S/he will email it to the instructor at least 24 hours before the class. All other students must also do the same translation at home so as to compare it with the model translation.
3) Each day we will discuss one or more model translations.
4) On any particular day the instructor will announce, without notice, which students have to turn in their homework translation texts.
5) The instructor will return the marked translations on the following class meeting. The instructor will not “correct” the translations, but mark the perceived errors according to the “error key” below.
6) The students will correct those translations and include a final, polished copy in their portfolio.

Some weeks different activities will be conducted. Occasionally, we will discuss homework texts for which no model translation has been assigned, thereby requiring the participation of all students, or the instructor will bring fresh texts which students will translate as a team in class by working in small groups against the clock.

ASSESSMENT

Grade weighting
Participation (includes attendance): 10%
Homework: 10%
Individual Translation assignment: 10%
Group Translation project: 20%
Midterm exam: 20%
Final exam: 30%
* Students must receive a passing grade on the final exam to pass the course as a whole.

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

**Evaluation criteria for translation homework, assignments, project and exams**

**Rubric for grading**

Grading will be based on the following rubric (adapted from that used by the American Translators Association in their Certification program).

<table>
<thead>
<tr>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C-D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usefulness / transfer</td>
<td>Vocabulary / Terminology</td>
<td>Target mechanics</td>
</tr>
<tr>
<td>Translated text transfers meaning in a manner fully consistent with the Translation Instructions. Translation contains few or no transfer errors, and those present have a minor effect on meaning.</td>
<td>Translated text contains occasional and/or minor inappropriate terms or lexical choices. Such errors may slightly obscure meaning.</td>
<td>Translated text contains frequent and/or obvious unidiomatic wording and/or minor inappropriate errors in target language mechanics.</td>
</tr>
<tr>
<td>Vocabulary / Terminology</td>
<td>Idiomatic writing / style</td>
<td></td>
</tr>
<tr>
<td>Translated text contains few or no inappropriate terms or lexical choices. Any errors have a minor effect on meaning.</td>
<td>Translated text reads smoothly. Translated text (including style and register) is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.</td>
<td></td>
</tr>
<tr>
<td>Idiomatic writing / style</td>
<td>Target mechanics</td>
<td></td>
</tr>
<tr>
<td>Translated text reads smoothly.</td>
<td>Translated text contains occasional and/or minor errors in target language mechanics.</td>
<td></td>
</tr>
</tbody>
</table>
the Translation Instructions. Translation contains more than occasional transfer errors that obscure or change meaning.

choices. Such errors may obscure or change meaning.

inappropriate style/register choices. Such errors may obscure or change meaning.

mechanics.

<table>
<thead>
<tr>
<th>Unacceptable (F)</th>
<th>Translated text transfers meaning in a manner inconsistent with the Translation Instructions. Translation contains frequent and/or serious transfer errors that obscure or change meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Translated text contains excessive inappropriate and/or incorrect terms or lexical choices. Such errors obscure or change meaning.</td>
</tr>
<tr>
<td></td>
<td>Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording and/or inappropriate or style/register choices. Such errors obscure or change meaning.</td>
</tr>
<tr>
<td></td>
<td>Translated text contains excessive and/or disruptive errors in target language mechanics.</td>
</tr>
</tbody>
</table>

Error key

Errors will be marked as follows (note that error types correlate with rubric items)

**Usefulness / transfer**

**Meaning errors**

s = sentido [meaning: includes contradiction, wrong meaning, nonsensical translation]

> = adición [addition]

om= omisión [omission]

nms = no mismo sentido: diferencia de matiz [not same meaning: nuance difference]

**Translation strategy errors**

cg= conocimientos generales, falta de documentación [general knowledge, faulty documentation]

func= mala interpretación de la función textual [wrong understanding of text function]

**Vocabulary/Terminology**

lex= léxico [vocabulary]

regio= regionalismo [regionalism]

pp= no es la palabra precisa [not exact word]

**Target mechanics**

ort= ortografía [spelling]

orto= ortotipografía [orthotypography: includes italics, bold, quotation marks, missing or extra spaces]

mays= mayúscula [capitalization]

punt= puntuación [punctuation]

gram= error gramatical: morfología y sintaxis [grammar: morphology and syntax]

prep= preposición [preposition]

art = artículo [article]

c/g= concordancia de género [gender agreement]

c/n= concordancia de número [number agreement]

c/t= concordancia de tiempo o persona verbal [tense/person agreement]
**Idiomatic writing / style**

~ = orden de palabras [word order]

// = uso indebido de conectores [wrong use of connecting words]

T = suena a traducción [sounds like a translation]

est= estilo [style: includes imprecise and unidiomatic rendering, pleonasm, stylistic repetition, poor style]

reg= inadecuación de registro lingüístico [inappropriate register]

**Good translation options**

B= bien [well done]

MB= muy bien [very well done]

---

**Evaluation Criteria for Participation**

**Exemplary (A):**

The student

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B):**

The student

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D):**

The student

- participates more passively than actively
- is frequently not well prepared

**Unacceptable (F):**

The student

- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- fails to correct repeated errors

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**IMPORTANT INFORMATION**

**Absences and Tardiness:**

Students are expected to attend class regularly. A significant portion of your grade will depend on class attendance. More than three absences will affect your grade. Please note that these three days are not just free days; they are to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you are facing attendance issues, please see your instructor. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams).
Make-up exams:
Make-up exams will not be scheduled except for emergencies, legal obligations or business that requires the student to be out of town (proper written documentation required in all cases). Students need to request the make-up exam to the instructor at least one week before the originally-scheduled exam date. In case of emergency (proper written documentation required), when the student cannot foresee the need for a make-up exam one week in advance and is absent from the exam, s/he must contact the instructor within 24 hours of the original scheduled time for the test. In the case of the final exam, any make-up exams must be taken within 24 hours of the originally-scheduled time.
Assignments and project must be submitted by the due date. They will not be accepted after the deadline.

Contact Information and e-mail communication:
Class announcements and activities will be posted on Blackboard. Students are required to check Blackboard at least once before every class meeting.
Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email.
The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

Use of electronic devices in class
The use of mobile phones is not allowed in class. Students are requested to turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries...). Any other use (text, e-mail, social networks, chat, Internet browsing...) will not be tolerated. The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES
“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”
Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

CHEATING AND PLAGIARISM
Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a
student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).

Instructor’s note on cheating:
The use of Machine Translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ translations/homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on a take-home assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, s/he will be reported to the College’s Academic Integrity Officer and will get a Pending grade. They instructor will impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity (http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

INCOMPLETE GRADE POLICY
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

TENTATIVE SCHEDULE
Please note that the daily syllabus may be subject to change.
Please pay attention to in-class or Blackboard announcements.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings, assignments and homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course. Pre-test. General vs. Specialized translation Features of specialized texts and their translation.</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | **SECTION 1: Scientific/technical texts**  
Description and analysis of text types and their characteristics. Identification of main translation problems. Description and use of resources for scientific/technical translation. Discussion of translation strategies.  
Scientific translation (I): Popular science texts | **READING:** Gonzalo & García, “Selección y evaluación de recursos lingüísticos en internet para el traductor especializado” [Selection and assessment of online linguistic resources for specialized translators], pp. 337-360  
HW: translate a scientific magazine article (300 words) |
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Scientific translation (II): Medical texts</td>
<td><em>The terminology of medical texts&lt;br&gt;The importance of terminology. Terminology in the natural sciences. Register flexibility and adaptations to readers.</em></td>
<td><em><strong>READING:</strong></em> Gonzalo &amp; García, “La terminología en la traducción especializada” [Terminology in specialized translation], pp. 89-125&lt;br&gt;<strong>HW:</strong> translate a medical report (300 words)</td>
</tr>
<tr>
<td>4</td>
<td>Technical translation: Instructive texts</td>
<td><em>Accuracy in technical translation. Different systems of measurement. Translating measures – the need for conversions. Limitations of conversion strategies.</em></td>
<td><strong>HW:</strong> translate excerpts of a user’s manual for a household appliance (500 words)</td>
</tr>
<tr>
<td>5</td>
<td>SECTION 2: Economic texts</td>
<td><em>Description and analysis of text types and their characteristics. Identification of main translation problems. Description and use of resources for economic translation. Discussion of translation strategies.</em>&lt;br&gt;<strong>Economic translation (I): Journalistic texts&lt;br&gt;The use of metaphors in English economic texts and their translation to non-metaphoric language in Spanish</strong>&lt;br&gt;&lt;br&gt;<strong>READING:</strong> Valdeón “Ideological Independence or Negative Mediation”, pp. 99–118.&lt;br&gt;<strong>HW:</strong> translate a newspaper/magazine article about economy/business (400 words)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Use of corpora</td>
<td><em>Definition of corpora. Types of corpora. Use of corpora in translation. Corpus analysis tools and strategies. Online corpora. Ad-hoc corpus building&lt;br&gt;Economic translation (II): Business documentation</em>&lt;br&gt;&lt;br&gt;<strong>READING:</strong> Gonzalo &amp; García, “Localización de recursos y compilación de corpus vía internet: Aplicaciones para la didáctica de la traducción especializada”[Resource identification and corpus building through Internet: applications for teaching specialized translation], pp. 223-258&lt;br&gt;<strong>HW:</strong> translate a business document using a small ad hoc corpus (250 words)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Review for midterm</td>
<td><strong>Midterm</strong>&lt;br&gt;&lt;br&gt;<strong>Individual translation assignment due on midterm exam date</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>SECTION 3: Literary texts</td>
<td><em>Description and analysis of text types and their characteristics. Identification of main translation problems. Description and use of resources for literary translation. Discussion of translation strategies.</em>&lt;br&gt;&lt;br&gt;<strong>Literary translation (I): translating dialects and sociolects&lt;br&gt;Characterization of dialects and sociolects in literature. Spelling, grammar and lexical alterations.</strong>&lt;br&gt;&lt;br&gt;<strong>READING:</strong> Landers, “Techniques of translation”, pp. 38-58; “The dilemma of dialect”, pp. 116-117.&lt;br&gt;<strong>HW:</strong> translate an excerpt of a literary work where different dialects are portrayed (400-500 words)</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
<td>Reading</td>
<td>HW</td>
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<tr>
<td>9</td>
<td>Literary translation (II): translating humor</td>
<td>Landers, “Special problems in literary translation”, pp. 118-139</td>
<td>translate an excerpt of a literary work with a strong humor component (300-400 words)</td>
</tr>
<tr>
<td>10</td>
<td>SECTION 4: Audiovisual texts</td>
<td>Agost, “Modalidades de traducción audiovisual” [Modalities of audiovisual translation], chapter 1</td>
<td>analysis of subtitles and dubbing of an episode of an American TV show (two-page report)</td>
</tr>
<tr>
<td>11</td>
<td>Subtitling practice</td>
<td>Karamitroglou, “A Proposed Set of Subtitling Standards in Europe.”</td>
<td>subtitle a short documentary (5 min long)</td>
</tr>
<tr>
<td>12</td>
<td>SECTION 5: Project management</td>
<td>Bowker, “Translation memory systems”, pp. 92-125</td>
<td>conduct the assigned tasks (according to role) for the translation group project</td>
</tr>
<tr>
<td>13</td>
<td>SECTION 6: CAT tools</td>
<td>Bowker, “Translation memory systems”, pp. 92-125</td>
<td>prepare a 1000-word text for translation with Omega T.</td>
</tr>
<tr>
<td>14</td>
<td>CAT tool practice (II): Déjà vu</td>
<td>translate a text with Déjà vu and conduct all post-translation tasks learned in class (500 words).</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>15</td>
<td>Final exam – TBD</td>
<td>(check the College examination schedule for potential changes: <a href="http://www.jjay.cuny.edu/4056.php">http://www.jjay.cuny.edu/4056.php</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group translation project due on final exam date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Course description:
This course is designed to further skills for understanding and analyzing written and spoken texts, and for improving their written output. Students will learn to recognize different text types, their linguistic function, structure and formal traits. Issues related to potential bias in comprehending and interpreting texts will be explored. Students will become familiar with copyediting and proofreading techniques and will apply them to their own translation output.

Prerequisite: ENG 201, SPA 230, SPA 231, and SPA 250.

Learning Outcomes:
Upon completion of the course students will:
- identify the main text and discourse types and their features in a variety of disciplines;
- recognize and describe linguistic function, structure and formal traits of these text and discourse types;
- recognize the impact of potential bias in translators’ comprehension and interpretation of texts;
- perform copyediting and proofreading tasks at an advanced level;
- conduct appropriate searches in relevant editing resources (such as manuals of style).

Textbooks and materials:
Readings (they will be available via Blackboard):
Suggested Reference Books:
1) A dictionary of the English language (OED, Merriam Webster).
2) A dictionary of the Spanish language (DRAE, María Moliner).

Note: Small pocket dictionaries by themselves are inadequate for this class. Many of these reference materials are available online for free and/or as electronic and paper resources at the John Jay library. There are no requirements on which one to use in particular within each category. Recommendations can be provided by the instructor.

COURSE REQUIREMENTS

Participation and attendance (10%):
You will get a lot out of this class if you actively participate in both the lecture and discussion components. This is a practical course and those who work closely with their instructor and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

Homework (10%)
In order to participate actively in class you must always do the text analysis or editing homework assigned for each class.

Text type analysis assignment (15%) – midterm paper
As a midterm paper, students will need to analyze the particular features of a written or spoken textual type (assigned by the instructor on the second week of class). This analysis will have a theoretical basis, where students will have to describe the conventions of the assigned text type in English and Spanish, based on the literature, and a practical component, where they will have to compare these principles to six samples (three in English and three in Spanish) of actual texts pertaining to that type, highlighting the similarities and differences between the text types in the two languages. The paper will end with a reflection on translation biases, based on Baker’s narratives theory, as applied to these texts. Formatting and presentation will also be taken into consideration when grading this assignment.

Editing assignment (15%) – final paper
Students will work in pairs in an editing assignment of a text provided by the instructor. This assignment will have two parts: copyediting and proofreading. In the first part, which will be individual work, each student will have to identify and repair mechanical problems in writing (such as grammar, syntax, vocabulary, spelling and punctuation) and structural problems (such as inelegant style or ineffective organization). For the second part, each student will proofread their partner’s copyedited text and will mark it following the conventions in the field. Then each student will receive their proofread text and will need to incorporate the suggested changes in order to deliver the best final product possible. Formatting and presentation will also be taken into consideration when grading this assignment.
Midterm exam (25%)
The midterm will focus on text analysis and it will consist of two parts: (i) short-answer questions about the theoretical content covered in class discussions and readings; and (ii) practical activities where the content is applied to actual texts. It will take place in class.

Final exam (25%)
The final exam will focus on editing procedures and it will consist of two parts: (i) short-answer questions about the theoretical content covered in class discussions and readings; and (ii) practical activities where the content is applied to actual texts. It will take place in class.

ASSESSMENT

Grade weighting
Participation (includes attendance): 10%
Homework: 10%
Text type analysis assignment: 15%
Editing assignment: 15%
Midterm exam: 25%
Final exam: 25%
* Students must receive a passing grade on the final exam to pass the course as a whole.

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<td>B+,B,B-</td>
<td>Adequate Information</td>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>C+,C-</td>
<td>Satisfactory</td>
<td>R</td>
<td>REPEAT</td>
</tr>
<tr>
<td>C,D+,D,D-</td>
<td>Poor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Criteria for text type analysis assignment and midterm exam

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
<th>Organization</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (A)</td>
<td>The content is relevant to the chosen topic and original. Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Content is logically and effectively ordered. Main points and details are connected. Essay flows smoothly thanks to well-constructed paragraphs and good distribution (introduction, main body and conclusion)</td>
<td>Very few errors; work was well edited for language. Precise and effective word use/choice.</td>
</tr>
<tr>
<td>Proficient (B)</td>
<td>The content is relevant to the chosen topic but not very original. Adequate information; some development of ideas; some ideas lack supporting detail</td>
<td>An apparent order to the content is intended (introduction, main body and conclusion); well-constructed paragraphs. Somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.</td>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. Some erroneous word usage or choice, but meaning is not confused or obscured.</td>
</tr>
</tbody>
</table>
Marginal (C-D)  | The content is not original and not developed.  
| Limited information; ideas present but not developed; lack of supporting details or evidence.  
| Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. Paragraphs are not well-constructed.  
| Frequent errors in grammar use and form; erroneous use of language often impedes comprehensibility; work was poorly edited for language. Erroneous word use or choice leads to confused or obscured meaning.  

Unacceptable (F)  | Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. Any kind of plagiarism is detected.  
| Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.  
| Abundance of errors in grammar use and form; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. Inadequate, repetitive word choice; literal translation.  

**Evaluation Criteria for Participation**

**Exemplary (A):**

The student
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B):**

The student
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D):**

The student
- participates more passively than actively
- is frequently not well prepared

**Unacceptable (F):**

The student
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- fails to correct repeated errors

**IMPORTANT INFORMATION**

**Absences and Tardiness:**

Students are expected to attend class regularly. A significant portion of your grade will depend on class attendance. More than three absences will affect your grade. Please note that these three days are not
just free days; they are to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you are facing attendance issues, please see your instructor. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams).

Make-up exams:
Make-up exams will not be scheduled except for emergencies, legal obligations or business that requires the student to be out of town (proper written documentation required in all cases). Students need to request the make-up exam to the instructor at least one week before the originally-scheduled exam date. In case of emergency, when the student cannot foresee the need for a make-up exam one week in advance and is absent from the exam, s/he must contact the instructor within 24 hours of the original scheduled time for the test. In the case of the final exam, any make-up exams must be taken within 24 hours of the originally-scheduled time.

Assignments must be submitted by the due date. They will not be accepted after the deadline.

Contact Information and e-mail communication:
Class announcements and activities will be posted on Blackboard. Students are required to check Blackboard at least once before every class meeting.

Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email.

The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

Use of electronic devices in class
The use of mobile phones is not allowed in class. Students are requested to turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries…). Any other use (text, e-mail, social networks, chat, Internet browsing…) will not be tolerated. The instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES
“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

CHEATING AND PLAGIARISM
Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is
identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).

Instructor’s note on cheating:
The use of Machine Translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor. Copying from other students’ translations/homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on a take-home assignment or examination. If any kind of cheating or plagiarism is detected in the work of a student, s/he will be reported to the College’s Academic Integrity Officer and will get a Pending grade. They instructor will impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well. For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity (http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

INCOMPLETE GRADE POLICY
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**TENTATIVE SCHEDULE**

*Please note that the daily syllabus may be subject to change.*

*Please pay attention to in-class or Blackboard announcements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings, assignments and homework</th>
</tr>
</thead>
</table>
| 1    | Introduction to the course.  
   Pre-test.  
   Introduction: texts and contexts. Variables: field, mode, tenor.  
   *Traditional definitions of text; approaches from textual linguistics and systemic functional linguistics; text as a communicative event; the concepts of field, mode and tenor.* | **READING:** Bernárdez, pp. 77-85. “El concepto de texto” [The concept of text]  
**HW:** one-page description of text variables in a set of three texts provided by the instructor |
| 2 | Fundamentals of written and spoken text types: descriptive, narrative, argumentative, explanatory, rhetorical.  
   Definition of text type, textual conventions, text types according to communicative goal. Classification of specialized texts |
|---|---|
|   | Specialized text types (I): legal  
   General features of legal texts. The importance of terminology. Court orders, statutory law, case law, legal monographs, briefs, wills. |
|   | HW: activity to identify legal text types (differentiate them from other fields and among themselves) (5 to 7 texts of different lengths; two-page summary) |
|   | READING: Ciapuscio & Kuguel “Hacia una tipología del discurso especializado: aspectos teóricos y aplicados.” [Towards a typology of specialized discourse: theoretical and applied approaches] |
| 3 | Baker’s narrative theory. Translation, power, conflict. Translator conscious and unconscious biases. The political import of narratives. Translation activism.  
   Specialized text types (II): economic/business  
   General features of economic texts. Use of metaphors. Professional texts (invoices, contracts, insurance, stock market reports), informative texts (journal/magazine articles) |
|   | Specialized text types (III): political  
   General features of political discourse. The importance of purpose. Speeches (internal, parliamentary, press conferences, government announces and addresses) and debates (parliamentary, televised, public meetings) |
|   | HW: find an example of an economic text type and analyze its terminological features (one/two-page bulleted list with examples) |
|   | HW: find an example of a scientific-technical text type and analyze its macro/microstructure (one-page bulleted list with examples) |
|   | HW: activity to identify communication goals in a political spoken text type (5 minutes’ long speech). Analysis of text through narratives theory (one-page summary). |
|   | HW: compare rhetorical and affective strategies in three tourism/leisure text types (one/two-page summary) |
|   | READING: García & Montalt “Translating into Textual Genres.” |
| 4 | Specialized text types (IV): scientific-technical  
   General features of legal texts. The importance of terminology and structure. Expert-to-lay communication (popular science, informative materials); expert-to-expert communication (technical reports, operation manuals, research/academic texts).  
   Specialized text types (V): tourism/leisure  
   General features of tourism/leisure texts. The affective element.  
   Publisher texts (guidebooks, travel magazines), institutional texts (websites, leaflets), commercial texts (ads, travel catalogues, business websites) |
|   | HW: find an example of a scientific-technical text type and analyze its macro/microstructure (one-page bulleted list with examples) |
|   | HW: select one text type and find parallel texts in English and Spanish; compare their main features. (one-page bulleted list with examples) |
| 6 | Review for midterm **Midterm** | **READING:** Baker, pp. 105-140. “Framing narratives in translation”  
Genre conventions assignment due on midterm exam date |
|---|---|---|
| 7 | The editing process. Types of editors. Editors and translators.  
Definition of editing. Importance and limitations.  
Types of editing. Frequently confused terms. Editing in the translation process. | **READING:** Lieb, chapter 1. “Editing in the Age of Information” |
| 8 | Fundamentals of copy editing. Methodology.  
Adaptation to different types of texts  
The editorial process. Stages and priorities.  
Differences according to text type. | **READING:** Einsohn, chapters 1 and 2. “What copyeditors do”, “Basic procedures”  
HW: create a list of priorities for copyeditors, select three text types, order priorities for each text |
| 9 | Resources: dictionaries, corpora, manuals of style, and other online resources  
Identification and description of main resources.  
Review of principles of use. Assessment of quality of resources. | HW: create your own compilation of online editing resources (commented list of 10-12 resources)  
HW: analyze the quality of resources in your compilation (10-12 checklist cards with a one-paragraph qualitative summary) |
| 10 | Mechanical copyediting: poor vocabulary; agreements, tenses and cases; anacoluthon and solecism; punctuation. | HW: mechanical copyediting exercises (3 pages) |
| 11 | Stylistical copyediting: verbosity, ambiguity, factual check.  
Correct use of citations. Citation styles. | HW: stylistical copyediting exercises (2 pages)  
HW: citation exercises (list of 20 references to modify or change styles) |
| 12 | Copy editing for translation: omissions, additions, incoherence, illogical sentences, calques, false friends, literal translation.  
Detection and correction of common errors in English-Spanish translation. | HW: translation copyediting exercises (4 pages) |
| 13 | Fundamentals of proofreading. Communication conventions: proofreader’s marks  
Definition of proofreading. Common errors.  
Methods of proofreading. Study and application of proofreader’s marks. | **READING:** Pagel & Nostrom, chapter 1, “Errors, errors, errors”  
Anderson, chapter 6, “Giving clear instructions”  
HW: proofreading practice (3 pages) |
| 14 | Editing software – advanced Word use for editors and proofreaders  
Advanced skills in Microsoft Word. Advantages and disadvantages. Spell-check, word count, track changes, search and replace, use of macros. | HW: copyediting practice with Word (4 pages) |
| 15 | **Final exam – TBD**  
(check the College examination schedule for potential changes: http://www.jjay.cuny.edu/4056.php) | **Editing assignment due on final exam date** |
Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course description:
This course will allow students to apply the knowledge and skills acquired in previous courses to professional settings. Students work a minimum of 96 hours in a public or private organization (translation agencies, government, social services, legal clinics, law firms, etc.). In addition, the course has a seminar component (15 hours), which meets throughout the semester and will cover student reflections on their experience in the field, and ethical and business-related aspects of the profession.

Prerequisite: ENG 102/201, SPA 330, SPA 333, and SPA 340.

Eligibility requirements: Completion of at least 30 credits and a minimum grade point average of 2.5 (source: John Jay College Undergraduate Bulletin 2013/14: http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf)

Course Goals:
Upon completion of the course students will be able to:
(a) apply academic knowledge in a professional setting;
(b) evaluate their own performance in light of one’s expressed goals and learning outcomes;
(c) compare their self-perception to the professional perception of the site supervisor;
(d) maintain the ethical principles of the field and conduct themselves professionally.

Textbooks and materials:
* Translation texts and some background papers on translation/interpretation theory and practice will be available on Blackboard.

COURSE REQUIREMENTS

The student will spend a minimum of 96 hours working as a translator and/or interpreter in a relevant public or private organization (translation agencies, governmental agencies and social service providers, legal clinics and law firms, among others). Students will be responsible for finding an internship site, the student will have a supervisor, who will be in charge of monitoring the student’s performance and will write a final report addressing his/her main achievements during the internship.

On certain weeks (see schedule), all students will meet with the instructor in a seminar session. These sessions will cover ethical and business-related aspects of the profession, as well as provide a space for discussion about the progress being made by the students in their placements.
Finally, the student will have to write a report summarizing his/her experience. This report must be submitted to the instructor both in hard copy and via turnitin.com by the date of the final exam (as determined by the College final exam schedule)

**Report requirements and structure**

Length: approx. 5,000 words (not including references or appendices).
Language: Spanish.
Structure:
- Title page
- Abstract (max. 300 words)
- Table of contents
- Introduction
- Company/agency description
  - Name of the company
  - Description of its activity
  - Position within the sector
  - Company Structure
  - Internship Structure
- Description of the internship
  - Description of work situation
  - Description of activities
  - Description of successful moments and accomplishments
  - Description of problems or difficult situations
  - Identification of skills developed
  - Relationship between academic coursework and the internship.
- Conclusions
  - Future career plans.
  - Relationship between the internship and future career goals.
- References
- Appendices (materials that show your work during the internship)

**ASSESSMENT**

**Grade weighting**
Site supervisor’s report: 45%
Student’s final report: 45%
Participation and attendance (seminar sessions): 10%

* Students must receive a passing grade on both items to pass the course as a whole.

The John Jay *Undergraduate Bulletin* allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>B+,B,B-</td>
<td>Very Good</td>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>C+,C</td>
<td>Satisfactory</td>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>C-,D+,D,D-</td>
<td>Poor</td>
<td>R</td>
<td>REPEAT</td>
</tr>
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</table>
### Evaluation Criteria for Report

<table>
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<tr>
<th>Content</th>
<th>Organization</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (A)</strong></td>
<td>The content is relevant to the chosen topic and original. Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Content is logically and effectively ordered. Main points and details are connected. Essay flows smoothly thanks to well-constructed paragraphs and good distribution (introduction, main body and conclusion).</td>
</tr>
<tr>
<td><strong>Proficient (B)</strong></td>
<td>The content is relevant to the chosen topic but not very original. Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>An apparent order to the content is intended (introduction, main body and conclusion); well-constructed paragraphs. Somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.</td>
</tr>
<tr>
<td><strong>Marginal (C-D)</strong></td>
<td>The content is not original and not developed. Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. Paragraphs are not well-constructed.</td>
</tr>
<tr>
<td><strong>Unacceptable (F)</strong></td>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. Any kind of plagiarism is detected.</td>
<td>Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.</td>
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Evaluation Criteria for Participation

Exemplary (A):
The student
• initiates and maintains interaction with students and instructor from beginning of class
• shows leadership in group activities
• asks pertinent questions
• is always prepared
• attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient (B):
The student
• shows willingness to participate
• cooperates fully in discussions and group activities although may not necessarily be the leader
• answers readily when called upon and has few errors
• elaborates somewhat on answers

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The student
• participates more passively than actively
• is frequently not well prepared

Unacceptable (F):
The student
• participates grudgingly or not at all in activities
• generally does not cooperate in group activities
• fails to correct repeated errors

IMPORTANT INFORMATION

Absences and Tardiness:

Fieldwork: All students must complete 100 hours of fieldwork. Prior to the beginning of their internship, their schedule will be set in coordination with the site supervisor. In the event of illness, emergencies or other unavoidable obligations, the student will need to notify the site supervisor immediately that he/she will not be able to attend, and will have to present proper written documentation justifying the absence. The student’s schedule will have to be rearranged to make up for lost work days (adding extra hours or additional days) so that he/she completes the required 100 hours of fieldwork.

Seminars: Students are expected to attend all seminar sessions. A significant portion of your grade will depend on class attendance. More than one absence will affect your grade. Please note that this day is not just a free day; it is to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you intend to observe a religious holiday, please talk to your instructor at the beginning of the semester. Late arrivals and early departures disrupt the flow of class and are unacceptable. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following seminar.

Final project deadline:
The final project will not be accepted after the deadline, except for emergencies, legal obligations or business that requires the student to be out of town. Students need to request an extension to the instructor at least one week before the originally-scheduled exam date. In case of emergency, when the
student cannot foresee the need for an extension one week in advance and fails to submit it, s/he must contact the instructor on the submission day.

**Contact Information and e-mail communication:**
Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email.
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**TENTATIVE SCHEDULE**

*Please note that the daily syllabus may be subject to change.*

*Please pay attention to in-class or Blackboard announcements.*

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<thead>
<tr>
<th>Week</th>
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| 1    | Seminar session  
- Introduction  
- Basic guidelines |
| 2    | Field work (10 hours) |
| 3    | Field work (10 hours) |
| 4    | Seminar session  
- Codes of ethics and ethical conflicts |
| 5    | Field work (10 hours) |
| 6    | Field work (10 hours) |
| 7    | Seminar session  
- Professional associations  
- Certification and accreditation processes and agencies |
| 8    | Field work (10 hours) |
| 9    | Field work (10 hours) |
| 10   | Field work (10 hours) |
| 11   | Seminar session  
- Sources of employment  
- Marketing translation/interpretation services |
| 12   | Field work (10 hours) |
| 13   | Field work (10 hours) |
| 14   | Field work (10 hours) |
| 15   | Seminar session  
- Final reflections  
- Definition of final project |

**Final project due on final exam date**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY

524 West 59th street, 7th floor, New York, NY 10019
SPAN 3XX: The African Legacy in Latin America Through Literature and Films

Professor: Classroom and Time:
Semester: Professor’s office:
Course Code: SPA 3ZZ Office Hours:
Course Section: Professor’s e-mail:
Course Prerequisite: ENG 201 and SPA 202, SPA 212 or placement exam.

Course Description:
It is estimated that approximately 10.7 million African slaves arrived in the Americas. Only about 450,000 were brought to the United States while the other 10.25 million disembarked in the Caribbean, Central and South America where they made noteworthy contributions to the economy, culture, and society. This course explores the African diaspora and its cultural legacy in Latin America and the Caribbean through the lens of literature, films, music, and the arts.

Learning Outcomes: By the end of the semester students will be able to:

- trace the history of the African presence in Latin America and the Caribbean;
- analyze the ways in which the representation of this presence has changed over the last several hundred years;
- compare patterns of New World race, ethnic and gender relations and identity socially, culturally, historically and politically constructed categories since the sixteenth century;
- examine the influence of the African heritage on New World culture;
- articulate critical responses to topics discussed in class and communicate ideas and information that is the result of carefully conducted research.

Required Texts: Readings are available on Blackboard.

- Carpentier, Alejo. El reino de este mundo (The Kingdom of this World). 1948. Only excerpts will be read (51 pages).
- Fanon, Frantz. The Wretched of the Earth. Excerpts (12 pages)
- Hodge Limonta, I. “Reencuentro de tradiciones ancestrales. Una aproximación desde África Occidental a La América Latina.” (23 pages)
- Wade, Peter. “Racismo, democracia racial, mestizaje y relaciones de sexo/género. Tabula Rasa, enero-junio 2013, No. 18: 45-74.

Films: A copy of these films will be available at the Modern Language Lab.

- Besouro (The Assailant), directed by João Daniel Tikhomiroff, 2009, 95 mins.
- The story of the legendary capoeira fighter from Bahia, who was rumored to fly and lead an uprising of agricultural workers against an exploitative plantation owner.
- Burn (Queimada), directed by Gillo Pontecorvo, 1969, 112 mins.
- Sir William Walker is an agent provocateur sent to the island of Queimada, a fictional Portuguese colony in the Lesser Antilles island group in the Caribbean. Walker is sent to organize an uprising of black slaves to overthrow the Portuguese regime because Great Britain wants to get economic control of the island, as it is an important sugar cane producer.
- La Raiz olvidada (The Forgotten Root), directed by Rafael Rebollar, 1998, 49 mins.
- Details the history of Mexico’s often-overlooked African populations. Drawing on interviews and archival imagery, the film takes us from the slavery of the colonial era to today’s Afro-Mexican communities in Guerrero, Oaxaco, Campeche, Morelos and Veracruz.
- Ile Aiye (House of Life) by David Byrne, 2004, 51 mins.
- This documentary explores the ways in which Candomblé, the African-influenced spirit cult of the Bahia region of Brazil, has influenced the daily life and culture of its people in music, art.
- A Zest for Life: Afro-Peruvian Rhythms, a Source of Latin Jazz directed by Eve A. Ma, 57 mins.
- This documentary looks at Afro-Peruvian history and culture through its music and dance.
- An Empty House Falls, directed by Marta Rodríguez and F. Restrepo, Colombia, 2004, 52 mins.
- This film presents the stories of Afro-Colombian peasants displaced from their land in the armed conflict between the national army, Colombian guerillas, and the right-wing paramilitary in the isolated province of the Chocó.
- Afro-Argentinos, directed by Jorge Fortes and Diego Cevallos, Argentina, 2002, 75 mins.
- This film unearths the hidden history of black people in Argentina and their contributions to Argentine culture and society, from the slaves who fought in the revolutionary wars against Spain to the contemporary struggles of black Argentines against racism and marginalization.
- Brazil in Black and White by Adam Stepan, 2007.
- Brazil has long presented itself as a “racial democracy” but deep disparities in income, education and employment have finally prompted a campaign for equal treatment for Afro-Brazilians. Brazil in Black and White captures a unique moment as a nation looks in the mirror.
- Scattered Africa, directed by Sheila Walker, 2002, 55 minutes
- Emphasizing both differences and similarities between their societies, important scholars and community leaders from countries such as Argentina, Uruguay, and Brazil discuss the scattered transnational community that is the contemporary African Diaspora. 55 minutes.

Course Requirements:

1. Participation (20% of the final grade): Students are expected to attend and participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance and meaningful participation in classroom discussions, activities, etc.
2. **Oral Presentation (20%)** — An oral presentation is required in which a theme closely connected to the course topics is explored and placed within the appropriate historical, social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

3. **Quizzes (20%)** — Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

4. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students' mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

5. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

6. **Final Grade Weighting:**
   - 20% Participation
   - 20% Oral Presentations
   - 20% Quizzes
   - 20% Midterm
   - 20% Final Paper

The John Jay *Undergraduate Bulletin* allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
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<tr>
<td>A, A-</td>
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<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
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<tr>
<td>C-, D+, D, D-</td>
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<td>F</td>
<td>Failure</td>
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<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
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<tr>
<td>P</td>
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<td>R</td>
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</table>

**SCORING RUBRICS**

Scoring Rubrics for Class Participation

**Exemplary (A)**
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B)**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D)**
- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

**Unacceptable (F)**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same errors.
### SCORING RUBRIC FOR ORAL PRESENTATIONS

These guidelines have been adapted from excellent grading rubrics available at:

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&

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- **A** = Exemplary
- **B** = Proficient
- **C/D** = Marginal
- **F** = Unacceptable
SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics of the essay: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

Mechanics of MLA format: MLA citation style often used correctly.

Marginal (C/D)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.
Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

Logic and argumentation: Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics of the essay: Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

Mechanics of MLA format: Frequent major errors in MLA citation style.

Cheating and Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).

Instructor’s Note on Cheating:

The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.
Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity).

Incomplete Grade Policy
An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class
The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

Americans with Disabilities Act (ADA) Policies
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

Tentative Schedule

Week 1: Course Introduction & Syllabus:
- Overview of course. Discussion of readings and objective of the course. What/who is/are Afro-Latin America(ns)?

Week 2: Theorizing Identity
- Césaire, Aimé. Discourse on Colonialism. Excerpts (12 pages)

Topics for discussion: Can the histories of Africans and their descendants be contained within the confines of “nation”? Are there alternative frameworks (transnational and/or diasporic) that can better enhance our understanding of these histories? What is identity? How can we conceive community, aesthetics, and politics in diasporic (non-)identity? What is “cultural hybridity”?

Week 3: Latin American Racial Ideologies and Gender Issues
- Wade, Peter. “Racismo, democracia racial, mestizaje y relaciones de sexo/género. (24 pages)
- Film: 2010 “Black in Latin America: Brazil a Racial Paradise?” PBS Video
http://video.pbs.org/video/1906000944/
  • Quiz # 1

**Topics for discussion:** What do we mean by “race”? What does ethnicity mean? What are the roles of gender, class, and nation in theorizing race and racism? How is race understood in Latin America? Is “mestizaje” an ideology of inclusion or exclusion? What is “racial whitening”?

**Week 4: The Afro-Brazilian Experience**
  • Film: “Brazil in Black and White” by Adam Stepan (2007)
  • Film: *Besouro* (The Assailant), directed by João Daniel Tikhomiroff, 2009, 95 mins.

**Topics for discussion:** What is “capoeira”? What does the film *Besouro* tell us about colonial slave culture in Brazil? What is the point of view reflected in the film? When is the film set? How is the story presented? Does the film use foreshadowing? What happens with capoeira in the 1930s, during Getulio Vargas’s regime?

**Week 5: Culture, Spirituality, and Racial Identity**
  • Hodge Limonta, Ileana. “Reencuentro de tradiciones ancestrales.” 23 pages.
  • Clarice Lispector. *La pasión según G. H* [The Passion According to GH].
  • Film: *Ile Aiye* (House of Life) by David Byrne (51 mins).

**Topics for discussion:** What is Candomblé? How has it influenced the daily life and culture of its people in music, art, religion, theater, dance, and poetry? How does the Candomblé appear in Clarice Lispector’s novel? Why? Is there any relationship between the imagery associated with Africa and the imagery associated with Judaism in Lispector’s text? If yes, what kind of relationship?

**Week 6: The Black Diaspora in Perú**
  • Lucía Charún-Illescas’s novel *Malambo*. Only excerpts will be read (57 pages).
  • Film: *A Zest for Life: Afro-Peruvian Rhythms* (57 mins)
  • Quiz # 2

**Topics for discussion:** What is the specificity of the dynamic between race and power in Lima, Perú? How does racism obstruct democratization of rights in Perú? What kind of narrator does Lucía Charún-Illescas use in her novel? Why? When does this novel take place? How does the novel present the colonial city where it takes place? How are the Afro-Peruvians presented in this novel? What role do African and Christian religions play in this novel?

**Week 7: Afro-Mexican Language Within the Context of Afro-Hispanic Linguistics**
  • Salvador Vázquez Fernández. “Las raíces del olvido. Un estado de la cuestión sobre el estudio de las poblaciones de origen africano en México” (24 pages).
  • Lipski, J. “El lenguaje Africomexico en el contexto de la lingüística Afrohispánica” (13 pages).
  • Film: “La Raiz olvidada” (The Forgotten Root) 49 mins.

**Topics for discussion:** Where did important African settlements develop in Mexico? From a linguistic point of view, how can one describe the impact of the African languages on Afro-Mexican Spanish?

**Week 8: Review and Midterm**

**Week 9: Haiti & the Dominican Republic: An Island Divided**

• Alejo Carpentier. *El reino de este mundo*. Only excerpts will be read (51 pages).

**Topics for discussion:** Why did Alejo Carpentier, a Cuban writer, choose Haiti between the 1750s and 1826 as the setting for his narrative? How does Carpentier manage to convey a subaltern perspective on the Revolution? Based on a timeline of the Haitian revolution (Blackboard), identify and explain the choices Carpentier has made in his construction of the novel.

**Week 10: Afro-Latinos’ Experiences and Identities: Puerto Rico and Cuba**
- Vega, Ana Lydia. “Historia de arroz con habichuelas.” 133-141.
- Barnet, Miguel. *Biografía de un cimarrón*. Only excerpts will be read (25 pages).
- Cabrera, Lydia. “Hay hombres blancos, pardos y negros.” 11-15
- Bum (Queimada), directed by Gillo Pontecorvo, 1969, 112 mins.
- **Quiz # 3**

**Topics for discussion:** Whose voice really gets a hearing in Vega’s, Barnet’s and Cabrera’s literary texts? Does the marginalized other really have a voice in these narratives? Are there references to African myths, beliefs and folklore in these texts? If so, which ones? What circumlocutions or expressions typical of African languages (Yoruba, in Barnet’s text) can be found in these texts?

**Week 11: Argentina, An Imagined “European” Community?**
- **Film:** *Afro-Argentinos* (75 mins)
- The Blackness of Tango: Tango as a "Buenos Aires conversation" between two creolized Kongo rhythms: the bassline of the habanera (imported from Havana) with Argentinian candombe.

**Topics for discussion:** Why did European immigration appear to be the key for Argentina’s modernization in the eyes of the liberal Argentinean élite in the late 1800s? What was the prevailing racial ideology in twentieth-century Argentina? How does Vicente Rossi’s essay serve to remind Argentine audiences of the pronounced impact Afro-Argentines had on the nation’s culture?

**Week 12: Colombia: Afro-Colombian peasants, National Army and Colombian Guerillas**
- **Film:** *An Empty House Falls*, 2004, 52 minutes.
- **Quiz # 4**

**Topics for discussion:** What issues concerning the African Diaspora are alluded to in Zapata Olivella’s literary text and in the film *An Empty House Falls*? What role do Afro-Colombian peasants play in the armed conflict between the national army, Colombian guerillas, and the right-wing paramilitary? In what ways do these two texts deal with the complex and overlapping themes of race, gender and class struggle?

**Weeks 13 & 14: Oral Presentations**

**Week 15: Final paper due on the day of the final exam**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
Department of Modern Languages and Literatures

SPAN 3YY—Hispanic Film

Professor: Classroom and Time:
Semester: Professor's office:
Course Code: SPA 3YY Office Hours:
Course Section: Professor's e-mail:
Course Prerequisite: ENG 201 and SPA 202, SPA 212 or placement exam.

Course Description:
This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in which the films were produced, while remaining attentive to the construction of films (editing, sound, camera movement, etc.). Topics to be covered may include immigration and exile, globalization, collective memory and post-dictatorial societies, same sex relationships and gender issues.

Learning Outcomes: By the end of the semester students will be able to:

- discuss the historical, political, economic, and social context in which the films have been produced;
- examine the diverse voices of the cultures of the Spanish-speaking world (e.g., indigenous people, women, Afro-Hispanic groups, and the various national cultures) that are represented in the films;
- analyze films, specifically in reference to articulating relationships between content and form;
- discuss Hispanic film in the broader context of globalization;
- communicate ideas and information that is the result of carefully conducted research.

Required Texts: Readings are available on Blackboard.


Films: A copy of these films will be available at the Modern Language Lab.
- Bolivia, directed by Adrián Caetano, Argentina, 2001 (75 min).
- Cartas de Alou directed by Montxo Armendáriz, Spain, 1993 (100 min).
- El silencio de Neto, directed by Luis Argeta, Guatemala, 1994 (106 min).
- La Nana (The Maid) directed by Sebastián Silva, Chile, 2009 (95 min).
- Machuca, directed by Andrés Wood, Chile, 2004 (121 min).
- Memorias del subdesarrollo (Memories of Underdevelopment), directed by Tomás Gutiérrez Alea, Cuba, 1968 (97 min).
- Nostalgia de la luz (Nostalgia for the Light), directed by Patricio Guzmán, 2010 (90 min).
- Y También la lluvia (Even the rain) directed by Icíar Bollaín, Spain-Mexico-France, 2010 (104 min).
- XXY, directed by Lucía Puenzo, Argentina, 2007 (86 min).
- Y tu mamá también, directed by Alfonso Cuarón, México, 2001 (105 min).

Course Requirements:

7. **Participation (20% of the final grade):** Students are expected to attend and participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance and meaningful participation in classroom discussions, activities, etc.

8. **Oral Presentation (20%)** — An oral presentation is required in which a theme closely connected to the course topics is explored and placed within the appropriate historical, social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.
9. **Quizzes (20%)** – Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

10. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students’ mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

11. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

12. **Final Grade Weighting:**

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- **B+, B, B-** Very Good
- **C+, C** Satisfactory
- **C-, D+, D, D-** Poor
- **F** Failure
- **WU** Withdrawn Unofficially
- **P** PASS
- **R** REPEAT

**SCORING RUBRICS**

**Scoring Rubrics for Class Participation**

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- shows leadership in group activities
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Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.
Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.
Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)
Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.
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Americans with Disabilities Act (ADA) Policies
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Tentative Schedule


Week 2: The Voice of the Indigenous People: From the Conquest of the Americas to Globalization
  - También la lluvia (Even the Rain) directed by Icíar Bollaín, Spain-Mexico-France, 2010 (104 min).

Topics for discussion: Where is the film set? Why have they chosen that place? Describe the opening scene. Why has the law historically taken both social and environmental harm for granted? Who has benefited from the historical silences of the law in regard to social suffering and environmental harm? What role do Bartolomé de las Casas and Dominican friar Antonio de Montesinos play in history and in the film? Why does Bollaín use the “film within the film”?

Week 3: Revolutionary Cinema
  - Memorias del subdesarrollo (Memories of Underdevelopment), directed by Gutiérrez Alea, Cuba, 1968 (97 min).
  - Fidel Castro. “Palabras a los intelectuales” (12 pages).
  - Rozitchner, León. Moral burguesa y revolución. Excerpts. (10 pages)

Week 4: Memory in Post-dictatorial Chile
- *La batalla de Chile* (*The Battle of Chile*). Part 2: *The Coup d’Etat*. Directed by Patricio Guzmán 1977 (88 min)
- *Nostalgia de la luz* (*Nostalgia for the Light*), directed by Patricio Guzmán, 2010 (90 min).
- Quiz # 1

Topics for discussion: Why was the 17-year dictatorship embraced by a large segment of Chilean Society? How does Patricio Guzmán’s *Battle of Chile* offer an alternative interpretation to official discourses about the coup? What were the historical, social, and economic particularities of Chile at that time? What are the tensions between aesthetics and politics in these two films?

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Week 5: Political Conflict and Violence Through the eyes of Children—Part I: Guatemala

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Topics for discussion: Why is the scene of the resignation of president Árbenz central for understanding the movie? Why does the camera maintain distance, never entering the house during this sequence? What does the three-shot structure without the camera moving serve to emphasize? What is the effect of constructing the scene in this way? What elements give the film a documentary authority? What relationships can you establish between the film and Menchú’s text?

Week 6: Political Conflict and Violence Through the eyes of Children—Part II: Chile
- *Machuca*, directed by Andrés Wood, Chile, 2004 (121 min).
- Stern, Steve J. *Luchando por mentes y corazones. Las batallas de la memoria en le Chile de Pinochet*. Excerpts (30 pages).
- Quiz # 2

Topics for discussion: Identify, describe and interpret (what does it mean?) the very first scene of the film. Is social class shown here as an essentialist notion? Why/ Why not? How do you interpret the close-up of Gonzalo’s hands buttoning his shirt in contrast with the following close-up of his maid’s hands? What visual markers of class appear in the film? How do these images relate to the conflict that interrupts Chile’s democracy?

Week 7: The Global and the Local
- *Y tu mamá también*, directed by Alfonso Cuarón, México, 2001 (105 min).

Topics for discussion: Does Cuarón’s film share any cinematic traits with other films we have seen? How does *Y tu mamá también* portray gender roles and homosexuality? What kind of representation of Mexican society does this film present? What does it mean to say that Cuarón’s film is a product of the globalized era of film production? Does the film exhibit any nostalgia for a national framework for defining Mexico or are all culturally specific topics neutralized?

Week 8: Review & Midterm

Week 9: New Ethnic Policies in Neoliberal Argentina
- *Bolivia*, directed by Adrián Caetano, Argentina, 2001 (75 min)
- Grimson, Alejandro. "Nuevas xenofobias, nuevas políticas étnicas en Argentina." (16 pages)

**Topics for discussion:** Why did European immigration appear to be the key for Argentina’s modernization in the eyes of the liberal Argentinean elite in the late 1800s? What was the prevailing racial ideology in early twentieth-century Argentina? What kind of immigration policies did Argentina’s government apply to European people during the 1990s? To Latin American people? What group of immigrants did the national media repeatedly present in the 1990s? Why?

**Week 10: African Migration in Spain**
- *Cartas de Alou* directed by Montxo Armendáriz, 1996 (100 min).
- **Quiz # 3**

**Topics for discussion:** How do the letters become narrative vehicles in Armendáriz’s film? When is Alou arrested? Why must he be deported, according to the logic of the film? What scenes show a Spanish xenophobic attitude toward Alou most clearly? Why is Mulai given an English name (as opposed to a Spanish one)?

**Week 11: Gender, Class and Ethnicity in Chile’s New Cinema**
- *La Nana* (The Maid) directed by Sebastián Silva, Chile, 2009 (95 min).
- Silke Staab and Kristen Hill Maher, “The Dual Discourse About Peruvian Domestic Workers in Santiago de Chile: Class, Race, and a Nationalist Project.” 87-116.
- Paz Saffie, “Peruanos denuncian discriminación tras anuncio contra cocinerías ilegales.”

**Topics for Discussion:** Can this film be interpreted within a socio-economic model? If yes, how? How is the ethnic component portrayed in this film? How is the class divide portrayed in the domestic space of the home? Are the relations of power neatly binary in this film? Why is the family portrayed so sympathetically? Does the film preserve or challenge the social status quo? How does the film relate to the Peruvian immigration in Chile?

**Week 12: LGBTQI Movements in Argentina**
- *XXY*, directed by Lucía Puenzo, Argentina, 2007 (86 min).
- “An interview with Lucia Puenzo” (3 pages).
- **Quiz # 4**

**Topics for discussion:** Since the transition to democracy, Argentina has made great progress in the enactment of public policies whose main purposes are to reject gender and sexual discrimination. What are some of those policies? When did Argentina establish same-sex marriage? What is intersex? How would you characterize Lucía Puenzo’s depiction of an intersex adolescent?

**Weeks 13 and 14:** Oral presentations

**Week 15: Final paper**
Syllabus for “Violence Against Women in the Spanish-Speaking World”

Professor: Classroom and Time:
Semester: Professor’s office:
Course Code: SPA 3XX Office Hours:
Course Section: 01 Professor’s e-mail:
Course Prerequisite: ENG 201 and SPA 202 or 212 or placement exam.

Course Description:
Through the lens of literature and films this course examines representations of violence against women in the Hispanic world. Focusing on specific moments of state-sponsored violence throughout Latin America and Spain, this course will explore how broader issues including but not limited to human rights, reproductive violence, violence against indigenous women, women in war and other conflicts, women and the guerrilla experience, sexual violence and truth commissions, and new social movements such as the Madres de Plaza de Mayo are portrayed in Hispanic short-stories, novels, plays, poetry, essays, and films.

Required Texts (texts will be available on Blackboard; students do not need to purchase these):
- Informe de la Comisión de la Verdad y Reconciliación Volumen VIII, Capítulo II, Violencia y desigualdad de género (Peruvian Truth and Reconciliation Final Report, Volume VIII, chapter two on “Gender Violence”)
- Jelin, Elizabeth. “Los derechos humanos y la memoria de la violencia política y la represión: la construcción de un campo nuevo en las ciencias sociales” In: Cuadernos del Ides, Nr. 2, 2003, p. 3-27.
- Rayas, Lucía. "Subyugar a la nación. Cuando el cuerpo femenino es territorio de tortura a manos del estado" ("Subjugating the Nation: Women and the Guerrilla Experience"). https://www.academia.edu/3326072/Subyugar_a_la_naci%C3%B3n_Cuando_el_cuerpo_femenino_es_territorio_de_tortura_a_manos_del_estado.

**Required Films:**

- *Flor en Otomí (Flower in Otomí)*, directed by Luisa Riley, 2013 (78 min).
- On February 14th, 1974, 19-year-old Dení Prieto Stock was killed by the Mexican army in the town of Nepantla, along with four of her comrades in the Fuerzas de Liberación Nacional (National Liberation Forces), a forerunner to the Zapatistas. The film depicts Prieto Stock's life and the trajectory that brought her to Nepantla and the FLN.
- *La Teta Asustada (The Milk of Sorrow)*, directed by Claudia Vargas. Peru-Spain, 2009 (94 min).
- Fausta is suffering from a rare disease called the "Milk of Sorrow," which is transmitted through the breast milk of pregnant women who were abused or raped during or soon after pregnancy. While living in constant fear and confusion due to this disease, she must face the sudden death of her mother. She chooses to take drastic measures to not follow in her mother's footsteps.
- *The Pinochet Case*, directed by Patricio Guzmán, 2001 (110 min).
- The Pinochet Case documents what followed: a year and a half of house arrest for Pinochet, the old man finally a spectator, rather than a maker, of history; the diplomatic intricacies of an international trial, and finally, justice in sight for the living, and the dignity of mourning for the disappeared. Patricio Guzmán was there with his camera, as he had been since the beginning.
- *El traspatio (Backyard)*, directed by Carlos Carrera, Mexico, 2009 (122 min).
- The true story of the border town of Juarez, Mexico where since the mid-1990s thousands of women have gone missing or turned up as sun-burnt corpses in the desert. Can new police captain Blanca Bravo stop the savagery?
- Filmed at the height of the Guatemalan Army's repression against the Mayan indigenous people, this documentary describes the struggle of the largely Indian peasantry against a heritage of state and foreign oppression.

A copy of these films will be available at the Modern Language Lab.

**Learning Outcomes:** Upon completion of this course students will be able to:
- discuss issues related to state-sanctioned violence, human rights, justice, and memory in the Hispanic world;
- analyze representations of violence against women related to state violence, human rights, justice, memory and trauma as portrayed in Hispanic literature, films and other cultural works;
- analyze new social movements such as the Madres de Plaza de Mayo;
- articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.
Course Requirements:

**Participation (20% of the final grade):** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance, and meaningful participation in classroom discussions, activities, etc.

**Oral Presentation (20%)** — an oral presentation is required in which a theme of women and violence in the Spanish-speaking world is explored and placed within the appropriate social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

**Quizzes (20%)** – Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

**Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students’ mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

**Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

**Final Grade Weighting:**

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<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A, A-</td>
<td>Excellent</td>
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<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
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<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
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<td>F</td>
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<td>P</td>
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<td>R</td>
<td>REPEAT</td>
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**SCORING RUBRIC FOR CLASS PARTICIPATION**

**Exemplary (A)**
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B)**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D)**
- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

**Unacceptable (F)**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same error.
### SCORING RUBRIC FOR ORAL PRESENTATIONS

These guidelines have been adapted from excellent grading rubrics available at:

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&

<table>
<thead>
<tr>
<th>Rubric</th>
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</tr>
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<tbody>
<tr>
<td><strong>Organization Pattern</strong> (specific introduction and conclusion, sequenced material within the body, and transitions)</td>
<td>Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.</td>
<td>Usually observable within the presentation; content generally proceeds in logical fashion.</td>
<td>Somewhat or intermittently observable within the presentation.</td>
<td>Not observable within the presentation; presentation jumps around without logical progression.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors.</td>
<td>Occasional and/or minor grammatical errors.</td>
<td>Frequent grammatical errors.</td>
<td>Excessive grammatical errors that impede comprehension.</td>
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<td><strong>Vocabulary</strong></td>
<td>Precise and effective word use/choice; broad and extensive use of vocabulary.</td>
<td>Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.</td>
<td>Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.</td>
<td>Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.</td>
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<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling; consistently accurate pronunciation.</td>
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<td>Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.</td>
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<tr>
<td><strong>Supporting Material</strong></td>
<td>Central message is strongly supported by PowerPoint—or other materials. Accurate spelling and grammar in slides or other materials.</td>
<td>Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
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SCORING RUBRIC FOR WRITTEN PAPERS

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Exemplary (A)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

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**TENTATIVE SCHEDULE**

**Week 1 – Debating Women’s Human Rights**
Introduction, course objectives and requirements. Key concepts and debates
- “Convención sobre la eliminación de todas las formas de discriminación contra la mujer” (CEDAW).
- Jelin, Elizabeth. “Los derechos humanos y la memoria de la violencia política y la represión” (24 pages).

**Topics for Discussion:** What does it mean to say that “women’s rights are human rights”? How have women’s human rights been defined, negotiated and enforced, historically and in the present? Can we consider women’s rights as human rights an effective strategy to stem the increasing number of incidences of violence against women?

**Week 2 – Latin American Feminisms: Thinking about Gender, Sexuality, and Culture**
- Short movie “Historia de las mujeres en Latinoamérica.”
http://www.youtube.com/watch?v=IECUWx1EP3Q

**Topics for Discussion:** Are gender violence and violence against women interchangeable? Why or why not? What is the difference between gender and sexuality? What are “feminist” perspectives on human rights? Can human rights only exist within a framework of citizenship? How do we define “rights” as they relate to embodiment, gender and sexuality? What does the history of feminism in Latin America allow us to understand?

**Week 3: Women and Dictatorship in the Dominican Republic**
- Julia Álvarez. En el tiempo de las mariposas
- Mario Vargas Llosa La fiesta del chivo. (Excerpts).
Topics for Discussion: What connections do Vargas Llosa and Julia Álvarez establish between machismo and dictatorship in The Feast of the Goat? How is male homosociality portrayed in these novels? What is the relationship between male homosociality and the traffic in women as two central components of the Trujillo dictatorship as they appear in these two novels? What form does violence assume in this political context? How do these novels present women’s special vulnerability to sexual trafficking under dictatorship? How do gender relations intersect with other axes of power, such as class and race in these novels?

Week 4: Masculinities, Power, and Terror in Mexico’s Dirty War

- Elena Poniatowska. La noche de Tlatelolco (Massacre in Mexico). Excerpts.
- Interview with Elena Poniatowska and Amy Goodman – Democracy Now!
  http://archive.org/details/dn1998-0206 (start listening at the 21 minute mark)
- “El 68: Desconcierto de Washington.” National Security Archives (7 pages)
  http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB99/proceso1003.pdf
- Elaine Carey. “Apertura democrática: Masculinity, Power and Terror.”
- Quiz # 1

Topics for Discussion: How did the Mexican government react to political activism during the 1960s and 1970s? How was the Mexico City massacre of 1968 portrayed in the national and international media? What role does Elena Poniatowska’s report play in the nation’s memory on the massacre? How are women activists portrayed in this report?

Week 5: Women and the Guerrilla Experience

- Flor en Otomí (Flower in Otomí), directed by Luisa Riley, 2013 (78 min).
  http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB307/index2.htm
- Lucía Rayas. “Subyugar a la nación. Cuando el cuerpo femenino es territorio de tortura a manos del estado” (“Subjugating the Nation: Women and the Guerrilla Experience”).

Topics for Discussion: Where are the women in contexts of war and conflict? Why are women so often seen as merely victims and not perpetrators of violence? In the film Flor en Otomí (Flower in Otomí) what role do the Fuerzas de Liberación Nacional (National Liberation Forces) play? How are women portrayed in this film?

Week 6: New Social Movements: The Mothers of the Plaza de Mayo

- Watch parts 1 and 2 of the short documentary on Argentina’s dictatorship: http://www.youtube.com/watch?v=WiGWHaksLf8
  http://www.youtube.com/watch?v=RDN9ACSCriU
- Valenzuela, Luisa. Other Weapons.
- Quiz # 2

Topics for discussion: How have mothers’ movements such as the Madres de Plaza de Mayo in Argentina transformed broader understandings of human rights? How is political memory “gendered”? How does Valenzuela treat the topic of memory in Other Weapons? Does Laura ever recuperate her memory and identity? If so, what role does the mirror play in this recovery?

Week 7: State Terror and Gender Violence in Argentina

- Marguerite Feitlowitz. “A Gentleman’s Coup.”
- Nunca más. – Adriana Calvo’s testimony. Adriana Calvo. “Camps.” (Ni el flaco perdon de dios.)

Topics for discussion: What are some of the difficulties survivors face when documenting their histories of trauma and violence? What is the relationship between gender-based torture, state power, and language? How are women’s testimonies framed in human rights reports (Nunca más)? What is included in these works that is excluded from the human rights report?

Week 8: Review and Midterm
Week 9: Sexual Violence and Truth Commissions in Chile
- Dorfman, Ariel. *La muerte y la doncella* (*Death and the Maiden*).
- Pia Barros. ¡Basta! *Cien mujeres contra la violencia de género* (Excerpts).
- The Rettig Report (Excerpts)

**Topics for discussion:** What have been some of the limits and accomplishments of Chilean truth commissions and human rights trials? How do gender politics emerge in eras of transitional justice? What are the dilemmas of testifying before a Truth and Reconciliation Commission for many victims of sexual violence as suggested in Dorfman’s play? How are those dilemmas portrayed in Dorfman’s play?

Week 10: Peru: Sexual Violence and Memory in Ethnically-Divided Perú
- *La Teta Asustada* (The Milk of Sorrow), directed by Claudia Vargas.
- Kimberly Theidon *Entre Prójimos: El conflicto armado interno y la política de la reconciliación en el Perú.*
- **Quiz # 3**

**Topics for Discussion:** How does the film portray the lives of female Peruvian peasants who endured the increasingly violent movement of the Shining Path and the onslaught of soldiers? What are the prospects for women to achieve justice as portrayed in the film? What are the reparations for sexual and reproductive violence? How do gender relations intersect with other axes of power, such as class and race in the film?

Week 11: Guatemala: Indigenous Women and Violence
- Menchú, Rigoberta, and Elizabeth Burgos. *Me llamo Rigoberta Menchú y así me nació la conciencia*. Excerpts.
- *When the Mountains Tremble*, directed by Newton Thomas Sigel and Pamela Yates.

**Topics for discussion:** What is the function of testimonial literature in Latin America? Rigoberta Menchú describes several types of violence against indigenous people; which types are particularly used against women? Is there is particular type of violence against indigenous women? How does it differ from violence against women in general?

Week 12: Women in War Conflict in Nicaragua and Colombia. Afro-Colombian and Indigenous Women
- Laura Restrepo *Delirio*. Excerpts.
- “Las mujeres frente a la violencia y la discriminación derivadas del conflicto armado en Colombia.” Informe de la OEA. http://www.cidh.oas.org/annualrep/2009sp/Cap.5.Colombia.sp.htm
- **Quiz # 4**

**Topics for Discussion:** Aguilar describes Colombia as “a country . . . split from top to bottom by a mountain range, the highways . . . twist and twine around abysses . . . and they're seized every day by the army, the paramilitaries, or the guerrillas, who kidnap you, kill you, or assault you with grenades . . . .” How do these images relate to Agustina's “illness”? What does Eugenia’s reaction to the confrontation that ultimately tears the family apart reveal about her own sexuality and the repression of upper-class women in Colombia? How do gender relations intersect with other axes of power, such as class and race in these novels?

Week 13: Femicide in Ciudad Juárez
- “El traspatio” (Backyard), directed by Carlos Carrera, Mexico, 2009 (122 min).

**Topics for Discussion:** How is Juárez portrayed in Bolaño’s novel? Why have women been targeted as murder victims? How does Bolaño’s portray the diverse femicides? Why does the narrator spend so much
time and go into so much detail describing the dead bodies of these women? What creates the climate of impunity according to the novel?

Week 14: Oral Presentations

Week 15: Final Paper due
Syllabus for “Gay, Lesbian & Transgender issues in Hispanic Film and Literature”

Professor: 
Classroom and Time: 
Semester: 
Course Code: SPA 3ZZ 
Office Hours: 
Course Section: 01

Professor’s e-mail: 

Course Prerequisite: ENG 201; and SPA 202 or 212 or placement exam.

Course Description:

Through literature and film, this course explores cultural aspects of same sex relationships and gender issues in Latin America and Spain. Topics to be covered may include lesbian and gay politics in Latin America and Spain; differences of race and class among lesbians, gays and transgender people in these countries; evolving ways of thinking about sexuality; and the impact of globalization on gender and the construction of sexual identities.

Required Texts (the following texts or excerpts from these texts will be available on Blackboard; students do not need to purchase these):

Book chapters and articles:


Books (only selected excerpts will be read)

- Lozada, Angel. No quiero quedarme sola y vacía. San Juan: Isla Negra, 2011

*Short stories and poems*
- Palacio, Pablo. "Un hombre muerto a puntapiés," 1926. (6 pages)
- Perlongher, Néstor. "Matan a una marica," 1985. (3 pages)
- Selected poems by Jaime Gil de Biedma, Federico García Lorca, Luis Cernuda, Juan Goytisolo and Ana Rossetti.

*Required Films (plot summaries from IMDB except when noted):*
- *Antes que anochezca*, directed by Julian Schnabel, 2001
  Cuban poet and novelist Reinaldo Arenas's life is narrated by him, in an inextricable mix of his memories, dreams, nightmares and pure fiction. He grew up as poor, naked illegitimate child, joined Castro's Cuban revolution and became an intellectual, employed in the public library. After discovering his gay sexuality, he soon shares in the regime's inconsistent persecution. His work and life become dominated by the mix of temptation, fear, betrayal and man-hunting in both senses. Finally he makes it to Manhattan, only to get caught in another trap for which there is only one tragic escape in the end.
- *El saltumán y la Jinetera*, directed by Lala Miñoso, 2012 (short)
  This short film highlights the relationships between prostitutes and pimps in current Cuba. It explores the so-called "down-low" behavior in an urban marginal environment.
  Pablo and Tina have complicated sexual lives. Pablo writes and directs plays and films; he's gay and deeply in love with Juan, a young man who won't reply to Pablo's affection or letters. Pablo's sibling Tina is a transsexual, angry at men, raising Ada, and trying to make it as an actress. Pablo takes up with Antonio, a youth who becomes jealous of Pablo's love for Juan. Antonio seeks out Juan, and violence leads to Pablo's grief and a temporary loss of memory. When memory returns, he learns that Antonio has taken up with Tina. In horror, he hurries to Tina's rescue and must face Antonio and his desire
  Fascinating journey through the life and work of the prestigious Catalan poet Jaime Gil de Biedma, both marked by sexuality and eroticism. Charismatic and somewhat eccentric, brilliant intellectual with extraordinary sensitivity and member of Barcelona's 'gauche divine' in the 60s, Gil de Biedma liked to describe himself as a 'poet of experience' while he suffered dreadfully from the dichotomy strangling him: bourgeois and executive for a multinational by day, communist and homosexual poet by night.
- *Ocaña*, directed by Ventura Pons, Spain 1978
  The movie tells the life story of Andalusian painter José Pérez Ocaña. By reconstructing his world and experiences, it presents topics unknown to our cinema until then. Ocaña questions issues such as transvestism as provocation, religion and fetishism, repression, anarchism, homosexuality... Marginalized lives of transvestites, prostitutes, pimps and thieves, which the dictatorship tried to conceal, appears as
the backdrop for the portrayal of the life of a charismatic individual (translated from: http://cine.estamosrodando.com/filmoteca/ocana--retrato-intermitente/)


A desperate love story between two young girls of extremely different social backgrounds: a teenager from the most exclusive suburban neighborhood in Argentina and the 20-year-old Payaguayan maid working at her place. Unable to find a place for their love in the world they live in, they are pushed to commit a crime.

- **Plata quemada** directed by Marcelo Piñeyro, Argentina, 2000.

Based on the true, spectacular 1965 crime spree which held Argentina & Uruguay hostage in a two-month stage of terror, Plata Quebrada tells the story of Angel and Sam. These two young, sexy and inseparable killers are known as “Los Mellizos” in Spanish. The film is an action thriller of the exploits and red-hot passion of the two thugs. Not only unstoppable criminals, the two young men are also passionate gay lovers. The film is a recreation of their now-legendary story.

- **XXY**, directed by Lucía Puenzo, Argentina, 2007

In a small coastal town of fishermen in Uruguay, the biologist Kraken works and lives in a house at the sea side with his wife Suli and their aggressive fifteen year-old daughter Alex. When Suli welcomes her former best friend Erika that comes with her husband, the surgeon Ramiro and their teenage son Alvaro to spend a couple of days with her family, Kraken learns that his wife invited Ramiro to operate Alex. Meanwhile Alex and Alvaro feel attracted by each other; however, Alvaro finds that Alex is hermaphrodite and she finds that Alvaro is gay. But the troubled and outcast Alex has the right to choose what gender she wants for her.

A copy of these films will be available at the Modern Language Lab.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

- Identify LGBTQI rights issues in relation to specific historical contexts in different countries in the Spanish-speaking world;
- Analyze the social, political, economic, and cultural contexts of the struggles for LGBTQI rights throughout the Spanish-speaking world;
- Formulate their views on homophobia, lesbophobia and transphobia;
- Analyze homophobia, lesbophobia, transphobia and LGBTQI rights as presented in Spanish & Latin American literature and film;
- Articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.

**Course Requirements:**

13. Participation (20% of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance, and meaningful participation in classroom discussions, activities, etc.

14. Oral Presentation (20%) — an oral presentation is required in which a theme of women and violence in the Spanish-speaking world is explored and placed within the appropriate social, political,
economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

15. Quizzes (20%) — Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

16. Midterm (20%) — The midterm will consist of two parts: (i) short-answer questions that test students’ mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.

17. Final Paper (20%) — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

Final Grade Weighting:

20% Participation
20% Oral Presentations
20% Quizzes
20% Midterm
20% Final Paper

The John Jay Undergraduate Bulletin allows for the following grades only:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure
- WU Withdrew Unofficially
- P PASS
- R REPEAT

SCORING RUBRIC FOR CLASS PARTICIPATION

Exemplary (A)

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient (B)

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

Marginal (C-D)

- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

Unacceptable (F)

- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same errors.
### SCORING RUBRIC FOR ORAL PRESENTATIONS

These guidelines have been adapted from excellent grading rubrics available at: [http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC](http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC)

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C/D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization Pattern</strong></td>
<td>Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.</td>
<td>Usually observable within the presentation; content generally proceeds in logical fashion.</td>
<td>Somewhat or intermittently observable within the presentation.</td>
<td>Not observable within the presentation; presentation jumps around without logical progression.</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors.</td>
<td>Occasional and/or minor grammatical errors.</td>
<td>Frequent grammatical errors.</td>
<td>Excessive grammatical errors that impede comprehension.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Precise and effective word use/choice; broad and extensive use of vocabulary.</td>
<td>Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.</td>
<td>Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.</td>
<td>Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.</td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling; consistently accurate pronunciation.</td>
<td>Occasional hesitation, but manages to continue and complete thought and with only occasional pronunciation or other errors.</td>
<td>Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and frequent improper pronunciation.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>Central message is strongly supported by PowerPoint—or other materials. Accurate spelling and grammar in slides or other materials.</td>
<td>Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
<td>Central message is generally or partially supported by non-verbal material, but frequent spelling and grammar errors in materials.</td>
<td>Central message is not supported by other materials.</td>
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SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics of the essay: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

Mechanics of MLA format: MLA citation style often used correctly.

Marginal (C/D)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.
**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

**Mechanics of MLA format:** Errors in MLA citation style.

**Unacceptable (F)**

**Thesis:** Difficult to identify or absent; may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

**Logic and argumentation:** Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics of the essay:** Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

**Mechanics of MLA format:** Frequent major errors in MLA citation style.

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**CHEATING AND PLAGIARISM:**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.

**Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.**

**Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).*

**Instructor’s Note on Cheating:**

The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore **PROHIBITED** in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.
Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity).

Incomplete Grade Policy

An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class

The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

TENTATIVE SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>W</th>
<th>Material to be covered in class</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to the course. Syllabus</strong>&lt;br&gt;Introduction to the topics&lt;br&gt;Definition of basic concepts: gender, sex, sexuality, sexual identity, transgender, queer, masculinity.&lt;br&gt;Basic principles of the analysis of cultural artifacts (literature and film)</td>
<td><strong>Readings:</strong>&lt;br&gt;Eduardo Mendicutti, <em>Libros que entienden. Hacia un canon de la literatura gay</em>, revista Qué Leer, n.º 69, septiembre de 2002.&lt;br&gt;Platero-Mendez, Raquel (Lucas), <em>Intersecciones: Cuerpos y sexualidades en la encrucijada</em>. Barcelona: Bellaterra, 2012&lt;br&gt;Selected poems by Jaime Gil de Biedma, Federico García Lorca, Luis Cernuda, Juan Goytisolo, and Ana Rossetti.</td>
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<td>2</td>
<td><strong>A Possible “Canon” of Gay Literature</strong>&lt;br&gt;How is gay and lesbian desire depicted? What queer images can be found in poetry? How are same-sex relationships represented in literature? How can literary canon be defined? How can a canon be created out of marginal literature?&lt;br&gt;Discussion of Eduardo Mendicutti’s <em>Libros que entienden. Hacia un canon de la literatura gay</em>.</td>
<td><strong>Film:</strong> <em>El Cónsul de Sodoma</em>, by Sigfrid Monleón, Spain, 2009.&lt;br&gt;Pablo Fuentes, “Apios, bufos y sapísimos. La identidad homosexual en la literatura española (1874-1936).” Claves de razón práctica, n.º 137, noviembre de 2003.</td>
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<tr>
<td>3</td>
<td>Homosexuality and Fascism</td>
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<td>What influence do oppression and totalitarianism have in the development of literature? What are the historical and political issues surrounding the production of cultural artifacts depicting homosexuality? What is the influence of the Catholic church on these issues in the context of fascism?</td>
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<tr>
<td>Discussion of Pablo Fuentes’s “Apios, bufos y sapísimos. La identidad homosexual en la literatura española (1874-1936).”</td>
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<tr>
<td><strong>Quiz # 1</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film: <em>Antes que anochezca</em> directed by Julian Schnabel, 2001.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Dissidence and Homosexualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the forms of state persecution of homosexuality as depicted in literature and film? How is literary activity used as a tool for rebellion against the status quo? How is the (silencing) role of AIDS depicted?</td>
<td></td>
</tr>
<tr>
<td>Discussion of Reynaldo Arenas’s <em>Antes que anochezca</em>.</td>
<td></td>
</tr>
<tr>
<td>Discussion of Julian Schnabel’s film <em>Antes que anochezca</em> (2000).</td>
<td></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Queering the Margin’s: Pedro Lemebel’s <em>Loco afán</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>How do gender issues permeate literary style? How is the journalistic mask uncovered? How are chronicle and performance connected? Which ways does the author use to represent authorial voice?</td>
<td></td>
</tr>
<tr>
<td>Discussion of Pedro Lemebel’s <em>Loco afán</em>.</td>
<td></td>
</tr>
<tr>
<td>Discussion of Jean Franco’s “Encajes de acero.”</td>
<td></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Film: <em>Ocaña</em>, directed by Ventura Pons, Spain,1978.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Transition to Democracy, Gender &amp; Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did democracy impact sexual diversity? What</td>
<td></td>
</tr>
<tr>
<td><strong>Review for Midterm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review &amp; Midterm</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 10 | **Deconstructing Intersexuality, Transexuality, Bisexuality and Masculinities (III)** | **Readings:**
**Film:** “El niño Pez,” directed by Lucía Puenzo, Argentina, 2009.  
**Quiz #3**  
**Readings:**  
**Film:** “El niño Pez,” directed by Lucía Puenzo, Argentina, 2009.  
**Quiz # 4**  
**Readings:**  
Lozada, Ángel. No quiero quedarme sola y vacía. San Juan: Isla Negra, 2011:  
Santos Febres, Mayra. Sirena Selena vestida de pena. Mondadori, 2000  
| **Lesbian identities: female same-sex love and desire** | **Readings:**  
"Un hombre muerto a puntapiés" (1926), de Pablo Palacio  
"Angelote amor mío" (1983) de Javier Vásconez  
"Matan a una marica" (1985), de Néstor Perlongher  
**Quiz # 4** | **Hate Crimes in Literature** | **Readings:**  
Lozada, Ángel. No quiero quedarme sola y vacía. San Juan: Isla Negra, 2011:  
Santos Febres, Mayra. Sirena Selena vestida de pena. Mondadori, 2000  
**The Invention of a Queer Literary Tradition: Caribbean visions**  
Could it be said that a queer literary tradition is emerging? What are its main features: authors, objects, topics? What is the public reaction to it? How is it... |
<table>
<thead>
<tr>
<th>Included in or excluded from current literary trends? How does it link to the idea of canon discussed in week 2?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of Lozada, Angel. <em>No quiero quedarme sola y vacía.</em></td>
</tr>
<tr>
<td>Discussion of Lozada, Ángel. <em>La patografía.</em></td>
</tr>
<tr>
<td>Discussion of Santos Febres, Mayra. <em>Sirena Selena vestida de pena.</em></td>
</tr>
<tr>
<td>Oral Presentations</td>
</tr>
<tr>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Appendix D

NYSED Forms
## Application for Registration of a New Program

### Task 1: Institution and Program Information

#### Institution Information

<table>
<thead>
<tr>
<th><strong>Institution Name:</strong></th>
<th>CUNY - John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Code (6 digits):</strong></td>
<td>333000</td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
<td>524 W. 59th Street</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>New York</td>
</tr>
<tr>
<td><strong>State/Country:</strong></td>
<td>NY</td>
</tr>
<tr>
<td><strong>Zip:</strong></td>
<td>11580</td>
</tr>
</tbody>
</table>

**Regents Regions:** New York City Region

- Specify campus(s) of the institution where program is offered, if other than the main campus: NA
- Specify any other additional campus(s) where the program is offered besides the ones selected above: NA
- If any courses will be offered off campus, indicate the location and number of courses and credits: NA
- If the program will be registered jointly with another institution, please provide the partner institution's name: NA

#### Program Information for New Programs

<table>
<thead>
<tr>
<th><strong>Program Title:</strong></th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td>B.A.</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td>1105.00 (Spanish)</td>
</tr>
<tr>
<td><strong>Number of Credits</strong>:</td>
<td>120</td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th><strong>Option/Concentration Name:</strong></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

---

1 CUNY and SUNY institutions: contact System Administration for proposal submission process.
If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Section III. Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Dr. David Barnet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Director of Academic Planning, Office of Undergraduate Studies</td>
</tr>
<tr>
<td>Telephone</td>
<td>212-484-1114</td>
</tr>
<tr>
<td>Fax:</td>
<td>NA</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dbarnet@jjay.cuny.edu">dbarnet@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>

### Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#).

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#).

**a. Program format**

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#).

- **Evening**: All requirements for the award must be offered during evening study.
- **Weekend**: All requirements for the award must be offered during weekend study.
- **Evening/Weekend**: All requirements for the award must be offered during a combination of evening and weekend study.
- **Day Addition**: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
- **Not Full-Time**: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
- **5-Year baccalaureate**: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
- **4.5 Year baccalaureate**: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
- **Upper-Division**: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college.
study and substantial prerequisites.

- **Independent Study:** A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.

- **Cooperative:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.

- **Distance Education:** 50% or more of the course requirements for the award can be completed through study delivered by distance education.

- **External:** All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.

- **Accelerated:** The program is offered in an accelerated curricular pattern which provides for early completion. **Semester hour requirements** in Commissioner’s Regulations for instruction and supplementary assignments apply.

- **Standard Addition:** For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.

- **Bilingual:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

- **Language Other Than English:** The program is taught in a language other than English.

- **Other Non-Standard Feature(s):** Please provide a detailed explanation.

### b. Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: NA

### c. Program Description and Purpose

1) **Provide a brief description of the program as it will appear in the institution’s catalog.**

   **Answer:** The B.A. in Spanish is rigorous, flexible, and highly relevant to a variety of career paths in the U.S. and abroad. Students will progress through a core of required Spanish language courses, choose between two concentrations (one on Interpretation and Translation; the second on Spanish and Latin American Literatures and Cultures), and have a rigorous liberal-arts training that hones their critical thinking and writing skills. Graduates will be prepared for a number of jobs in government (particularly ones related to court and legal proceedings), nonprofit agencies, and the private sector immediately upon earning this bachelor’s degree. They will also be well-prepared for graduate programs (masters or doctoral) that lead to additional career opportunities.

2) **List the educational and (if appropriate) career objectives of the program.**

   **Answer:** Our proposed new program is strongly positioned to provide our bilingual and non-bilingual students the broad foundational education and training in specific competencies sought by employers. By the end of their undergraduate careers, Spanish major students will be able to:
   - speak in Spanish in an advanced level of proficiency based on the ACTFL² rating guidelines;
   - read in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
   - listen in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
   - write in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
   - analyze and interpret works in a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.

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² American Council on The Teaching of Foreign Languages.
For students who wish to continue on the graduate programs (masters or doctoral), this program provides a robust preparation. It also prepares graduates for the multiple career paths that result from the prevalent use of Spanish in the United States and this country’s many varieties and levels of connection with its Latin American neighbors. With over 37 million Spanish speakers in the United States in 2013, and with over 40% of the population growth being Hispanic people, the stage is set for a significant increase in Spanish usage in the United States. The Bureau of the Census projected that by 2060, 31% of the population in the United States will have Hispanic roots. Within the New York Metropolitan Statistical Area 24.6 percent of the population, or almost two million people, speak Spanish.

For U.S. residents whose only or primary language is Spanish, government at every level (federal, state, municipal) has responsibility for delivering certain services bilingually, while many nonprofit organizations own this responsibility voluntarily (indeed, as part of their missions). Meanwhile many heritage speakers who are fully fluent in English nevertheless spend significant time and disposable income consuming Spanish-language media, participating in cultural events with roots in Hispanic-American history and identity, etc. Businesses in fields such as journalism, the arts, entertainment, and many others are naturally anxious to market to and build customer loyalty among every category of Spanish language user in the U.S. For all of the above, employees who are fully bilingual and culturally competent are highly valued. As for hemispheric commerce, although Latin America is not the largest trading partner of the U.S. it is the fastest growing one in recent years, growing by 82% between 1998 and 2009. Students interested in employing the learning of their John Jay Spanish B.A. internationally will find opportunity expanding steadily in Latin America.

3) How does the program relate to the institution’s mission and/or master plan?

Answer: In its mission statement, John Jay College of Criminal Justice, City University of New York, envisions a “liberal arts curriculum” that “equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors” and “professional programs” that “introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.”

To support this mission, the Modern Languages and Literatures Department proposes a new, innovative major in Spanish. The new Spanish major is designed to serve the needs of those students for whom a linguistic preparation in Spanish and a thorough knowledge of the Ibero-American/Hispanic world, its peoples, and its cultural, political and social history will further their educational and professional development. Another theme in John Jay’s mission statement is a commitment to educating students to be “global citizens.” The strategic emphasis on global knowledge and skills relevant to transnational workforce adaptability coincides with the College’s closely considered decision to extend its liberal arts offerings and was recently applauded and encouraged by the Team Chair of our Middle States Reaccreditation Team, Robert Bogomolny, former president of the University of Baltimore.

4) What is the documented need for this program?

Answer: According to the Korn/Ferry International Executive Recruiter Index, 88 percent of executive recruiters say the ability to speak more than one language is critical to international business success. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. Tom Birmingham, Korn/Ferry’s managing director of global accounts, asserted that “an employee who can navigate a foreign environment with ease will probably be both happier and more productive than one who cannot. From a business standpoint, speaking another person’s native language

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6 http://factfinder.census.gov/faces/tablesServices/jsf/pages/productview.xhtml?src=bkmk
helps win trust. ... Global companies look at people who have global skills. And the ability to speak other languages, especially Spanish, is a global skill.” Birmingham concluded: “If you see yourself doing work internationally or going into banking or trade or any other business where you’ll travel, you’ll take Spanish more seriously.” However, Birmingham is quick to point out that Spanish-speaking ability is also important within the U.S. “It’s not just California and Texas anymore,” he says. As an increasing number of Spanish-speaking people seek employment throughout the country, this “translates into job opportunities for bilingual managers and supervisors” as well as “customer service” personnel in everything from department store clerks to government offices. According to the Society for Human Resource Management, up to 20 percent of those employed at call centers are bilingual and the starting salaries for bilingual employees are generally higher than for those in the same positions but without bilingual skills. Worldwide recruiters agree that ten years from now it will be more important than ever to be at least bilingual. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. It is therefore perhaps not surprising that the employment of Spanish majors is expanding significantly in corporate, government, and nonprofit sectors as the demand increases for individuals with linguistic preparation in Spanish, a solid knowledge of the complex and diverse Hispanic cultural world, and the skills to work and succeed in today’s culturally diverse and interconnected world.

In terms of career prospects, it is instructive to consider the forecasts that the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor has made concerning the sector, “Interpreters and Translators.” Based on national data and using a 2012 – 2022 timeframe, the BLS projects that by 2022 there will be 29,300 new positions in this field, in addition to the 63,600 that existed in 2012. The BLS characterizes this nationwide 46% growth as “much faster than average” and for students who are considering the Spanish major this is sure to be compelling. The national data on salaries for interpreters and translators are respectable, with the median annual wage in May 2013 at $47,920.

More locally the outlook is equally promising for aspiring interpreters and translators. The New York State Department of Labor (NYSDL), using the same 2012 – 2022 timeframe, projects a 46.1% growth in the number of positions, from 4,390 in 2022 to 6,170 in 2022. Moreover the median annual pay for interpreters and translators in New York State was $58,700 in 2014. In the New York City region the median annual wages for those in this sector was $63,460.

5) Describe the role of faculty in the program’s design.

Answer: The entire program has been designed and developed by the fulltime faculty in the Department of Modern Languages and Literatures.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: NA

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10 http://hr.com/hr/communities/leadership/global_survey_of_recruiters_reveals_demand_for_multi_language_capabilities_among_senior_executiv_eng.html


12 http://www.bls.gov/oes/current/oes273091.htm

13 http://www.labor.ny.gov/stats/lsproj.shtm
7) What are the anticipated Year 1 through Year 5 enrollments?

Answer:

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Year 1 2015-16</th>
<th>Year 2 2016-17</th>
<th>Year 3 2017-18</th>
<th>Year 4 2018-19</th>
<th>Year 5 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>10 5</td>
<td>15 11</td>
<td>18 20</td>
<td>18 29</td>
<td>20 28</td>
</tr>
<tr>
<td>Part-Time</td>
<td>3 2</td>
<td>5 4</td>
<td>5 4</td>
<td>5 4</td>
<td>5 4</td>
</tr>
<tr>
<td>Subtotals</td>
<td>13 7</td>
<td>20 15</td>
<td>23 24</td>
<td>23 33</td>
<td>25 32</td>
</tr>
<tr>
<td>Totals</td>
<td>20 35</td>
<td>47 56</td>
<td>56 55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer:

14 These projections are based on John Jay College’s one-year retention rate of 75 % (according to the most recent data available from the fall 2008 entering class). In the fifth year, program graduates program are considered in the projections at a 21 % rate which is the College average over the five most recent years.

d. Admissions

1) List all program admission requirements (or note if identical to the institution’s admission requirements).

Answer: There are no special admissions requirements for the proposed Spanish major. All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable.

2) Describe the process for evaluating exceptions to these requirements.

Answer: The College has an Undergraduate Admissions and Recruitment committee which is charged with making final determinations on admissions appeals. The committee consists of two high level administrators and five faculty members.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: John Jay is one of the largest minority- and Hispanic-serving institutions in the Northeast. The student body is very diverse with 61% of undergraduates and 42% of graduate students from underserved minority groups as of fall 2012.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: The College has tutoring and recitation services in English (writing), mathematics, sciences and foreign languages. The largest number of tutoring services in foreign languages is provided for Spanish courses. The College also has writing across the curriculum requirements and provides students with opportunities taking Writing Intensive courses.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: NA
g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self-study by the faculty of the major or department, a site visit by outside evaluators and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year thereby closing the assessment loop. The discussion of the results of learning outcome assessment activities is built into the self-study instrument.

Methods: At the beginning of every academic year, the Department Curriculum Committee will develop and implement a plan for reviewing some aspect of the program’s overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The department Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year’s end. Each year’s review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program’s learning objectives. Measures as well as ‘target’ courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

Feedback: The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The department Curriculum Committee will be charged with making any adjustments deemed necessary. A college-wide assessment committee reviews assessment reports from academic programs annually.

h. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.

Not Applicable: X
**Task 3 - Sample Program Schedule**

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid. Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

<table>
<thead>
<tr>
<th>a)</th>
<th>Complete <strong>Table 1a</strong> (for undergraduate programs) or <strong>Table 1b</strong> (for graduate programs).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Answer:</strong> See Table 1a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b)</th>
<th>If the program will be <strong>offered through a nontraditional schedule</strong>, provide a brief explanation of the schedule, including its impact on financial aid eligibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Answer:</strong> NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c)</th>
<th>As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Answer:</strong> NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d)</th>
<th>For existing courses that are a part of the major, enter the <strong>catalog description</strong> of the courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Answer:</strong> See included</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e)</th>
<th>Syllabi: - see syllabi for all new courses included</th>
</tr>
</thead>
</table>
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 15 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Req Core: ENG 101 English Comp I</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X</td>
<td></td>
</tr>
<tr>
<td>Req Core: MAT 105 College Algebra</td>
<td>3 X Placement exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col Option: Justice Core First Year Seminar</td>
<td>3 X Placement exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flex Core: World Cultures – SPA 101 or 111</td>
<td>3 X Placement exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flex Core: Creative Expression</td>
<td>3 X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 15 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Req Core: ENG 201 English Comp II</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X ENG 101</td>
<td></td>
</tr>
<tr>
<td>Flexible Core: US Exp in its Diversity</td>
<td>3 X MAT 105 or placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Req Core: Life &amp; Physical Science</td>
<td>3 X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Option: Communication – SPA 102 or SPA 112</td>
<td>3 X SPA 101 or 111 or placement exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addl Flex Core: ANT 101 Intro to Anthro</td>
<td>3 X</td>
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<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 15 3</th>
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<tbody>
<tr>
<td>SPA 201 or 211 Intermediate Spanish I</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 102 or 112 or placement exam</td>
<td></td>
</tr>
<tr>
<td>SPA 201 or 211 Intermediate Spanish I</td>
<td>3 X SPA 102 or 112 or placement exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 230 Written Translation</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 231 Interpreting I</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 300-level SPA 308 Theme of Justice in 20th C Spanish Lit</td>
<td>3 X SPA 202 or 212</td>
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<td>Elective or minor</td>
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<td>Elective or minor</td>
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<tr>
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<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 15 3</th>
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<tbody>
<tr>
<td>SPA 202 or 212 Intermediate Spanish II</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 201 or 211 placement exam</td>
<td></td>
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<tr>
<td>Col Option: Learning From the Past</td>
<td>3 X</td>
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<tr>
<td>Elective or Minor</td>
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<thead>
<tr>
<th>Term: Fall 3</th>
<th>Course Number &amp; Title</th>
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<th>Term credit total: 15 15 12</th>
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</thead>
<tbody>
<tr>
<td>SPA 250 Spanish for Criminal Investigation</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 202 or 212</td>
<td></td>
</tr>
<tr>
<td>SPA 230 Written Translation</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 231 Interpreting I</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col Option: Justice Core 300-level SPA 308 Theme of Justice in 20th C Spanish Lit</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
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<tr>
<td>Elective or minor</td>
<td>3 X</td>
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<tr>
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<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SPA 330 Translating II</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 230, 231, 250</td>
<td></td>
</tr>
<tr>
<td>SPA 333 Interpreting II</td>
<td>3 X SPA 230, 231, 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 215 Conversation &amp; Composition in Spanish</td>
<td>3 X SPA 202 or 212</td>
<td></td>
<td></td>
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<tr>
<td>Elective or Minor</td>
<td>3 X</td>
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<td>Elective or Minor</td>
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<tr>
<th>Term: Fall 4</th>
<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 12 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 340 Legal Interpreting I</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 230, 231, 250</td>
<td></td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3 X</td>
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<tr>
<td>Elective or Minor</td>
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<td>Elective or Minor</td>
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<tr>
<td>Elective or Minor</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Term: Spring 4</th>
<th>Course Number &amp; Title</th>
<th>Check course classification(s)</th>
<th>Term credit total: 15 9 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 435 Legal Translating</td>
<td>Cr LAS Maj New Prerequisite(s)</td>
<td>3 X SPA 330 &amp; 333</td>
<td></td>
</tr>
<tr>
<td>SPA 4XX Internship in Translation/Interpret</td>
<td>3 X SPA 340</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3 X</td>
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<tr>
<td>Elective or Minor</td>
<td>3 X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals: Credits: 120 | Liberal Arts & Sciences: 108 | Major: 36-42 | Elective & Other: 38-42

Cr: credits LAS: liberal arts & sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Silvia G. Dapía, Chair and Professor. | SPA 336 — Themes of Justice in Latin American Literature and Film  
SPA 332 — Latin–American Literature II  
SPA 401 — Contemporary Issues in Hispanic Literature | 100% | Ph.D., University of Cologne, Germany |  
• She is Professor at the Program in Hispanic and Luso-Brazilian Literatures and Languages, The Graduate Center. Her research fields include Latin American literatures, philosophy and literature, and literary theory.  
• Guest editor of the Spring 2012 issue of the journal *Polish American Studies*, which focused on the Poles in Latin America and the Spring 2015 issue of *The Polish Review* which focused on the work of Witold Gombrowicz. She has been a member of the International Editorial Board of *Variaciones Borges* since 2006. |
| Aída Martínez-Gómez Gómez  
Assistant Professor & Coordinator of the Legal | SPA 231 – Interpreting I  
SPA 330 – Translating II  
SPA 333 – Interpreting II | 100% | Ph.D. in translation and interpretation, University of Alicante, Spain |  
• She is a court-certified translator and interpreter accredited by the Spanish Ministry of Foreign Affairs and has worked in this capacity for the Spanish |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Translation and Interpretation Certificates | SPA 340 – Legal Interpreting I  
SPA 435 – Legal Translating I |  |  | Secretary General for Correctional Institutions, the British Ministry of Justice and several international law firms such as Ollé & Sesé (Madrid), Loeb & Loeb (Chicago), and Peters & Peters (London), among others.  
- Her main research interests focus on interpreting in prison settings, including both access to justice and treatment for foreign incarcerated offenders, and the particularities of bilingual prisoners acting as interpreters. In a similar light, she has also explored broader issues pertaining to non-professional interpreting and interpreting quality assessment.  
- Her works have been published in international journals such as Interpreting and JosTrans, and in volumes edited by renowned scholars in the field. Editorial board member of the international peer-reviewed journal *MonTI – Monographs in Translation and Interpreting*. Co-author of *Las universidades del siglo XXI: Traducción y Globalización [Universities in the 21st century: Translation and Globalization]* (2010). |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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</thead>
</table>
| Daria Montero-Paulson Associate Professor                     | SPA 201 – Intermediate Spanish I  
SPA 215 — Conversation and Composition in Spanish  
SPA 321 — Spanish Literature I  
SPA 322 — Spanish Literature II  
SPA 3XX — Violence Against Women in the Spanish-Speaking World | 100% | Ph.D. in Hispanic Languages and Literatures, University of Pennsylvania | Author of numerous articles on Peninsular Spanish Literature. She is the author of the book *La Figura de Don Juan en Los Episodios Nacionales de Benito Perez Galdós*.

| Raúl Romero Lecturer | SPA 201 – Intermediate Spanish I  
SPA 211 – Intermediate Spanish for Heritage Students I  
SPA 212 – Intermediate Spanish for Heritage Students II  
SPA 250 – Spanish for Criminal Justice  
POR 201 — Intermediate Portuguese I | 100% | Masters of Arts in Hispanic and Luso-Brazilian Literatures and Languages, CUNY Graduate Center. | Co-author of numerous essays on Fernando Pessoa, among them, "Il Livro do Desassossego di Fernando Pessoa/Bernardo Soares: epifania e poema in prosa" ("The Book of Restlessness of Fernando Pessoa/Bernardo Soares: epiphany and prose poetry"), with René Pedro Garay, in the anthology Studi su Fernando Pessoa (Perugia, Italy: Edizione dell’Urogallo, February 2010).

| María Julia Rossi Assistant Professor | SPA 212 – Intermediate Spanish Heritage Students II  
SPA 230 – Translating I  
SPA 3XX — Hispanic Film  
SPA 3XX — Violence Against Women in the Spanish-Speaking World  
SPA 320 — Latin-American Theatre Taller de | 100% | Ph.D. in Hispanic Languages and Literatures, University of Pittsburgh | ▪ She holds certificates in Women’s Studies, Cultural Studies, and Latin American Studies. Her teaching and research fields include Latin American Cinema, Women’s Literature, Literary Criticism and Theory, Translation Studies, Genetic Criticism and Archival Research. Author of publications on Jorge Luis Borges and Silvina... |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teatro/Theatre Workshop</td>
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<td>Ocampo, interviews with Alan Pauls and Leopoldo Brizuela, and co-authored with Carlos Torres Moll a translation of Peter Straub’s <em>La cámara oscura</em> (Barcelona: Minotauro, 2008, <em>In the Night Room</em>).</td>
</tr>
<tr>
<td>Raúl Rubio Associate Professor</td>
<td>SPA 255 – Spanish for the Professional</td>
<td></td>
<td></td>
<td>Ph.D. in Hispanic Languages and Literatures, Tulane University</td>
</tr>
<tr>
<td></td>
<td>SPA 331—Latin American Literature I</td>
<td></td>
<td></td>
<td>- A Hispanist and cultural studies scholar, his research is grounded in the emerging interdisciplinary field of material culture, which examines a wide-range of artifacts, from cultural commodities to the museum archive.</td>
</tr>
<tr>
<td></td>
<td>SPA 380 — Advanced Selected Topics in Spanish</td>
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<td></td>
<td>- He is a Cuba Project Fellow of the Bildner Center for Western Hemisphere Studies at The Graduate Center.</td>
</tr>
<tr>
<td></td>
<td>SPA 3XX — Gay, Lesbian and Transgender Issues in Spanish Literature and Film</td>
<td>100%</td>
<td></td>
<td>- He is the author of <em>La Habana: cartografías culturales</em>. He completed a four-year term on the Board of Directors of the National Association for Ethnic Studies.</td>
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<tr>
<td></td>
<td>SPA 3XX — The African Legacy in Latin America Through Literature and Films (3 hours; 3 credits)</td>
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Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Liliana Soto-Fernández Assistant Professor                           | SPA 215 — Conversation and Composition in Spanish                | 100%                    | Ph.D. in Hispanic and Luso-Brazilian Literatures and Languages, CUNY Graduate Center. | • Nationally-recognized leader in the field of Spanish language acquisition who has held various offices in the American Association of Teachers of Spanish and Portuguese (AATSP) including serving as its national president and a member of its Executive Council. Her services were recognized with the Theodore Huebener Service Award from AATSP.  
|                                                                       | SPA 321 — Spanish Literature I                                   |                         |                                                                                      |                                                                                                               |
|                                                                       | SPA 322 — Spanish Literature II                                  |                         |                                                                                      |                                                                                                               |
|                                                                       | SPA 309 — The Theme of Justice in 20th-century Spanish Literature |                         |                                                                                      |                                                                                                               |
|                                                                       | SPA 401 — Contemporary Issues in Hispanic Literature             |                         |                                                                                      |                                                                                                               |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Sandra Bryan                  | SPA 231 – Interpreting I    | Juris Doctor. St. John’s University School of Law                               | ▪ 32 years of employment with the New York State Unified Court System (UCS), Office of Court Administration. Coordinator of Court Interpreting Services (CIS; Retired).  
▪ Statewide responsibility for providing efficient court interpreting services in all languages to the state courts within the 62 counties of NYS. Assisted in the development of court interpreter tests of various languages including the civil service open-competitive examination for Court Interpreter, Spanish. Developed curriculum and present the training seminars focused on ethics and professional responsibilities for NYS court interpreters. Member of the Bench and Bar committee of NAJIT.  
▪ Adjunct Lecturer in Interpretation, John Jay College, Spring and Summer 2014. |
|                               | SPA 4XX – Internship in Interpreting/Translation |                                                                                 |                                                                                 |
| Adrián Izquierdo              | SPA 3XX – Textual Conventions and Editing in Spanish | Ph.D. in Hispanic and Luso-Brazilian Literatures and Languages, CUNY Graduate Center. Dissertation: Translating | ▪ Adjunct Lecturer in Translation, Hunter College, CUNY, 2009 - to present.  
▪ 20 years of employment with the New York State Unified Court System (UCS), Office of Court Administration. Coordinator of Court Interpreting Services (CIS; Retired).  
▪ Statewide responsibility for providing efficient court interpreting services in all languages to the state courts within the 62 counties of NYS. Assisted in the development of court interpreter tests of various languages including the civil service open-competitive examination for Court Interpreter, Spanish. Developed curriculum and present the training seminars focused on ethics and professional responsibilities for NYS court interpreters. Member of the Bench and Bar committee of NAJIT.  
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Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Moisés Romanowsky            | SPA 340 – Legal Interpreting I  
SPA 440 – Legal Interpreting II | • Masters Degree in Conference Interpretation, Monterey Institute of International Studies, Monterey, CA  
• Masters Degree in Technology in Education, Harvard Graduate School of Education  
• Bachelor of Science in Symbolic Systems, Stanford University. | • Certified Court Interpreter, New Jersey. Certified at the Master Level, Consortium for State Court Interpreters  
• Certified as Conference Interpreter, United States Department of State  
• Member, National Association of Judiciary Interpreters and Translators  
• Conference Interpreter.  
• Adjunct Lecturer in Translation, John Jay College, Fall 2014 to present. |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Ellen Jaffee                 | FRE 201 – Intermediate French I | M.S. in Language and Linguistics from Georgetown University | ▪ Adjunct Lecturer in French at the Fashion Institute of Technology, New York City  
▪ Adjunct Lecturer in French, John Jay College, Fall 2014 to present. |
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>
Appendix E

Letters of Support
New York, February 9, 2015

Professor Silvia Dapia
Department of Modern Languages and Literatures
John Jay College / City University of New York
524 West 59th Street; 7th floor
New York, N.Y. 10019

Dear Professor Dapia,

As Executive Officer of the Ph.D. Program in Hispanic and Luso-Brazilian Literatures and Languages at CUNY’s Graduate Center, I write this letter in order to wholeheartedly endorse the proposed Bachelor of Arts in Spanish developed by the Department of Modern Languages and Literatures that you chair at John Jay College.

The new program proposal for a Spanish Major is very well conceived in terms of both content and structure, allowing students to achieve the qualifications that will make them attractive to a wide range of prospective employers. The concentration in “Spanish and Latin American Literatures and Cultures” will ensure that graduates of the program are adequately trained for jobs in an increasingly globalized world. In keeping with dominant trends in our field, it provides students not only with linguistic competence in Spanish but with expertise in Spanish and Latin American culture(s). As designed, the program of study is particularly well-matched for employment in businesses as well in the public sector, non-governmental organizations, social work, journalism, or education. And, of course, a Spanish Major will provide an excellent background for those wishing to pursue graduate study. The proposed Spanish Major has a great potential to attract a strong pool of applicants regionally and nationally.

This proposal meets an important recommendation put forward by the MLA to make language study more relevant to today’s student body and to advance proficiency levels toward
professional competence. In this regard, I'm particularly impressed by the proposed program of study, which wisely combines courses that will foster students' abilities to carry out literary (textual) analysis, to acquire useful professional training, and develop intercultural awareness. Moreover, the program makes possible adequate preparation for legal interpreters and translators, targeting a job market that promises only to grow in the coming years. The need for legal interpreters is clearly increasing as documented by the U.S. Bureau of Labor. I'm also impressed by the fact that this proposal is attuned to those students who may change their interests (from a more culture-oriented option to a more legal-oriented concentration, or inversely), inasmuch as they can use some of those courses taken for a particular concentration as electives for the other concentration.

Overall, this Spanish Major proposal skillfully combines language and cultural training and demonstrates sensitivity to the needs of the job market, highlighting the relevance of language proficiency and allowing students to pursue graduate work if they wish so.

I support this proposal without reservation and strongly encourage its adoption.

Sincerely,

José del Valle, Ph.D.

Executive Officer of HLBLL
Professor Silvia Dapia  
Department of Modern Languages and Literatures  
John Jay College / City University of New York  
524 West 59th Street; 7th floor  
New York, N.Y. 10019

Dear Professor Dapia,

It is with great pleasure that I write to endorse your department’s proposal to develop a new Spanish Major. I find the proposal prepared by John Jay College Department of Modern Languages timely and well thought and want to commend particularly its concentration in legal translation and interpretation. In my work in the legal field, and my position as co-chair of the Court’s Advisory Committee on Interpreters, it is perfectly clear that qualified legal interpreters and translators are critically important in ensuring that our courts are accessible to all.

Most significantly this proposal addresses the specific and growing need for Spanish/English interpreters and translators. John Jay College’s new Spanish Major will undoubtedly become a major addition to the relatively few translation and interpretation academic training opportunities available not only in New York Metropolitan area but in the country as a whole.

Moreover, your new Spanish major proposal also takes advantage of John Jay’s and New York’s large Spanish heritage population to offer a means for them to turn their linguistic ability into career-related expertise. I am convinced that the John Jay Department of Modern Languages and Literatures’ Spanish Major will become a popular program because it is uniquely situated to meet its goals, building on the success of its Certificates in Legal Translation and Interpretation.

I fully endorse this proposal, and will be happy to cooperate in any way that might be beneficial to its actualization.

Sincerely,

Fern Schair  
Chair, Advisory Board of the Feerick Center, and Co-chair of the Advisory Committee on Court Interpreters
Dear Dr. Dapia,

It is with great pleasure that I am writing this letter in support of John Jay College’s proposal for a Spanish major. As the director of the undergraduate and graduate Translation and Interpretation programs at Rutgers University, I am thrilled to witness recent emergence of a number of solid Translation and Interpretation programs in the tri-state area, given the unbalance existing between demand for qualified professionals in the field and the paucity of adequate training available. Until recent years, Translation and Interpretation training in New York State was limited to professional development courses that were neither aimed at young undergraduate students (especially heritage learners) nor sufficient in terms of depth, scope or duration. I am aware of the current success of John Jay’s Certificate programs in Legal Translation and Interpretation and I believe that their expansion into a concentration of the proposed Spanish major is a very much needed initiative in the field.

Among the many strengths of this proposal, three seem particularly relevant. First, its structure allows for coherent sequencing of courses and the consequent scaffolding of content. Pacing skill acquisition is extremely necessary in translation, where students need a foundation in basic text analysis and production, as well as in documentation abilities for the translation of general texts, before moving on to specialized texts which bring along much more challenging translation problems. Furthermore, one could argue that pacing skill acquisition is even more relevant in interpretation, where the different modalities (dialogue, consecutive and simultaneous) require extensive training in a wide array of techniques, from speech comprehension to chunking and paraphrasing to the ability to listen and speak simultaneously. Secondly, the proposal is perfectly
balanced to accommodate both translation and interpreting courses. Unlike many training programs, which tend to focus on translation, this proposal has carefully considered both its potential students’ strengths (particularly, advanced levels of oral proficiency in English and Spanish) and market demands. It has made a conscious effort to include a sufficient number of interpreting courses to enable graduates to conduct interpreting tasks successfully in the professional world. Finally, this program’s specialization in legal translation and interpreting is an asset in itself, being very much in line with future career opportunities for students. However, this proposal is also of interest because, it strives to expose students to other specializations, such as technical or audiovisual translation or editing. This will not only allow students to acquire a broader understanding of the field, but also may open different professional opportunities for them in related areas.

This is clearly a solid proposal which I have no doubt will provide undergraduate students with the tools to start successful careers in Translation and/or Interpretation. The MA in Spanish option in Translation/Interpreting offered at Rutgers University would be honored to welcome graduates from John Jay’s BA in Spanish in the near future. For all these reasons, I support this proposal wholeheartedly. Please do not hesitate to contact me should you require further information.

Sincerely,

Miguel A. Jiménez-Crespo, PhD
Associate Professor
Coordinator, Translation and Interpreting Program
Department of Spanish and Portuguese
Rutgers, The State University of New Jersey
105 George St
New Brunswick, NJ, 08901
January 13, 2015

Professor Silvia Dapia
Department of Modern Languages and Literatures
John Jay College / City University of New York
524 West 59th Street; 7th floor
New York, N.Y. 10019

Dear Professor Dapia,

I write in enthusiastic support of John Jay College’s proposal for a Bachelor of Arts degree in Spanish prepared by the Department of Modern Languages and Literatures at John Jay College of Criminal Justice. Given the need for expert professional interpreters and translators in the greater New York metropolitan area, I support this timely initiative that will address that lack of sufficient trained Spanish/English professionals in our community and beyond.

As you may know, after almost 32 years of employment with the NYS Unified Court System (UCS), I very recently retired as the statewide Coordinator of Court Interpreting Services (CIS). I can confirm firsthand that the New York State Unified Court System provides court interpreting services in over 100 languages to the state courts within the state’s 62 counties. Because of its mission, I am acutely aware of the need for capable interpreters and translators who are fluent in Spanish and English. This is especially important since as members of the Council for Language Access in the Courts, CIS has assisted in the development and implementation of best practices that support the NYS Unified Court System’s commitment to ensure that persons with limited English proficiency have equal access to the courts. Not surprisingly, the Office of Court Administration’s focus of these services has been expanding to other areas in the courthouse beyond the courtroom, commonly used forms, and even some court orders. This may be evidenced by the renaming of CIS, to the Office of Language Access, effective 2015.

Earlier this month I participated in a training program for new judges at the NYS Judicial Institute in White Plains NY, and the undeniable feedback was the ever-present concern and strong interest in providing the most accurate and professional language services to all persons who utilize the courts. Given John Jay College’s specialization in legal issues, the proposed translation and interpretation concentration of the Spanish Major becomes all the more important.

As coordinator of programs for the improvement and expansion of court interpreting services as well as a participant in the development of court interpreter tests, including the civil service open-competitive examination for Court Interpreter in Spanish, I have been deeply impressed by the organization and sequencing of the Spanish Major courses, particularly its concentration on Translation and Interpretation. This well-conceived and well-structured sequence starts with Interpreting I and Translating I, courses that, as the proposal clearly explains, aim at developing pre-skills or solving particular translation or interpretation problems. These courses are followed by Translating II and Interpreting II, which are crucial since they focus on consecutive interpreting and sight translation skills, vocabulary, intercultural issues, situational ethics, analysis of the interpreting and translating process, and error analysis. These various courses are appropriate to prepare students for courses in legal
translation and interpretation (Legal Interpreting I, Legal Translating), which assure the integration of
the practical skills already developed and in-depth knowledge of the legal field. Taken as a whole, the
Translation/Interpretation concentration amounts to an admirable itinerary, building on a firm basis and
offering unique opportunities for students to develop the skills and knowledge that translators and
interpreters so critically need but so rarely attain.

John Jay's proposed Spanish Major is further merited on the basis of the high quality of the Spanish
faculty who teach those courses. In this respect I should add that the faculty who I had the pleasure of
meeting in the last year is of the first order. They have the range of specialization in Spanish that will
allow the Spanish major to offer a unique opportunity to its students, particularly to John Jay Spanish
heritage students, to fashion a career in translation and interpretation. There is a growing need for court
interpreters throughout the New York State Unified Court System and John Jay proposed Spanish major
will certainly meet this need.

Not only do I support the John Jay Spanish Major proposal, but I can clearly see opportunities for
arranging internships for the Spanish Major’s students and for partnership in other areas as the Spanish
Major unfolds. From my experience, it has always been very difficult to find trained bilingual
English/Spanish interpreters with the skills and knowledge to pass the exams and serve the courts. I am
pleased to know that John Jay College is working to increase the pool of professionals with this
capability.

Sincerely,

Sandra Bryan
Coordinator, Court Interpreting Services(Retired)
New York State Unified Court System
Office of Court Administration
Sandrabryan103@gmail.com  (718) 607-3659 mobile
Appendix F

Articulation Agreement with Borough of Manhattan Community College
THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS
Sending College: Borough of Manhattan Community College (CUNY)
Department: Liberal Arts
Program: Liberal Arts
Degree: Associate of Arts (A.A.)

Receiving College: John Jay College of Criminal Justice (CUNY)
Department: Modern Languages and Literature
Program: Spanish
Degree: Bachelor of Arts (B.A.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- The A.A. degree and a minimum GPA of 2.00
- Grade of C or better in freshman English composition, its equivalent, or a higher-level English course
- Have earned a passing grade in a credit bearing mathematics course of at least 3 credits

About the Major(s)

Total transfer credits granted toward the baccalaureate degrees: 60
Total additional credits required at the senior college to complete baccalaureate degree: 60
Total credits required for the B.A. in Spanish and Latin American Literatures and Cultures: 120
Total credits required for the B.A. in Spanish Translation and Interpretation: 120
C. COURSE TO COURSE EQUIVALENCIES AND/OR TRANSFER CREDIT AWARDED

Borough of Manhattan Community College graduates who complete the Associate in Arts (A.A.) degree in Liberal Arts will receive 60 credits toward the Bachelor of Arts (B.A.) degree in Spanish, specialization in Spanish and Latin American Literatures and Culture or Spanish Translation and Interpretation, at John Jay College of Criminal Justice.

LIBERAL ARTS A.A. DEGREE

<table>
<thead>
<tr>
<th>Common Core</th>
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<tbody>
<tr>
<td>Required Common Core</td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical &amp; Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3</td>
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<tr>
<td><strong>Total Required Common Core</strong></td>
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<table>
<thead>
<tr>
<th>Flexible Core</th>
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<tbody>
<tr>
<td>Creative Expression</td>
<td>6</td>
</tr>
<tr>
<td>World Culture &amp; Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experience in Its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Scientific World</td>
<td>3</td>
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<tr>
<td><strong>Total Flexible Core</strong></td>
<td><strong>18</strong></td>
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<tr>
<td><strong>Total Common Core</strong></td>
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<table>
<thead>
<tr>
<th>Curriculum Requirements</th>
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<tr>
<td><strong>ENGLISH III ELECTIVE</strong> - ENG 3XX (3cr.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>HEALTH EDUCATION</strong> - HED XXX (2-3cr)</td>
<td>2-3</td>
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<tr>
<td><strong>MODERN LANGUAGES</strong> - Pathways approved ML course(s) (3-6cr.)</td>
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<tr>
<td><strong>SOCIAL SCIENCE</strong> - (6cr.) Choose 2 courses from ANT, ECO, GEO, HIS, PHI, POL, PSY, or SOC. Two different disciplines must be taken and cannot be from the same disciplines as satisfied in the Common Core.</td>
<td></td>
</tr>
<tr>
<td><strong>LIBERAL ARTS ELECTIVES</strong></td>
<td>9-16</td>
</tr>
</tbody>
</table>

Students must take 9-16 credits in Liberal Arts electives. Liberal Arts electives are courses in Art, English, Ethnic Studies, Health Education, Mathematics, Modern Languages, Music, Speech, Science and Social Science. ITL 170 is a Liberal Arts elective. Of the 9-16 elective credits, a maximum of 6 credits that are taken in career departments may count as electives in the Liberal Arts program (e.g. ACC, ADV, BUS, CCC, CED, CIS, CSC, ECE, EDB, EDU, EMC, FNB, HIT, HUM, MAR, MMP, NUR, OFF, RET, RLS, RTT, SBS, SLS, TTA, VAT)

| Total Curriculum Credits | 30 |
| Total Program Credits    | 60 |

1. Students who plan to transfer to John Jay are advised to take LAT 338 to satisfy the ENG III elective.
2. Students are encouraged to take SPN 200 & SPN 210. Credit for these courses will be applied towards the Spanish major core requirements. BMCC students who complete any SPN 4XX course will have those credits applied toward any 200-level elective at John Jay.
### D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements (JJC “College Option”)</td>
<td></td>
</tr>
<tr>
<td>One 300-level Justice Core course from <em>Struggles for Justice in the U.S.</em> or <em>Justice in Global Perspectives</em></td>
<td>3</td>
</tr>
<tr>
<td>One course from <em>Learning from the Past</em> or <em>Communications</em></td>
<td>3</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Required Major Courses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Core Courses (6 credits)</strong></td>
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</tr>
<tr>
<td>Language Practice</td>
<td>3</td>
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<tr>
<td>SPA 215 — Conversation and Composition in Spanish</td>
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<tr>
<td><strong>Career Emphasis</strong></td>
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<tr>
<td>SPA 2XX — Spanish for the Professional; or</td>
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<tr>
<td>SPA 250 — Spanish for Criminal Justice</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Concentration A – Translation and Interpretation</strong></td>
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<tr>
<td><strong>Required Courses, 18 credits:</strong></td>
<td>18</td>
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<tr>
<td>SPA 230 – Translating I</td>
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<tr>
<td>SPA 231 – Interpreting I</td>
<td></td>
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<tr>
<td>SPA 330 – Translating II</td>
<td></td>
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<tr>
<td>SPA 333 – Interpreting II</td>
<td></td>
</tr>
<tr>
<td>SPA 340 – Legal Interpreting I</td>
<td></td>
</tr>
<tr>
<td>SPA 435 – Legal Translating I</td>
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<tr>
<td><strong>Electives (3 credits)</strong></td>
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<tr>
<td>Choose one course:</td>
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<tr>
<td>SPA 3XX – Textual Conventions and Editing in Spanish</td>
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<tr>
<td>SPA 3XX – Translating III: Specialized Translation</td>
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<tr>
<td>SPA 440 – Legal Interpreting II</td>
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<tr>
<td>SPA 4XX – Internship in Interpreting/Translation</td>
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<tr>
<td>SPA 321 — Introduction to Spanish Literature I</td>
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</tr>
<tr>
<td>SPA 322 — Introduction to Spanish Literature II</td>
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<tr>
<td>SPA 331 — Introduction to Latin–American Literature I; OR</td>
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</tr>
<tr>
<td>SPA 332 — Introduction to Latin–American Literature II</td>
<td></td>
</tr>
<tr>
<td>SPA 308 — The Theme of Justice in 20th-century Spanish Literature</td>
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</tr>
<tr>
<td>SPA 335 — Themes of Justice in Latin American Literature and Film</td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Concentration B – Spanish and Latin American Literatures and Cultures</strong></td>
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<tr>
<td><strong>Required Courses, 12 Credits:</strong></td>
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<tr>
<td><em>One 300-level Introduction to Spanish Literature course:</em></td>
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<tr>
<td>SPA 321 — Introduction to Spanish Literature I; OR</td>
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<tr>
<td>SPA 322 — Introduction to Spanish Literature II</td>
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<tr>
<td><em>One 300-level Introduction to Latin American Literature course:</em></td>
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<tr>
<td>SPA 331 — Introduction to Latin–American Literature I; OR</td>
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<tr>
<td>SPA 332 — Introduction to Latin–American Literature II</td>
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<tr>
<td><em>One 300-level The Theme of Justice through Literature and/or Film course:</em></td>
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SPA 308 — The Theme of Justice in 20th-century Spanish Literature; OR
SPA 335 — Themes of Justice in Latin American Literature and Film
*One 400-level course:*
SPA 401 — Contemporary Issues in Hispanic Literature

**Electives (9 credits):**
- SPA 320 — Latin-American Theatre Taller de Teatro/Theatre Workshop
- SPA 380 — Advanced Selected Topics in Spanish
- SPA 3XX — Behind the Palm Trees: Rebellion, Revolution, and Betrayal
- SPA 3XX — Latin American Film
- SPA 3XX — Violence Against Women in the Spanish-Speaking World
- SPA 3XX — Gay, Lesbian and Transgender Issues in Spanish Lit and Film
- POR 201 — Intermediate Portuguese I
- FRE 201 — Intermediate French I
- SPA 230 — Translating I
- SPA 231 — Interpreting I

<table>
<thead>
<tr>
<th>Subtotal</th>
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</table>

**General education credits at John Jay** 6

**Credits in major at John Jay** 27

**Elective credits at John Jay** 27

| Total credits at John Jay | 60 |
| Total credits transferred from BMCC | 60 |
| Total credits required for the B.A. in Spanish | 120 |

**SUMMARY OF TRANSFER CREDITS FROM BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY COLLEGE.**

<table>
<thead>
<tr>
<th>John Jay Spanish Concentration A Translation &amp; Interpretation Program</th>
<th>Total</th>
<th>BMCC</th>
<th>John Jay</th>
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<tbody>
<tr>
<td>General Education Requirements (Common Core plus John Jay Focus)</td>
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<td>30</td>
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</tr>
<tr>
<td>Major Requirements</td>
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<td>9</td>
<td>27</td>
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<tr>
<td>Electives</td>
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<td>21</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>60</td>
<td>60</td>
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</table>

<table>
<thead>
<tr>
<th>John Jay Spanish Concentration B Spanish &amp; Latin American Literatures and Cultures Program</th>
<th>Total</th>
<th>BMCC</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements (Common Core plus John Jay Focus)</td>
<td>36</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>36</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>48</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by faculty from each institution’s respective departments, selected by their Chairpersons.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

Each semester John Jay College of Criminal Justice will provide the Borough of Manhattan Community College (BMCC) the following information: a) the number of BMCC students who applied to the program; b) the number of BMCC students who were accepted into the program; c) and the number of BMCC students who enrolled; d) the aggregate GPA of these enrolled students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

This articulation agreement will be publicizing on the Borough of Manhattan Community College’s website, and John Jay College of Criminal Justice’s website. Transfer advisors at BMCC will promote this agreement with eligible students.
Effective Date: Fall 2015

Borough of Manhattan Community College (CUNY)

Karrin E. Wilks  
Provost & Senior Vice President of Academic Affairs  
Borough of Manhattan Community College

Erwin Wong  
Dean of Academic Affairs  
Borough of Manhattan Community College

John Jay College of Criminal Justice (CUNY)

Jane Bowers  
Provost and Vice President of Academic Affairs  
John Jay College of Criminal Justice

Silvia Dapia  
Chairperson – Foreign Languages and Literatures  
John Jay College of Criminal Justice

2/2/2015  
Date

2/6/15  
Date

2/11/15  
Date

2/10/2015  
Date