

**Excerpts from sample syllabi for fourth-year language courses
demonstrating cultural component for IAI H1900 Humanities Gen. Ed. Criteria**

Example 1 (Spanish):

		Objectives/In class	Homework for Next Class
Week 1	Day 1	<p>Intro/Orientation</p> <p>Lesson 1 - The influence of the Hispanic population in the U.S.</p> <ul style="list-style-type: none"> • Watch episode – Hispanics and Immigration in the US. Watch a report about the influence of the growing Hispanic population in the U.S. Then, with a classmate, you will discuss the topic and select the top three areas of influence. • Write a short article describing the influence of the Hispanic population in the U.S. Include the three main facts that you selected and conclude the article with your personal opinion on the topic. <p>Grammar: Communicate in the present tense.</p>	<ul style="list-style-type: none"> • Recorded oral practice#1- Record yourself answering the following questions to introduce yourself to your Spanish instructor and classmates. What's your name? Where are you from? What pan-ethnic label do you use: Latin@, Hispanic, or Lantix? Why? What does this mean in terms of self-identification? Tell us something interesting about yourself. • Grammar: Workbook and Lab Manual/WebSAM: Lesson 1 Grammar 1.1;1.2
	Day 2	<p>Latin American natural resources</p> <ul style="list-style-type: none"> • Watch and discuss a short film about the power of the human voice - "Ten Minutes" • Podcast: In the Delta (24 min) - The Tigre delta is trapped between the natural phenomenon of climate change and real estate development. • Grammar: Express permanence and temporality. Narrate actions in progress. 	<ul style="list-style-type: none"> • Recorded Oral Practice #2: - How does where one lives impact the quality of life? What influences one's interpretation and perceptions of the quality of life? What you have learned about governmental actions and citizen actions in support of the environment? • Grammar: Workbook and Lab Manual/WebSAM: Lesson 1 Grammar 1.3
Week 2	Day 1	<ul style="list-style-type: none"> • Latin American Literature: Reading discussion: "House of Sugar" p. 148 by Silvina Ocampo • Grammar: Past Participle & Gerund <p>Lesson 1 – Quiz 1</p>	<ul style="list-style-type: none"> • Literature: reading analysis activities on "House of Sugar" • Grammar: Workbook and Lab Manual/WebSAM: Grammar 2.1; 2.2

	Day 2	<ul style="list-style-type: none"> • Lesson 2 – Latin American Cinema • Read about cinema and actors from Mexico and other Spanish-speaking countries. • Watch a video about Mexican Cinema 	<ul style="list-style-type: none"> • Grammar: Workbook and Lab Manual/WebSAM: Grammar 2.3
Week 3	Day 1	<ul style="list-style-type: none"> • Latin American Cinema (cont.) • Watch and discuss the film, <i>In the Time of the Butterflies</i>, directed by Mariano Barroso, 2001 • Grammar: Describe daily routines and activities using reflexive verbs. 	<ul style="list-style-type: none"> • Reading Assignment: Novel "In the Time of the Butterflies" • Recorded film discussion#1 - Analyze a speech that delivers a factual account of the historical events depicted in the novel and the film.
	Day 2	<ul style="list-style-type: none"> • Magic Realism • Discuss essay: "<i>Fantasy Celebration</i>" • Discuss story: "<i>The Other Circle</i>" • Talk about story clichés • Talk about dreams and memories 	<p>Reading Assignment: "Memories of Tlatelolco" by Rosario Castellanos</p>
Week 4	Day 1	<p>Latin American Literature: Reading discussion: "Memories of Tlatelolco" by Rosario Castellanos</p> <p>Grammar: Review of Present Tense & Irregular Verbs Lesson 2 – Quiz 2</p>	<ul style="list-style-type: none"> • Reading Assignment: "Geraldo Without Last Name" p. 10-11 / "No speak English" p. 12-13 by Sandra Cisneros • Grammar: Workbook and Lab Manual/WebSAM: Grammar 3.1; 3.2
	Day 2	<ul style="list-style-type: none"> • Latin American Literature: Reading discussion: • Discuss the readings "Geraldo Without Last Name" p. 10-11 / "No speak English" p. 12-13 by Sandra Cisneros. • Podcast: The Long Road (39 minutes) - More than 100 thousand Cubans entered the United States between 2014 and 2016. The majority of them had a similar journey. • Lesson 3 – Grammar: Preterite & Imperfect Tense /Describe 	<ul style="list-style-type: none"> • Recorded Oral Project #1: What does it mean to belong? What makes someone a citizen? • Grammar: Workbook and Lab Manual/WebSAM: Grammar 3.3

		actions or states completed in the past. Express habitual or repeated past actions.	
Week 5	Day 1	<ul style="list-style-type: none"> • Language and Identity: Students read an article and chart regarding bilingual education in Chile and in Mexico focusing on comprehension of information and interpretation • Grammar: Communicate in the past. 	<ul style="list-style-type: none"> • Research: students do research on indigenous languages in the USA and in their selected country to produce a cultural comparison infographic on language diversity and/or bilingual education. • Grammar: Workbook and Video Manual/Web-SAM: Lesson 3
	Day 2	Lesson 3: Review Lesson 3 – Quiz 3	<ul style="list-style-type: none"> • Recorded Oral Practice #3 - Should students in our schools study TWO languages in addition to English? • Reading Assignment: "Kinsey Report No. 2" p. 55 by Rosario Castellanos • Grammar: Lesson 4: Grammar activities-4.1;4.2
Week 6	Day 1	<ul style="list-style-type: none"> • The Influence of Language and Culture on Identity (cont.) • Read: "Kinsey Report No. 2" p. 55 by Rosario Castellanos • Watch and discuss short film "Trapped" • Grammar: Express will, influence, emotion, doubt, or denial. 	<ul style="list-style-type: none"> • Recorded Oral Project #2: How does one's identity evolve over time? How does language shape our cultural identity? How does technology influence the development of personal and public identity? • Grammar: Workbook and Lab Manual/WebSAM: Lesson 4 Grammar 4.3
	Day 2	<ul style="list-style-type: none"> • Influences of Beauty and Art: Students participate in a teacher-guided conversation based on language functions to plan an outing to an art exhibit, including exchanging information about events and artists, expressing preferences for types of art, and making social plans to attend an exhibit. • Students prepare a museum exhibit representing an artistic expression (works of art, cultural products) from their chosen country. Their gallery should include 5 images with 	<ul style="list-style-type: none"> • Reading Assignment: "Caramel" by Sandra Cisneros

		<p>informative museum labels; students will also produce a promotional piece (radio spot, brochure, flyer) informing the public about the exhibit.</p> <ul style="list-style-type: none"> Grammar: Understand the uses of por and para. 	
Week 7	Day 1	<ul style="list-style-type: none"> Latin American Literature: Reading discussion: "<i>Caramel</i>" Talk about bullying, improving relationships, and violence Gender in Latin America 	<p>Recorded Oral Project #3 - How do ideals of beauty and aesthetics influence daily life? How does art both challenge and reflect cultural perspectives? How do communities value beauty and art? How is art used to record history?</p>
	Day 2	Lesson 4. Review Lesson 4- Quiz 4	Grammar: Workbook and Lab Manual/ Web-SAM: Lesson 5 Workbook and Lab Manual/WebSAM: Grammar 5.1; 5.2
Week 8	Day 1	<ul style="list-style-type: none"> Latin American Music: Watch Documentary "I am the Salsa" about the history of the Salsa music in US. Grammar: Lesson 5 - Use negative, affirmative, and indefinite expressions. 	<ul style="list-style-type: none"> Recorded film discussion#2 Grammar: Workbook and Lab Manual/WebSAM: Lesson 5 Grammar 5.3
	Day 2	<ul style="list-style-type: none"> Watch and discuss a short film: "<i>Flying to Miami</i>" Read and discuss literature: "<i>The Suitcase</i>" Grammar: The Subjunctive. Express the highest or lowest degree of a quality. Express certainty and uncertainty. 	Grammar: Workbook and Lab Manual/WebSAM: Lesson 5 Grammar 5.4
Week 9	Day 1	Lesson 5: Review Lesson 5 – Quiz 5	<ul style="list-style-type: none"> Reading Assignment: Pre-Columbian Art Grammar: Workbook and Lab Manual/ Web-SAM: Lesson 6

	Day 2	<ul style="list-style-type: none"> Lesson 6 – Pre-Columbian Art and Architecture Watch a video about a Pre-Columbian Art- Art and Architecture in Latin American Read and discuss “Rediscovered City” – Machu Pichu and Its Mysteries Grammar: Express perceptions. 	<ul style="list-style-type: none"> Grammar: Workbook and Lab Manual/WebSAM: Lesson 6 Grammar 6.1; 6.2
Week 10	Day 1	<ul style="list-style-type: none"> Society’s Culture: Podcast: Debt (37 min) - The school closings correspond to the government’s new priorities. The massive cycle of emigration and chronic dent have reduced government services. It’s a way of paying the debt, and the schools in poor neighborhoods have been the first on the list. Grammar: Express actions or conditions that will happen in the future. Express probability or conjecture. 	<ul style="list-style-type: none"> Recorded Oral Practice#4: What role do individuals play in addressing complex societal issues? How do challenging issues affect a society’s culture? Grammar: Workbook and Lab Manual/WebSAM: Lesson 6 Grammar 6.3
	Day 2	<ul style="list-style-type: none"> Issues of Immigration: Read about Latino Immigration in U.S. Students explore challenges faced by immigrants to US. <p>Podcast: “Newly Arrived”- In the first six months of 2016 more than 30 thousand unaccompanied minors were detained at the border. This is the story of three of these children.</p>	<ul style="list-style-type: none"> Reading Assignment: Read Poem by Pablo Neruda “The Heights of Machu Picchu,” Grammar: Workbook and Video Manual/Web-SAM: Lesson 6
Week 11	Day 1	<ul style="list-style-type: none"> Latin American Literature: Poetry. Explore poetry as lens through which we can maintain a civil society. Interpret a poem based on concrete images in its language and structure. “The Heights of Machu Picchu,” by Pablo Neruda. After reading the poem “The Heights of Machu Pichu” by Pablo Neruda, what are your impressions? How is the poet 	<ul style="list-style-type: none"> Grammar: Workbook and Lab Manual/WebSAM: Lesson 6 Review

		<p>evoking his Latin American past and its people?</p> <ul style="list-style-type: none"> Grammar: Understand the uses of Conjunctions: “a, hacia and con.” 	
	Day 2	<ul style="list-style-type: none"> Factors That Impact the Quality of Life. How do aspects of everyday life influence and relate to the quality of life? In small groups, students share experiences about what activities in their lives they consider essential (playing a musical instrument, participating in a sport, family, etc.) and explain why they think this contributes to their happiness. 	<ul style="list-style-type: none"> Recorded Oral Project#4 - Students record a 2-minute cultural comparison about factors that contribute to the quality of life in a community of the Spanish-speaking world with which they are familiar and compare these factors to their own or another community
Week 12	Day 1	<ul style="list-style-type: none"> Lesson 6: Review Lesson 6 – Quiz 6 	<ul style="list-style-type: none"> Study for Final Exam
	Day 2	Final Exam	

Example 2 (Spanish):

Class Units	Topic	Suggested Assessment Method(s)
Week 1 Introduction	<ul style="list-style-type: none"> Your proficiency level based on The American Council on the Teaching of Foreign Languages. Analyze the terms "Hispanic" and "Latino". Levels of language uses: Formal, colloquial, slang, and Spanglish. Introduction to the three literary genre we are reading, short stories, essays, and poetry 	<ul style="list-style-type: none"> Diagnostic test (Check Supporting Resources) Written Assignment Reaction to PBS Video documentary: "Episode 1: Foreigners in Their Own Land" https://www.pbs.org/video/latino-americans-episode-1-foreigners-their-own-land/ Level of language uses https://vhlblog.vistahigherlearning.com/los-niveles-de-uso-de-la-lengua.html
Week 2 First linguistic environment of language use: la casa, la familia Las relaciones personales 4 los estados civiles los estados emocionales las personalidades las relaciones los sentimientos	Lección 1 <ul style="list-style-type: none"> 1.1 The present tense 18 1.2 Ser and estar 22 1.3 Gustar and similar verbos 26 Review: descriptive verbs: tener, haber, poder, saber, conocer 	<ul style="list-style-type: none"> Written Assignments Describe your best friend. (habits, physical appearance and personality) <hr/> Cultura <ul style="list-style-type: none"> Reading Assignment: Corriente Latina 31 <hr/> Literatura <ul style="list-style-type: none"> Poema 20 36 Pablo Neruda, Chile poesía In-class close reading and textual analysis.

Week 3 (Cont.)	Analysis Present tenses (Check chart tenses, Supporting Resources) <ul style="list-style-type: none"> ▪ Simple present ▪ Present progressive ▪ Present perfect 	<ul style="list-style-type: none"> • Written Assignment Describe yourself: physically, emotionally. What you are doing this year. What do you have accomplished so far?
	<ul style="list-style-type: none"> ▪ Present perfect progressive 	<ul style="list-style-type: none"> • Written Assignment: Reaction to movie El Norte. https://www.youtube.com/watch?v=-9a1psuBiUmc ▪ Quiz #1 Lección 1
Week 4 Second linguistic environment of language use: las relaciones sociales En la ciudad 42 las actividades la gente las indicaciones los lugares	Lección 2 <ul style="list-style-type: none"> • 2.1 The preterite 56 • 2.2 The imperfect 60 • 2.3 The preterite vs. the imperfect 64 	Written Assignments <ul style="list-style-type: none"> • Describe: What you did last weekend? • What did you use to do when you were in HS? <hr/> Cultura <ul style="list-style-type: none"> • Juchitan: La ciudad de las mujeres 69 <hr/> Literatura <ul style="list-style-type: none"> • Aqueronte: José Emilio Pacheco, México cuento
Week 5 (Cont.)	Analysis preterite tenses (Check chart tenses, Supporting Resources) <ul style="list-style-type: none"> ▪ Preterite simple ▪ Preterite Progressive ▪ Preterite perfect ▪ Preterite perfect progressive 	<ul style="list-style-type: none"> • Quiz #2, Lección 2 • Written Assignment: Reaction to movie Tortilla Soup: https://www.youtube.com/watch?v=o7RpSvi9Hy8

<p>Week 5 Third linguistic environment of language use: mundo profesional</p> <p>los medios de comunicación 80</p> <p>el cine y la televisión los medios la prensa los profesionales de los medios</p>	<p>Lección 3</p> <ul style="list-style-type: none"> • 3.1 The subjunctive in noun clauses 94 • 3.2 Object pronouns 100 • 3.3 Commands 104 	<ul style="list-style-type: none"> • Written/reading Assignments <p>Cultura Ritmos del Caribe 169</p> <hr/> <p>Literatura La desesperación de las letras 113 Ginés S. Cutillas, España cuento</p>
<p>Week 6</p>	<p>Analysis subjunctive tenses</p>	<ul style="list-style-type: none"> • Written Assignment

(cont.)	(Check chart tenses, Supporting Resources) <ul style="list-style-type: none"> • Present Subjunctive • Present progressive subjunctive • Present perfect subjunctive • Present perfect progressive subjunctive 	Write a small essay. Use subjunctive. Global warming - What should people do to stop this disaster? <ul style="list-style-type: none"> • Reaction to movie My Family https://www.youtube.com/watch?v=DYdawHjNIL8&t=18s
Week 7	Analysis subjunctive tenses (Check chart tenses, Supporting Resources) <ul style="list-style-type: none"> • Present Subjunctive • Present progressive subjunctive • Present perfect subjunctive • Present perfect progressive subjunctive 	<ul style="list-style-type: none"> • Quiz #3, Lección 3 • Written Assignment Write a small essay. Use subjunctive. What would you recommend to me if: I want to buy a house. I want to succeed in life.
Week 8 La familia 120 las etapas de la vida las generaciones los parientes la personalidad la vida familiar	Lección 4 <ul style="list-style-type: none"> • The subjunctive in adjective clauses 134 • Reflexive verbs 138 • Por and para 142 	<ul style="list-style-type: none"> • Written/reading Assignments Cultura La herencia de los mayas 147 Literatura El eclipse 151 Augusto Monterroso, Guatemala cuento ----- • Written Assignment Reaction to movie Las mujeres verdaderas tienen curvas https://www.youtube.com/watch?v=gDkgVUYIPHA
Week 8 (cont.)	<ul style="list-style-type: none"> • Practice direct object pronouns with Subjunctive 	<ul style="list-style-type: none"> • Quiz # 4, Lección 4
Week 9 Four linguistic environment of language use:	Lección 5 <ul style="list-style-type: none"> 5.1 The future 172 5.2 The conditional 176 5.3 Relative pronouns 180 	<ul style="list-style-type: none"> • Written/reading Assignments Cultura La selva amazónica biodiversidad curativa 185 Literatura

<p>opinions and hypothesizes</p> <p>Nuestro mundo 158 los animals la ecología los fenomenos naturales la naturaleza</p>		<p>La luna 189 Jaime Sabines, México poesía</p>
<p>Week 10 (cont.)</p>	<p>General Review (Ccheck chart tenses, Supporting Resources) (Ccheck chart tenses, Supporting Resources)</p>	<ul style="list-style-type: none"> • Quiz #5, Lección 5
<p>Week 11 Creencias e ideologías 196 la gente la política la seguridad y amenaza</p>	<p>Lección 6 6.1 The subjunctive in adverbial clauses 210 6.2 The past subjunctive 214 6.3 Comparatives and superlatives 218</p>	<ul style="list-style-type: none"> • Written/reading Assignments Cultura Chile: dictadura y democracia 223 Literatura La mejor tinta 227 Armando Valladares, Cuba poesía
<p>Week 12</p>	<p>Individual oral presentation by students</p>	<ul style="list-style-type: none"> • Quiz #6 Lección 6
	<p>Final</p>	

1. Recommended Resources

Latino Americans PBS Documentaries

Episode 1: Foreigners in Their Own Land

<http://www.pbs.org/video/latino-americans-episode-1-foreigners-their-own-land/>

54 min

Episode 4: The New Latinos

<http://www.pbs.org/video/latino-americans-episode-4-new-latinos/>

56 min

Hispanic & Latino - the difference.mov

Here is a short documentary video of similarities and differences between Hispanic & Latino. Journalist Danny Jimenez puts in a six-minute explanation of the misinformation and understandings between the two. There is still much more information that can be explained in greater detail.

<https://www.youtube.com/watch?v=uRbCvyxMeNI>

6 min

Afromexicanos

<https://www.youtube.com/watch?v=eOU4HPO47t4>

3:49 min

Movies: Latino Culture

2. My Family/Mi Familia

A second-generation Mexican immigrant narrates his family history, beginning with the journey of his father, Jose (Jacob Vargas), across Mexico to Los Angeles where he meets Maria (Jennifer Lopez) and starts a family. Each subsequent generation contends with political and social hardships, ranging from illegal deportations in the 1940s to racial tensions and gang fights in the '60s and '70s. Yet through it all, or perhaps because of it, the family remains strong.

Release date: May 3, 1995 (USA)

Director: Gregory Nava

<https://www.youtube.com/watch?v=DYdawHjNIL8>

3. The Ballad Of Gregorio Cortez

After Gregorio Cortez (Edward James Olmos), who speaks no English, is falsely accused of stealing a horse by Texas Rangers, a scuffle breaks out in which Gregorio kills a sheriff and his own brother is shot. Now forced to go on the run, Gregorio has to leave his family and set out alone. Meanwhile, a reporter starts to piece together the story and realizes the incident stemmed from a tragic misunderstanding. Eventually, Gregorio is caught and put on trial for murder.

Release date: June 29, 1982 (USA)

Director: Robert M. Young

<https://www.youtube.com/watch?v=Ra9LQVaF5Ro>

4. El Norte

When a group of Mayan Indians decides to organize a labor union to improve conditions in their village, their community is violently destroyed by the Guatemalan army. Teenage siblings, Rosa (Zaide Silvia Gutiérrez) and Enrique (David Villalpando) manage to escape the massacre and decide to start a new life in El Norte -- the USA. The two trek through Mexico, meeting a variety of characters and facing trials and tribulations on their journey toward lives as illegal immigrants in Los Angeles.

Release date: January 27, 1984 (USA)

Director: Gregory Nava

<https://www.youtube.com/watch?v=tiuRrsgMoME>

5. Real Women Have Curves (2002)

In East Los Angeles, an 18-year-old struggles between her ambitions of going to college and the desires of her domineering mother for her to **get** married.

<https://www.youtube.com/watch?v=gDkgVUYIPHA>

Example 3 (French):**Schedule for Semester (French):**

Week 1

Grammar: Present of the subjunctive: Regular verbs + Homework + Oral practice

Culture and vocabulary: Linguistic and cultural similarities and differences in the Francophone world (readings and oral discussion) + Homework

Week 2

Grammar: Present of the subjunctive: Irregular verbs + Homework + Oral practice

Culture and vocabulary: Identity in the Francophone world (readings and oral discussion) + Homework

Music from Ivory Coast + Web visit to the country

Week 3

Grammar: Indicative versus subjunctive: Expressing certainty and doubt + Homework + Oral practice

Culture and vocabulary: Friendship, social groups and the role of family in the Francophone world (readings and oral discussion) + Homework

Film: Discussion of *Amélie* (France)

Music from Haiti + Web visit to the country

Week 4

Grammar: Infinitive and the subjunctive with expressions of need and desire + Homework + Oral practice

Culture and vocabulary: Music in the Francophone world (readings and oral discussion) + Homework

First Composition due (Intercultural perspective): Having in mind what you learned about identity, friendship, social groups and the role of the family in the Francophone world, compare yourself to one or more of the cases studied.

Music from Senegal + Web visit to the country

Week 5

Grammar: Subjunctive + Homework + Oral practice

Culture and vocabulary: Cooking around the Francophone world (readings and oral discussion) + Homework

Test 1

Music from Belgium + Web visit to the country

Week 6

Grammar: Past subjunctive + Homework + Oral practice

Culture and vocabulary: Storytelling in the Francophone world (readings and oral discussion) + Homework

Film: Discussion of *Sugar Cane Alley* (Martinique)

Music from Algeria + Web visit to the country

Week 7

Grammar: Direct Object Pronouns + Homework + Oral practice

Culture and vocabulary: Film in the Francophone world (readings and oral discussion) + Homework

Second Composition due (Intercultural perspective): Contrasting your personal cultural upbringing to any of the cases studied, write about the differences and similarities in cooking and enjoying food.

Music from France + Web visit to the country

Week 8

Grammar: Indirect Object Pronouns + Homework + Oral practice

Culture and vocabulary: News in the Francophone World – Radio and television (readings and oral discussion) + Homework

Test 2

Music from Cameroon + Web visit to the country

Week 9

Grammar: Direct Object Pronouns: Y and En + Homework + Oral practice

Culture and vocabulary: Leisure time – the “tribes” in the Francophone world (readings and oral discussion) + Homework

Film: Discussion of *Camp de Thiaroye* (Senegal)

Music from Quebec + Web visit to the country

Week 10

Grammar: Direct and Indirect Object Pronouns: me, te, nous and vous + Homework + Oral practice

Culture and vocabulary: News in the Francophone World – Newspapers and the web (readings and oral discussion) + Homework

Third Composition due (Intercultural perspective): The “tribe” is a modern phenomenon that blurs national differences. Thinking about yourself as part of some “tribes”, what are your commonalities with the different cases studied in the Francophone world?

Music from Mali + Web visit to the country

Week 11

Grammar: Active and Passive voice + Homework + Oral practice

Culture and vocabulary: Artistic expressions around the Francophone world: street art (readings and oral discussion)

Test 3

Music from Morocco + Web visit to the country

Week 12

Grammar: Present conditional + Homework + Oral practice

Culture and vocabulary: Artistic expressions around the Francophone world: museums (readings and oral discussion) + Homework

Film: Discussion *Monsieur Lazhar* (Quebec)

Music from Maurice and Reunion + Web visit to the country

Week 13

Grammar: Past conditional + Homework + Oral practice

Culture and vocabulary: Francophone perspectives on social issues (readings and oral discussion) + Homework

Music from Martinique and Guadeloupe + Web visit to the country

Week 14

Grammar: Conditional Phrases + Homework + Oral practice

Culture and vocabulary: Francophone perspectives on environmental issues (readings and oral discussion) + Homework

Fourth Composition due (Intercultural perspective): What are the social issues that are important for both the Francophone world and your own culture?

Test 4

Week 15

Grammar: Review of Grammar topics + Homework + Oral practice

Culture and vocabulary: The present and future of Francophone cities – architecture and parks (readings and oral discussion) + Homework

Final oral exams

Week 16

Final Exam