

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Foreign Languages	College/School	CLA
Prepared by	Timothy Wilson	Phone	X5463
Email Contact	tim.wilson@alaska.edu	Faculty Contact	Timothy Wilson

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	<input checked="" type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING		<input type="checkbox"/>	<input type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)

		COURSE CLASSIFICATION	
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ADD A STACKED LEVEL (400/600) Dept. Course #

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc.)	lecture/discussion					

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, W = Writing Intensive, X = Baccalaureate Core
 *Format 6 also submitted *Format 7 submitted

- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO X

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

How many times may the course be repeated for credit? 0 TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? N/A CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)
 Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
 3 Credits
 Offered As Demand Warrants
 Case-study ~~Comparative approach in assessing Aberiginal to analyzing~~ Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

SPAN F221 Cultures and Civilizations of Latin America

3 Credits
 Offered Spring Odd-numbered Years

Designed to provide students of Spanish language and others interested in Hispanic culture with background in the geography, history, religions, cultures and politics of Latin America. We will also explore the changes and challenges facing contemporary Latin American society. Conducted in English. Recommended: SPAN F102. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

SPAN F224 F321 Cultures and Civilizations of Latin America

3 Credits
 Offered Spring Odd-numbered Years

Designed to provide students of Spanish language ~~and others interested in Hispanic culture with background in the geography, history, religions, cultures and politics~~ cultures, history and politics of Latin America, as well as continued practice in the target language. We will also explore the changes and challenges facing contemporary Latin American society. Conducted in English Spanish. Recommended: SPAN F102. Prerequisites: SPAN F202 or equivalent; or instructor permission. (3+0)

8. **GRADING SYSTEM:** Specify only one.

LETTER: X

PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There will be no impact on budget, facilities, faculty, etc.

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X

Yes

Not applicable

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Spanish program will be affected, as there will be more classes in Spanish for students to take

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive impact: students will get more instruction in the Spanish language, and the increased rigor will positively impact both majors and minors.

Negative impact: none foreseen

13. **JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Background: Currently, there are a number of courses which students may take toward the Spanish major or minor which do not require interaction in the target language. This lack of practice in Spanish negatively affects some students.

Proposal: We propose to change this otherwise useful class to delivery in Spanish rather than English, and correspondingly, from 200 level to 300 level to reflect the increased rigor.

The change in prerequisite also reflects the increased rigor.

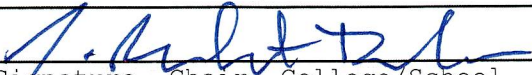
The slight wording change in the course description reflects the new focus here described.

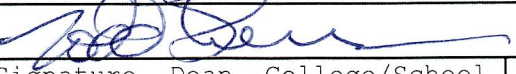
Ramifications: The proposed changes would obviate courses being taught unnecessarily in English rather than Spanish, and thus, add rigor to our major and minor. The content would be the same, but students learning would be enriched through delivery and extra interaction in the target language, resulting in a higher level of proficiency in Spanish majors and minors.

In summary: These changes would increase the rigor of an existing course, benefitting both our students and the quality of UAF education.

APPROVALS: (Additional signature blocks may be added as necessary.)

	Date	08/28/13
Signature, Chair, Program/Department of:		FOREIGN LANGUAGES

	Date	5/9/14
Signature, Chair, College/School Curriculum Council for:		CEA

	Date	5/9/14
Signature, Dean, College/School of:		CEA

Offerings above the level of approved programs must be approved in advance by the Provost:

 	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.		
 	Date	
Signature, Chair		
Faculty Senate Review Committee: __Curriculum Review __GAAC		
__Core Review __SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

 	Date	
Signature, Chair, Program/Department of:		

 	Date	
Signature, Chair, College/School Curriculum Council for:		

 	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

SPANISH 321: **Cultures of Latin America**

Instructor: Timothy Wilson
Office: 606C Gruening
Office hours: T/Th 2-3

Email: tim.wilson@alaska.edu
Phone: 474-5463

Class time and place: Tue & Thu 9:45am- 11:15am in GRUE 304
Prerequisites: SPAN F202 or equivalent; or permission of instructor.

COURSE MATERIALS

Our texts for the class can be found on the BlackBoard site for this class. **These materials are required reading.** You are responsible for **printing out** and bringing to class the correct readings **for any given day.** Supplementary readings may occasionally be provided, and they are also required reading.

DESCRIPTION

This course is designed for Spanish minors and majors. Its purpose is to provide students with background to help them understand Latin America: its history, cultures, politics, art, etc. We will explore events and people of the past that have made Latin America what it is, as well as the challenges facing contemporary Latin American society. The course will be conducted in Spanish.

COURSE OBJECTIVES

Course goals

- provide students with a foundation in Latin American culture and history that will help them gain a more complete and complex world view
- lay the groundwork for future Spanish classes by helping students contextualize art and literature within social reality
- help train students in critical thinking, through analysis of texts and through oral and written presentation
- Develop skills for oral communication in Spanish

Expected student learning outcomes

- Students will come to understand better Latin America's place in world politics and world history
- Students will greater appreciate the contributions of Latin America to world movements of art and literature
- Students will be able to make more sense of literature and current events, due to a greater familiarity with and understanding of key figures and concepts
- Students will be better able to present intelligent ideas in an organized way
- Students will improve Spanish oral communication

INSTRUCTIONAL METHODS

This class will be conducted as a seminar, and as such, students can expect the class to consist mainly of reading and subsequent discussion. There will be an element of lecture, but the professor will act principally as facilitator of interaction. There will be a great deal of whole class interaction, as well as some small group interaction.

EVALUATION

To measure the expected learning outcomes, we will use the following resources:

A. Reading and Preparation

There are many (brief) readings for the semester. One of our main goals for the class is the development of critical thinking; you are expected to not only read the articles, but understand them. You don't have to agree with them, but you must think about them. Therefore, In addition to reading each article or selection, you are expected to **prepare** it: each day that there is a reading, you must bring with you 1) a written summary of the reading (about 3 sentences) and 2) at least three written discussion questions/comments about the readings that you can share with the class to spur conversation. These will be collected every day (at the beginning of class) and graded based on your understanding of the readings and the quality of the questions you raise. This preparation accounts for 15% of the final grade. (If you don't think you'll be able to remember your discussion questions, you may wish to make a copy for yourself to use in class that day).

B. Participation

You cannot learn from this class unless you have prepared for it by reading; conversely, you would not benefit as much from the readings alone as you will from the readings followed by a good discussion of them in class and the input of classmates. For that reason, participation is a highly valued aspect of your class performance and will be graded accordingly. Your summary and discussion questions will serve as a good start for questions and comments that you would like to raise in class. You will be assigned a weekly participation grade. Active participation includes: being in class (of course!), being prepared, paying attention, asking questions, contributing voluntary relevant comments, and responding politely to others in the class.

Participation will be evaluated weekly (See "PARTICIPATION GRADE CRITERIA" below). From 0-5 points will be awarded for each week. *Warning:* As participation figures as a large percentage in your evaluation, you might be surprised to see the damage that regularly receiving 3 points or 0 points will do to your final grade.

C. Presentation

Each student will give a presentation (approx. 10 min) on a subject chosen from a list of topics below. You will be given reading material to use in the preparation of your presentation; however, you can and probably should look up additional information. Please DO NOT just summarize the article I give you: imagine you are teaching a mini lesson on the subject. Feel free to be creative as well as informative. There will be a sign-up sheet so that students can choose the dates in advance. Please see "GENERAL PRESENTATION GUIDE" below for tips on presenting.

D. Quizzes

Infrequently, perhaps five times in the semester, we will have quizzes to bridge the gap between tests. These quizzes will normally be announced, though if it becomes evident that students are not preparing the readings adequately, a pop quiz is not out of the question.

E. Exams and Final Exam

There will be two written tests during the semester, as well as a cumulative final, each worth 15% of the final grade.

FINAL GRADE

Components of the Final Grade and weight by percentage

Reading and Preparation	20%
Participation	10%
Presentation	15%
Quizzes	10%
2 Exams and Final exam	15% ea

Grading scale

A+	97-100	C+	77-79	F	0-60
A	93-96	C	73-76		
A-	90-92	C-	70-72		
B+	87-89	D+	67-69		
B	83-86	D	63-66		
B-	80-82	D-	60-62		

COURSE POLICIES

Student responsibilities

- **Attendance.** Allowances will be made for a few reasonable and unavoidable absences, but unexcused absences will detract heavily from your grade. As dictated by the standard policy for all Spanish classes, beyond the first 2 absences, each additional unexcused absence will lower your *FINAL* course grade by 1.5% (and missing 14 hours of class or more will result in an automatic “F”). Therefore, if possible please let me know ahead of time if you will have to miss.

Number of Allowable Absences and Amount Grade is Lowered for Excessive Absences

total # of contact hours in semester	3 credit classes			5 credit classes	
		42 hrs			70 hrs
# of hrs must be present to pass (2/3 of semester)	28 hrs			47 hrs	
# of hrs absent that results in an F (1/3 of semester)	miss > 14 hrs			miss > 23 hrs	
How often class meets	1 day/wk	2 days/wk	3 days/wk	2 days/wk	4 days/wk
# of missed days allowed	1	2	3	2	4
% that final grade is lowered for each add. absence (-1% for ea. hour missed)	3%	1.5%	1%	2.5%	1% or 1.5%

- **Preparation.** This course requires thorough preparation of the assigned readings. Your main obligation in the course is to read and to come prepared for every class. You will have a reading or analysis assignment for every class period, and the extent of your preparation will be revealed daily in discussion and evaluation. The culmination of an interesting reading can be an engaging discussion with others, but lack of preparation sabotages this exchange and is therefore a disservice not only to yourself, but also to your classmates. Chronic under-preparation will not be tolerated: it will lead to a low final grade.
- **Participation** in class interaction is required. See Evaluation below.
- **Missed class.** If you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment, schedule change, etc.
- **Monitoring of course grade.** It is the student’s responsibility to keep track of grades received, in order to monitor progress over the course of the semester, and so be able to make changes in time to avoid receiving a low final grade. I recommend you plan to stop by my office regularly to check on your grades. This is also a good time to discuss any doubts you may have about course material.

Appropriate class behavior

- You are welcome to bring a drink or snack to class, as long as you clean up after yourself.
- Side conversations are not acceptable.
- Class time is to be used paying attention to me and your classmates. Please do not use it doing homework for either this class or another class.
- I expect you to be courteous to classmates and professor at all times.
- As a courtesy, you should sit up so your face is visible to others in the class
- Cell phones and other personal devices must be **turned off**, and there will be NO texting or answering phones in class. See “PARTICIPATION GRADE CRITERIA” below for dire consequences.
- students who arrive more than 10 minutes late *or who leave the room* for extended periods will be counted absent; see me if you know that you will frequently need to arrive late or leave early.

Students with disabilities.

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Student support services.

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at 474-6844.

Student code of conduct.

Please see <http://www.uaf.edu/catalog/current/academics/regs3.html> for UAF's strict policy against student cheating, and the penalties for violation, which include "a failing grade for the assignment and, ordinarily, for the course in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or expulsion."

IMPORTANT DATES

Last day to drop and get 100% refund of tuition and fees	Friday, Jan 28
Last day to drop so that course does not appear on academic record (50% refund of tuition)	Friday, Feb. 4
Spring Break (no classes)	Monday- Friday, March 14-18
Last day for student-initiated and faculty-initiated withdrawals (W grade appears on academic transcript)	Friday, March 28
UAF SpringFest (no classes)	Friday, April 29
Final Exam	3:15 - 5:15 p.m., Tuesday, May 10

GENERAL PRESENTATION GUIDE

While you are allowed great leeway in the presentation of your topic—in order for you to express yourself in the way you feel most comfortable and use your creativity—there are still a few guidelines that must be followed to ensure quality of presentations. Please think carefully about these points before preparing and presenting.

Does the presentation have a coherent main idea or focus? Please know what you are presenting on, and stick to that topic. It is very helpful if you know what you want to accomplish with the presentation: have a goal.

Is there a well thought-out and logical organization to the presentation in general? Unless you are a natural born entertainer—and perhaps even then—it is a very good idea to make an outline to follow during your presentation, so as to avoid rambling.

Is the presentation an explanation? Your job is not to simply look up a lot of boring facts and then reading off a superficial laundry list of ideas. Please do not tell us a lot of dates and other difficult-to-digest information, especially if the facts do not help us to understand some important point. Your goal should be to bring the class to a better understanding of some concept. Know what it is you want us to learn, and help us get there.

Does the student's treatment of the topic indicate that the student has *thought about the topic* and attempted to develop it in depth? That is, are all the ideas that are presented explored sufficiently? Please avoid superficiality.

Is the presentation given in a free conversational style, rather than READ VERBATIM? Unless you are a professional speaker, and you bring your own teleprompter, you **MAY NOT READ** your presentation! You may use bullet points or index cards, etc, as a prompter, but any report that is simply written and read will receive a very poor grade. It is deathly boring to listen to such a presentation; please do not subject your classmates to one!

Are slides or other visual/tactile aids used? It is a very good idea to supplement the aural part of the presentation with some artifact that helps with visualization and comprehension. One good way to make slides is to place one or several color photos on a sheet of paper and make a color photocopy onto a transparency, which can be shown on an overhead projector. An item can also be passed around the class, but **please do not pass around photos**, as it is very distracting, and many won't be able to see them till much later. Also, do not show **too many** photos, as instead of a supplement, they can be a distraction from the presentation.

Does the presenter try to involve the listeners in some way? It is vital that you keep the listeners' interest, and a good way to do that is to have some interactive component to your presentation that will involve your listeners.

Does the speaker care about what is being presented? I assume since you chose your own topic, it is something you are interested in. Please try to show an interest, or develop some aspect that IS interesting to you—if YOU are bored, we will DIE of boredom!

Presentation assignment and topics

Each student will give a presentation (approx. 10 min) on one of the topics below. Once you have chosen a topic, I will give you some material (articles), to use in the preparation of your presentation. However, you can and probably should look up additional information. Please **DO NOT** just summarize the article I give you: imagine you are teaching a mini lesson on the subject. Feel free to be creative as well as informative. The main thing you may not do is **READ** your presentation. (S) indicates that the articles are in Spanish.

- Inca sacrifice
- Mayan farming
- The Popol Vuh (The great mythological book of the ancient Maya)
- Mayan royal crypts
- Life in the Aztec empire
- How the Spanish defeated the Incas
- Liberation theology
- Women and inequality
- (S) Family in Latin America
- (S) Immigration within Latin America
- (S) Nutrition and obesity in Latin America
- (S) Gender identity in Latin America
- Latin American economy—neoliberalism
- Silvio Rodriguez and the *Nueva Trova* music
- Merengue music and dictatorship
- My sweet-orange tree (Novella about kids growing up in a poor family in Latin America)
- The failed state in Haiti
- Street children in Brazil

WEB RESOURCES

Maps

Map of **South America**

http://www.nationsonline.org/oneworld/map/south_america_map2.htm

Map of **Central America** and **Caribbean**

http://www.nationsonline.org/oneworld/map/central_america_map2.htm

These are both interactive—click on each country for zillions of links to things in that country (universities, organizations, government, etc). You can access them **both** from:

<http://www.nationsonline.org/oneworld/index.html>

Quiz yourself with an interactive map ID quiz (countries, cities, land features):

http://wps.prenhall.com/esm_rowntree_dag_3/32/8339/2134884.cw/content/index.html

News about Latin America in English

These are just a few good ones—there are many more—but you should find one that you like and check it regularly:

BBC

http://www.bbc.co.uk/news/world/latin_america/

CNN

<http://www.cnn.com/WORLD/>

WorldPress.org

<http://www.worldpress.org/americas.htm>

Newspapers from/about Latin America in Spanish

Get it straight from the horses mouth from these sources:

BBC

http://news.bbc.co.uk/hi/spanish/latin_america/

A page with links to **almost every newspaper in Latin America** (by country)

<http://www.worldpress.org/gateway.htm>

TENTATIVE COURSE CALENDAR

(This schedule may be adjusted to fit class needs)

WEEK 1

1/20 Introduction to course

WEEK 2

1/25 **General Intro.** "Latinoamérica: Mito y realidad"; **Quiz #1** (Map quiz)

1/27 **Maya.** "La Era Pre-colombina"; "Los maravillosos maya" (p 7-37)

WEEK 3

2/1 **Aztecs.** "Los Aztecas" (p 38-52)

2/3 **Aztecs and Conquest.** "La conquista y época colonial"; "Hernán Cortés"; video *The Aztec Empire*

WEEK 4

2/8 "Los conquistadores" (p 100-129)

2/10 **Presentations**

WEEK 5

2/15 video *The Incas Remembered*

2/17 **Incas.** "Los increíbles Inca" (p 133-197)

WEEK 6

2/22 **Incas and Conquest.** "La cruel conquista" (p 199-219); "Francisco Pizarro"; review

2/24 **EXAM 1**

WEEK 7

3/1 **Legacy of the Conquest.** "Lamento indio"; "Patrones de riqueza"; "Establecer..."; "La encomienda"

3/3 **Literature of the Legacy of Conquest.** "Los Ríos Profundos"

WEEK 8

3/8 **Independence.** "Simón Bolívar"; "José de San Martín"

3/10 **Presentations**

3/12-3/20 **SPRING BREAK – NO CLASSES**

WEEK 9

3/22 **Iberian Heritage.** " El Caudillo"; "Patronage vs. Clientelism"

3/24 "Progress" and "Underdevelopment". "Positivism and 'Progress'"; "Modernity Vies.."; "Civilización y Barbarie"; "El subdesarrollo"

WEEK 10

3/29 Generalizations about modern culture. "South America: An Imperfect Prism"; "Latin America as a Culture Region"; Blog: "The Negatives of Living In Latin America (In My Opinion)"

3/31 **Presentations**

WEEK 11

4/5 Dictatorship, Sugar, and the United Fruit Co. Pablo Neruda: "La United Fruit Co."

4/7 video documentary Father Roy, Inside the School of Assassins; Ernesto Cardenal: "Psalm 5"; review

WEEK 12

4/12 **EXAM 2**

4/14 video documentary Fidel

WEEK 13

4/19 Fidel Castro and the Cuban Revolution. "Fidel Castro"

4/21 The Dirty War. "Argentina's *Proceso*: Societal 'Reform' through Premeditated Terror"

WEEK 14

4/26 Luisa Valenzuela: "De noche soy tu caballo"

4/28 movie Cautiva (Excerpt)

WEEK 15

5/3 Venezuela and Hugo Chávez. "Hugo Chávez"

5/5 review

PARTICIPATION GRADE CRITERIA**Very Good: 5 points**

Arrives to class on time.

Comes to class prepared.

Participates in all discussions with enthusiasm and a positive attitude.

Contributes actively during whole class and small group discussions; asks and responds to questions to further conversation.

Initiates interactions and shares ideas, but doesn't overly dominate discussion; always listens attentively while others speak.

Frequently asks questions when something isn't clear.

Generally contributes to a positive atmosphere of learning in the classroom

Satisfactory: 4 points

Arrives to class on time.

Comes to class *mostly* prepared.

Participates in *most* discussions, *usually* with enthusiasm.

Contributes voluntarily during whole class activities.

Only rarely doesn't listen while others speak.

Sometimes asks questions when something isn't clear.

Unsatisfactory: 3 points

Arrives somewhat late (fewer than 5 minutes).

Comes to class semi-prepared.

Participation is often limited to answering instructor's questions.

Is usually an active listener while others talk.

Sometimes contributes actively during small group activities.

Does nothing to contribute to learning in the classroom.

Unacceptable: 0 points

Arrives quite late to class (10 minutes or more) or leaves early, or leaves the classroom for long periods of time to talk on cell phone, etc.

Comes to class unprepared.

Doesn't contribute to discussions*.

Doesn't listen while others talk.

Doesn't pay attention and/or distracts others.

Displays a negative attitude or otherwise disrespects the instructor or classmates.

Contributes to the creation of a negative atmosphere in the classroom.

Texts in class (Anyone caught texting in class will be "texted" a zero for that day.)

***Note: Merely showing up for class does not guarantee you will receive participation points. If you come but do not participate, you may receive 0 (zero) points.**

PARTICIPATION GRADE

Nombre: _____

Instructor: Prof. Wilson

WK	Self-score	Prof's revision	Professor's comments	absences to date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

*Please note that you are allowed 2 absences, after which your **final grade** (not participation grade) will lowered 1.5% for each additional unexcused absence.*