



Dr. William Keeth
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570-662-4605 or 570-662-4581
[Class Schedule](#)
[Office Hours](#)

Introduction to Latin American Cultures

Required material:

Texts:

Buffington, Robert, and Lila Caimari. *Keen's Latin American Civilization*. 9th ed. Westview P, 2008.
(Available on *Kindle* or *Sony Reader*)

Other Resources:

Notebook

Suggested Material:

Texts:

Williamson, Edwin. *The Penguin History of Latin America*. Penguin (Non-Classics), 1993.

Association, Modern Language. *MLA Style Manual and Guide to Scholarly Publishing, 3rd Edition*. 3rd ed.
Modern Language Association of America, 2008.

Overview of course:

This course exposes students to the major cultural transformations that have shaped the development of many of the Latin American civilizations from the pre-Columbian period to the present. During this course students will study the cultural transformations that form the backdrop of many of today's Latin America societies. They will read, reflect upon, and discuss a selection of texts in translation and videos that were either written in Spanish during a crucial moment of cultural transformation or that help recreate/understand such a moment. Course topics include Ancient Americas, the Conquest, the Colonial World, the creation of the Nation State, Globalization, and Intervention and Diaspora. Upon completion of this course, students will have achieved a better understanding of the cultural and historical roots common to many cultures in Latin America.

Student Learning Outcomes:

For most students this course will count towards fulfilling the General Education Program's Global Perspectives Option 2 requirement. After taking this course Students should expect to have acquired a better overall knowledge of Western Culture and its relationship to the non-Western cultures of Latin America and be able to better appreciate the cultural diversity of Latin America. Specific course-level Student Learning Outcomes are listed below along with their concomitant program and General Education SLOs below. **Only Spanish majors and minors who have opted to read additional readings in Spanish and write their research paper in Spanish will fulfill the SLO requirements listed in red.**

WLC 2520 Student Learning Outcomes (SLOs)	Concomitant SLOs	
	Program Level SLO	General Education
1. Memorize and make use of important chronologies, geographies, and terminology related to Latin American culture/s.	<p>Program Goal 3: Demonstrating Cultural Understanding:</p> <p>These course SLOs will increase a Spanish major or minor's understanding of the Content Area, specifically in terms of cultural practices, products, and history.</p>	Enhances a student's knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary.
2. Develop a basic diachronic framework for the four main Latin American cultural zones.		Provides students with the opportunity for oral communication.
3. Read and discuss a series of texts in translation that speak of individual and community experiences during key cultural moments that have shaped Latin American history.		Encourages active and participatory Learning. Allows students to begin to evaluate their own cultural perspectives and biases and describe the kinds of issues, opportunities, and challenges brought about by increasing globalization.
4. Think critically and imaginatively about a number of crucial cultural issues relevant to Latin American studies.		Allows students to analyze various components of culture, explain different cultural interactions and see how these interactions have shaped modern society.
5. Form questions of cultural discovery related to Latin America and develop a research paper based on one.	<p>Program Goal 4: Capstone Project</p> <p>The research paper in this course may be used to construct part of the Capstone portfolio.</p>	<p>Promotes inquiry based applications of analytical and critical thinking to events, issues, and problems outside of our classrooms.</p> <p>Requires students to read texts and write about them in at least 1500 words.</p>
6. Participate in periodic Spanish Discussion Hours	<p>Program Goal 1: Oral Development</p> <p>Conversation in Spanish during these discussion hours should help build a student's oral proficiency to the advanced-low level.</p>	None

System of Evaluation																																				
Standards of Measurement			Criteria and Weight		SLO Relationship																															
<table border="1"> <thead> <tr> <th>Performance Description</th> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Excellent</td> <td>A</td> <td>93 > 100 %</td> </tr> <tr> <td>A-</td> <td>90 > 92 %</td> </tr> <tr> <td rowspan="2">Good</td> <td>B+</td> <td>87 > 89 %</td> </tr> <tr> <td>B</td> <td>83 > 86 %</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>B-</td> <td>80 > 82 %</td> </tr> <tr> <td>C+</td> <td>77 > 79%</td> </tr> <tr> <td>C</td> <td>73 > 76 %</td> </tr> <tr> <td rowspan="3">Marginal</td> <td>C-</td> <td>70 > 72 %</td> </tr> <tr> <td>D+</td> <td>67 > 69 %</td> </tr> <tr> <td>D</td> <td>63 > 66 %</td> </tr> <tr> <td rowspan="2">Failing</td> <td>D-</td> <td>60 > 62 %</td> </tr> <tr> <td>F</td> <td>0 > 59 %</td> </tr> </tbody> </table>			Performance Description	Grade	Percentage	Excellent	A	93 > 100 %	A-	90 > 92 %	Good	B+	87 > 89 %	B	83 > 86 %	Satisfactory	B-	80 > 82 %	C+	77 > 79%	C	73 > 76 %	Marginal	C-	70 > 72 %	D+	67 > 69 %	D	63 > 66 %	Failing	D-	60 > 62 %	F	0 > 59 %	<p>Midterm 25%</p> <p>Research Paper</p> <p>Preliminary Bibliography 5%</p> <p>Annotated Bibliography 5%</p> <p>Final Draft 15%</p> <p>D2L Discussion 10%</p> <p>Class Participation</p> <p>Journal 5%</p> <p>Class Discussion/Attendance 10%</p> <p>Final Exam 25%</p> <p>Total 100%</p>	<p>SLO 1,2,3,4</p> <p>SLO 5</p> <p>SLO 4</p> <p>SLO1,2,3</p> <p>SLO 3</p> <p>SLO 1,2,3,4</p>
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Important Dates	
September 11 ^h , 2015—Journal 1	September 18 th , 2015—Preliminary Bibliography
October 2 nd , 2015—Journal 2	October 16 th , 2015— Journal 3

October 16 th , 2015– Midterm	October 30 th , 2015--Annotated Bibliography
November 10 th , 2015—Journal 4	November 23 rd , 2015—Rough Draft
December 4 th , 2015—Final Draft	December 7 th , 2015—Final Exam—1:00 PM

General Course Expectations:

Students should attend every class, prepare their homework assignments, and maintain a class journal (containing notes taken both in the classroom and during assigned readings, or research). Active class engagement will be one of our class priorities, so students should not only come prepared daily, but also expect to periodically work in groups and make informal in-class presentations.

Journal:

Journal entries will be kept daily and should reflect work done both during and after class. They should include academic, emotional, creative, and intellectual comments. In the journal, students should prepare comments and notes on the assigned readings, commentary and reflection that will be used later in class discussions or in preparation for an exam. Daily journal entries should summarize the notes that each student takes during class and while reading at home. The suggested format is the [Modified Cornell Method](#). Journals will be turned in four times (See “Important Dates” above).

Midterm and Final Exam:

Students MUST take the Midterm, and Final Exam on the day scheduled for examination. If a student is absent from the Midterm or Final Exam, then s/he will receive a zero (unless the student has made a **prior** arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority **no later than** the first class period after the excused absence). *The Midterm Exam and Final Exam will be comprehensive and accumulative in content.* The idea of “dropping of low exam or quiz scores” does NOT exist in this course nor does extra credit.

D2L Discussion Board:

Please, refer to Dr. Keeth’s Discussion Board in [D2L](#) for a description and example of the weekly Discussion Board entries that each student must turn in. Each weekly assignment is graded “Pass” or “Fail”, where “Pass” equals 1pt and “Fail” equals 0pts. For instance, in a ten week semester there would be ten points possible. At his discretion, the professor may assign extra points for exceptional entries.

Research paper:

The format of this 5-7-page document must follow MLA guidelines for research papers. This Research essay will be completed and evaluated in a staged process: (1) Thesis Statement and Preliminary bibliography, (2) Annotated Bibliography, (3) Rough Draft, and (4) Final Draft. Nevertheless, only three of these stages (1, 2, and 4) will count towards the Final Grade. Although students will receive a grade for the Rough Draft, it serves only as a “simulated” or “what if” grade, helping students revise and hone their research before the Final Draft. Throughout the research process, students are encouraged to make contact and consult with the professor during office hours. More detailed information regarding the research paper’s content, method of evaluation, and purpose will be presented in class.

Class Participation:

Regular and punctual class attendance is expected of every student. What is more, students need to come to class prepared (having read all assigned readings in advance of class), contribute to class discussions (which includes being a peer reading expert), and participate in group activities, debate, and discussion. In truth, class participation is more than listening attentively; it means active involvement.

In order for an absence to be considered “excused” a student must document any illness, serious mitigating circumstances, or official university representation. Any “unexcused” absence will result in a 15% reduction in the student’s final Participation grade at the end of the semester. Any partial absence (over 15 minutes) will count as ½ a day’s absence.

Students will receive participation scores throughout the semester from their peers, as well as the professor. The final participation grade will be determined according to this ratio: 60% professor, 40% peers.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. If a student has doubts about a form or degree of academic dishonesty, s/he should consult with the professor outside of class. Cheating can result in the failure of the course or the notification of the Office of the Provost. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

Copyright:

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression: software, music, books, magazines, journals, photographs, articles, etc. For more information on Copyright please consult the [Mansfield University Copyright Information website](#).

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The Mansfield University [HEA website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

Title IX and Protection of Minors Legislation:

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation under Title IX are when

incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. [Dia Carleton](#) serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence include: [Sexual Discrimination and Misconduct Policy](#), [Title IX Resources](#), [Sexual Misconduct Victims' Bill of Rights](#). Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age when the abuse allegedly occurred). *No exceptions* apply to this reporting obligation. Mansfield University's Protection of Minors policy is available [here](#).

The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade.* Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity

Students with Special Needs:

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the [Department of Academic and Human Development](#) (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.