



Dr. William Keeth
Belknap 207B
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570-662-4605 or 570-662-4581
[Class Schedule](#)
[Office Hours](#)

Fall 2017

Required material:

Texts:

Lane, Kris, and Matthew Restall. *The Riddle of Latin America*. Cengage Learning, 2012. Print. (Available on Kindle and Cengage Learning)

Other Resources:

Notebook

Suggested Material:

Texts:

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

Association, Modern Language. *MLA Handbook for Writers of Research Papers, 7th Edition*. 7 edition. New York: Modern Language Association, 2009. Print.

Overview of course:

This course exposes students to the major cultural transformations that have shaped the development of many of the Latin American civilizations. During this course we will study various cultural transformations from the pre-Columbian period to the present that have given rise to today's Latin American societies and their cultural identities. We will read and reflect upon *The Riddle of Latin America* and discuss a selection of texts in translation and videos in class that help amplify this reading. 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 should better understand the cultural and historical roots common to many cultures in Latin America.

Student Learning Outcomes:

For most students, this course will fulfill the General Education Program's Global Perspectives Option 2 requirement (see General Education Student Learning Outcomes and Global Option 2 Student Learning Outcomes below). Upon completion of the course, students should have acquired an 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 WLC program and General Education SLOs. Students interested in the World Languages and Cultures majors and minors can opt to read supplementary material in Spanish and write their research paper in Spanish. By doing this they can fulfill the WLC Program SLO requirements listed in red.

WLC 2520 Student Learning Outcomes (SLOs)	Concomitant SLOs	
	WLC Program SLOs	General Education SLOs (Global Option 2 SLOs listed in blue)
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 <i>The Riddle of Latin America</i> , as well as 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> <p>As a comparative essay, it helps students describe and begin to evaluate foreign cultural perspectives and evaluate/compare their own (recognize similarities, differences, and biases).</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		Course 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 %	Midterm	25%	SLO 1,2,3,4
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			Research Paper		SLO 5																																
			Preliminary Bibliography	5%																																	
			Annotated Bibliography	5%																																	
			Final Draft	15%																																	
			D2L Discussion	10%	SLO 4																																
			Class Participation																																		
			Journal	5%	SLO1,2,3																																
			Class Discussion/Attendance	10%	SLO 3																																
			Final Exam	25%	SLO 1,2,3,4																																
			Total	100%																																	

Important Dates	
September 15 th , 2017—Journal 1	September 22 nd , 2017—Preliminary Bibliography
October 6 th , 2017—Journal 2	October 6 th , 2017—Midterm
October 20 th , 2017—Annotated Bibliography	October 27 th , 2017—Journal 3
November 17 th , 2017—Journal 4	November 20 th , 2017—Rough Draft
December 8 th , 2017—Final Draft	December 13 th , 2017 at 8:00 AM —Final Exam

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 the date they were taken and contain academic, emotional, creative, and intellectual commentary. In the journal, students should prepare comments and notes on the assigned reading/s, 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:

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. 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).

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:

Each student will choose a cultural phenomenon in Latin America to study and write a comparative research essay about. 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. The format of this 5-7-page document must follow MLA guidelines for research papers. 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 Discussion/Participation:

This course's format is that of a small group of students who meet and discuss the assigned reading/s and/or critical thinking tasks. Thus, it prizes a fluid exchange of ideas. The ultimate success of this course depends on the entire group's degree of cohesion and constructive participation. For this reason, each student is expected to complete all the assigned readings before each class meeting and become involved as an active participant in discussion. Students are encouraged to bring questions to class about the readings, assignments, or research. 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.

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.

Academic Integrity:

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#) and the Academic Dishonesty Form may be accessed here or from the [Academic Affairs website](#).)

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. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. 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. This [MU website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

Title IX and Protection of Minors Legislation: Reporting Obligations

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 comply with Title IX of the Educational Amendments of 1972 and guidelines 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 incidents of sexual violence that a student communicates during classroom discussion, in a writing assignment, or as part of a research project. [Kacy Hagan](#) 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 can be found in the [MU Sexual Discrimination and Misconduct Policy](#), the [Title IX Resources](#) webpage, and the [Sexual Misconduct Victims' Bill of Rights](#).

Protection of Minors Requirements:

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, under 18 years of age when the abuse allegedly occurred, to [Kacy Hagan](#), according to the university's [Protection of Minors Policy](#). No exceptions apply to this reporting obligation.

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 Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.