



WLC 2520

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[Class Schedule](#)  
[Office Hours](#)

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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	NCATE
1. Memorize and make use of important chronologies, geographies, and terminology related to Latin American culture/s.	<p><b>Program Goal 3:</b> <b>Demonstrating Cultural Understanding:</b></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.	(ACTFL Standard 2.a)
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.	
4. Think critically and imaginatively about a number of crucial cultural issues relevant to Latin American studies.		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.	
5. Form questions of cultural discovery related to Latin America and develop a research paper based on one.	<p><b>Program Goal 4:</b> <b>Capstone Project</b></p> <p>The research paper in this course may be used to construct part of the Capstone portfolio.</p>	Allows students to analyze various components of culture, explain different cultural interactions and see how these interactions have shaped modern society.	(ACTFL Standard 2.a)
6. Participate in periodic Spanish Discussion Hours	<p><b>Program Goal 1: Oral Development</b></p> <p>Conversation in Spanish during these discussion hours should help build a student's oral proficiency to the advanced-low level.</p>	None	(ACTFL 1.A)

System of Evaluation					
Standards of Measurement			Criteria and Weight	SLO Relationship	
Performance Description	Grade	Percentage	Midterm	25%	SLO 1,2,3,4
	Excellent	A	93 > 100 %		
Good	A-	90 > 92 %	Research Paper		SLO 5
	B+	87 > 89 %	Preliminary Bibliography	5%	
Satisfactory	B	83 > 86 %	Annotated Bibliography	5%	
	B-	80 > 82 %	Final Draft	15%	
Marginal	C+	77 > 79%	D2L Discussion	10%	SLO 4
	C	73 > 76 %	Class Participation		
Failing	C-	70 > 72 %	Journal	5%	SLO1,2,3
	D+	67 > 69 %	Class Discussion/Attendance	10%	SLO 3
	D	63 > 66 %	Final Exam	25%	SLO 1,2,3,4
	D-	60 > 62 %			
	F	0 > 59 %	<b>Total</b>	<b>100%</b>	

Important Dates	
February 7 <sup>th</sup> , 2014—Journal 1	February 21 <sup>st</sup> , 2014—Preliminary Bibliography
February 28 <sup>th</sup> , 2014—Journal 2	March 14 <sup>th</sup> , 2014— Journal 3
March 14 <sup>th</sup> , 2014— Midterm	March 28 <sup>th</sup> , 2014--Annotated Bibliography
April 11 <sup>th</sup> , 2014—Journal 4	April 18 <sup>th</sup> , 2014—First Draft
May 2 <sup>nd</sup> , 2014—Journal 5	May 5 <sup>th</sup> , 2014—Final Draft
May 7 <sup>th</sup> —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 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 periodically.

#### 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 (Preliminary bibliography, Annotated Bibliography, Final Draft, and Oral presentation). More detailed information regarding its content, method of evaluation, and purpose will be presented in class.

#### Class Participation:

Regular and punctual class attendance is expected. 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.

Class participation to be evaluated in accordance with the [General Guidelines for Class Participation](#) and in accordance with the system of [Peer Scoring of Class Participation](#). Students will receive participation scores from their peers as well as the professor (60% professor, 40% peers). Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day.

#### Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

#### 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.