



WLC 2520

Introduction to Latin American Cultures - Fall 2019

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

Required material:

Texts:

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

Other Resources:

Notebook (Suggested format: [Cornell Note Taking Method](#). May be kept in [PDF](#) or [Word](#) format)

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 Spanish major or minor 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 Objectives	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
			Midterm	25%	SLO 1,2,3,4
			Research Paper		SLO 5
			Preliminary Bibliography	5%	
			Annotated Bibliography	5%	
			Rough Draft	0%	
			Final Draft	15%	
			D2L Discussion	10%	SLO 4
			Class Participation		SLO1,2,3
			Journal	5%	SLO 3
			Class Discussion/Attendance	10%	SLO 1,2,3,4
			Final Exam	25%	
			Total	100%	

Important Dates	
September 13 th —Journal 1	September 27 th —Preliminary Bibliography
October 4 th —Journal 2	October 4 th —Midterm
November 1 st —Journal 3	November 1 st —Annotated Bibliography
November 22 nd —Rough Draft	November 22 nd —Journal 4
December 9 th —Final Draft	December 13 th at 1:00 PM—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. Regular and punctual class attendance is expected.

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.

Documented excuses because of illness, serious mitigating circumstances, official military service, or official university representation will be accepted and students will be permitted to make up all graded course components without a penalty. This work must be completed in a reasonable and timely manner, one agreed upon by the professor and student. Students must provide documentation before absences can be excused.

Any "unexcused" absence will result in a 15% reduction in the student's final Participation grade at the end of the semester and the loss of any graded course component due during the absence. Any partial absence (over 15 minutes) will count as ½ a day's absence or a 7.5% loss.

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. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf> 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:
<http://mansfield.libguides.com/copyright> .

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (HEOA) was enacted in 2008 and reauthorized the amended Higher Education Act of 1965. HEOA requires postsecondary educational institutions to distribute or make publicly available a broad range of information collectively known as Student Consumer Information. Topics covered under HEOA include student financial aid, campus health and safety, student outcomes, as well as general institutional information. Mansfield's Student Consumer Information website is located at this link: <http://mansfield.edu/HEA/>.

Title IX and Protection of Minors Legislation: Reporting Obligations

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. Frank Crofchick (570-662-4342, fcrofchi@mansfield.edu) 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 is set forth at: <http://www.mansfield.edu/title-ix/upload/Title-IX-Policy-FINAL-7-2016.pdf>; <http://www.mansfield.edu/title-ix/resources.cfm> (Title IX Resources), and <http://www.mansfield.edu/title-ix/bill-of-rights.cfm> (Sexual Misconduct Victims' Bill of Rights) Reports of Title IX matters should be directed to titleix@mansfield.edu.

Protection of Minors Requirements:

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, to Kristina Wood (570-389-4414) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/protection-of-minors.cfm>.

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, mental health diagnoses, or other significant medical conditions whose learning or participation may be affected in this course, should meet with the Coordinator of Services for Students with Disabilities (SSD Coordinator) in the Office of Services for Students with Disabilities located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) for a review of qualification for reasonable accommodations. It is recommended that students contact the SSD Coordinator during the first two weeks of classes or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the Coordinator will arrange to provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the Office of Services for Students with Disabilities to renew accommodation letters at the start of each semester.