TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: Foreign Languages
Prepared by: T. Wilson
Email: ftdw@uaf.edu

College/School: CLA
Phone: 474-7128
Faculty Contact: Tim Wilson

See http://www.uaf.edu/uafgov/faculty/cd/cdmn.html for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):
Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION:
Dept: SPAN
Course #: 221
No. of Credits: 3

Justify upper/lower division status & number of credits:
The contact hours indicate that this should be a 3 credit course. The 200-level seems the logical place for it: the 100- and 200-levels are devoted to language learning. By the 300- and 400-level students are taking content-based courses in the target language and they need to have a solid knowledge base in the history and cultures of the Spanish-speaking world. The amount of reading and preparation as well as the academic content justifies a 200-level designator. We would like Spanish minors and majors to take this course in conjunction with their language courses so that they are better prepared for the upper-division courses.

3. PROPOSED COURSE TITLE:
Cultures & Civilizations of Latin America

4. CROSS LISTED?
YES/NO
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED?
YES/NO

6. FREQUENCY OF OFFERING:
alternate springs (odd years)
(Every or Alternate) Fall, Spring, Summer – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)
Spring 2011

8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.
COURSE FORMAT: (check one)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)
Mode of delivery (specify lecture, field trips, labs, etc)

lecture
9. CONTACT HOURS PER WEEK:

- **3 LECTURE hours/week**
- **XXX LAB hours/week**
- **XXX PRACTICUM hours/week**

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uaafaculty/cd/credits.html](http://www.uaf.edu/uaafaculty/cd/credits.html) for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

This course is 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. (3+0) Offered alternate Spring.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

- **H = Humanities**
- **N = Natural Science**
- **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, Format 6**
- **W = Writing Intensive, Format 7**
- **Natural Science, Format 8**

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

- **YES**
- **NO**

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

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?

- **CREDITS**

13. GRADING SYSTEM:

- **LETTER: X**
- **PASS/FAIL: **

14. PREREQUISITES

- **none**

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

- **none**

16. PROPOSED COURSE FEES

- **$ none**

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? **Yes/No**
17. PREVIOUS HISTORY
Has the course been offered as special topics or trial course previously? Yes/No
If yes, give semester, year, course #, etc.:

Offered as a trial course Spring 2008.

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

None. The course has already been assigned to the faculty member teaching it and is part of his workload.

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (ffkij@uaf.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 | Yes | x

This course will use the same resources as other courses focused on Latin America (Spanish 431 and 432) and requires no additional resources.

20. 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)

No one will be affected outside of the Spanish program in the Department of Foreign Languages.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

We hope for positive impacts on other Spanish courses- the students will be gaining important background knowledge that will help them succeed in 400-level Spanish courses. There should be no impact on other courses, programs, or departments.

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. Use as much space as needed to fully justify the proposed course.

Spanish classes cover grammar in the 100- and 200- levels. At the 300-, and particularly the 400-level, students are engaged in content-driven courses in literature, film, and cultural topics. We have found that students need a stronger background in the cultures that they are expected to discuss in the 400-level. It is not feasible to provide this much cultural information in the lower level courses, because of the amount of time that must be devoted to grammatical issues, and due to the students' relatively low language abilities. By offering the course in English at the 200-level, we will be able to provide appropriate academic content in culture to prepare students before they embark on the senior-level classes. This course will alternate spring offerings with Cultures and Civilizations of Latin America, also being proposed as a new course. We are seeking to increase the number and variety of course offerings in Spanish to accommodate our growing number of majors and minors and to enable them to graduate in four years.
APPROVALS:

Signature, Chair, Program/Department of: Foreign Languages
Date 10-9-08

Signature, Chair, College/School Curriculum Council for: College of Liberal Arts
Date 11-19-08

Signature, Dean, College/School of: CLA
Date 11-20-08

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee
Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of:
Date

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

Signature, Dean, College/School of:
Date
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department and campus wide 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 change will 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 Student Learning Outcomes (more specific)

6. 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.).

7. 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.

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

9. 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.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or
       regional) appropriate for the course.

11. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities
Act (ADA), and insures that UAF students have equal access to the campus and
course materials.
    - State that you will work with the Office of Disabilities Services (203
      WHIT, 474-7043) to provide reasonable accommodation to students with
disabilities.”
SPANISH 221: Hispanic Cultures & Civilizations: Latin America

Class time and place: MWF 1-2 pm

Instructor: Timothy Wilson
Office: 612A Gruening
Office hours: by appt.

Prerequisites: none

Email: fftdw@uaf.edu
Phone: 474-7128

COURSE MATERIALS

Our main texts for the class will be:

  ISBN-10: 0073404063 Available at UAF bookstore
  Available at Gulliver's Books
- a virtual coursepack that can be found online at http://eres.uaf.edu/course/index.asp or by following
  the links through the library's main website. It is required reading. You are responsible for printing
  out and bringing to class the correct readings for any given day.
- Supplementary readings will occasionally be provided, and they are also required reading.

DESCRIPTION

This course is designed for students of the Spanish language and others interested in Latin American culture. Its purpose is to provide students with background to help them understand the Latin world: its geography, history, religions, 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.

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
- encourage students in good habits as consumers of media; how to stay abreast of current events

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 gain the habit of reading world news
Students with disabilities.

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (203 Whitaker Building, 474-7043). 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 474-2644.

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.”

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, and 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. Current Events

Each student will monitor current events in the news from Latin America, using one or more of the many websites I list below in this syllabus. Nearly every day, we will start out class with 5-10 minutes of informal discussion of what you have seen in the news. Not every student is expected to comment every day, but you are responsible for making regular contributions to the classroom conversation (at least once a week)
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. Presentation
Each student will give one or more organized presentations. More details will be given at a later date, but you will choose from a list of topics I provide. There will also be a sign-up sheet so that students can choose the dates in advance. Please see "GENERAL PRESENTATION GUIDE" below for tips on presenting.

F. 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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading and Preparation</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Current events</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>2 Exams and Final exam</td>
<td>15% ea</td>
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Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>D-</td>
<td>60-62</td>
</tr>
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<td>F</td>
<td>0-60</td>
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</tbody>
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TENTATIVE COURSE CALENDAR
(This schedule may be adjusted to fit class needs)

WEEK 1
1/25 Introduction to course

WEEK 2
Pre-Colombian Civilizations
1/28 video The Lost Kingdom of the Maya (no reading)
1/30 video The Incas Remembered (no reading)
2/1 Quiz #1 (Map quiz); "Pre-Columbian Era"; "Popol vuh"

WEEK 3
Conquest and the Colonial Era
2/4 "Conquest and the Colonial Era"; "Francisco Pizarro"; "Hernán Cortés"; "The Encounter"; "A negative impact..."; "Indian lamentations";
2/6 video Aztecs (no reading)
2/8 "Patterns for wealth"; "Establishing..."; "A grant of encomienda"; "A petition to the king..."; "Misguided development"
WEEK 4
Heavily Indigenous Countries Today
2/11 Latin America GS 3-6; GS 7-15 (Mexico); GS 182-3 “Conservative wins in Mexico in Final Tally”
2/13 GS 98-103 (Perú); GS 213-14 “Andean Indian, Mixed-Race Culture Blossoms” (Perú); GS 65-8 (Bolivia); GS 200-201 “No Left Turn” (Bolivia)
2/15 “Culture through literature”; “The stone and the cross” Fun Food Friday

WEEK 5
Independence and Nation-building
2/18 “Independence and Beyond”; “Simón Bolívar”; “José de San Martín”; “Patterns for Power”; “Bolívar’s Political Prescriptions”; “The Congress of Angostura”
Cult of the Caudillo
The Struggle for Identity
2/22 GS 52-9 (South America); “Modernity Vies...”; “Civilization v. Barbarism”; GS 83-7 (Colombia)

WEEK 6
2/25 “Latin Americans Define Themselves”; “Salvation through Originality”; “The Quest for Economic Development”; “The Historical Causes...”
2/27 EXAM 1
2/29 Presentation 1 (articles on Maya, Aztecs, Incas); Fun Food Friday

WEEK 7
20th Century Dictatorships & Revolutions
3/3 “20th Century Dictators, Democracies and Revolutions”; GS 16-21 (Central America); GS 34-8 (Guatemala)
3/5 GS 39-42 (Honduras); “The United Fruit Co.” Pablo Neruda (in Literature section)
3/7 video documentary Father Roy, Inside the School of Assassins

3/10 SPRING BREAK – NO CLASSES (Start reading Time of the Butterflies?)
3/12 SPRING BREAK – NO CLASSES
3/14 SPRING BREAK – NO CLASSES

WEEK 8
3/17 movie Men With Guns (Start reading Time of the Butterflies!)
3/19 movie Men With Guns
3/21 GS 29-33 (El Salvador); “Religion and the Church: Historical and Contemporary Issues” (in Central America section); Liberation Theology (excerpt) (in Central America section)

WEEK 9
3/24 GS 116-22 (The Caribbean); GS 140-42 (Dominican Republic); novel: Time of the Butterflies chapters 1-4
3/26 novel: Time of the Butterflies chapters 5-7
3/28 song: “Visa para un sueño” Juan Luis Guerra (in Central America section); Fun Food Friday

WEEK 10
3/31 novel: Time of the Butterflies chapters 8-11
4/2 Presentation 2 (Time of the Butterflies)
4/4 EXAM 2
WEEK 11
Nicaragua & Panama
4/7  GS 43-7 (Nicaragua); "The Revolutionary Option" (In 20th Century section); "A Theory of the Natural History of Revolution" (In 20th Century section); "The Nicaraguan Revolution" (In 20th Century...); "Sandino to Sandinistas..." (In 20th Century...); "Psalm 5" Ernesto Cardenal (in Literature section)
4/9  GS 48-51 (Panama); video documentary The Panama Deception
4/11 video documentary The Panama Deception; GS 198-9 "Super-sizing the Canal"

WEEK 12
Cuba
4/14 "The Export Economy: A Sugar Plantation in Cuba" (In 20th Century...); "Fidel Castro" (In 20th Century...); "What Do They Mean?" (In 20th Century...); GS 132-6 (Cuba)
4/16 video documentary Fidel; "Causes of the Cuban Revolution" (In 20th Century...)
4/18 "The Twenty-Fifth Anniversary of the Cuban Revolution" (In 20th Century...); "A Failed Revolution" (In 20th Century...); GS 221-2 "They Can't believe They're Still in Cuba"; song: "Playa Girón" Silvio Rodríguez (In 20th Century...); OPTIONAL SUGGESTED: "How does one describe Silvio's music?" (In 20th Century...)

WEEK 13
Southern Cone
4/21 GS 78-82 (Chile); GS 60-4 (Argentina); GS 107-109 (Uruguay)
4/23 movie Caution (Excerpt)
4/25 "I'm Your Horse in the Night" Luisa Valenzuela (in Literature section); GS 210-11 "A Leader Making Peace with Chile's Past" Fun Food Friday

WEEK 14
Brazil
4/28 GS 69-77 (Brazil); GS 202-4 "Lula's Leap"
4/30 "A Lingering Legacy/ The Burden of the Brazilian Child" (in Regional Articles section); "Making Our Own History" (in Regional Articles section)
5/2 My sweet-orange tree (excerpt) José Mauro de Vasconcelos (in Addendum 1)

WEEK 15
5/5 Presentation 3 (Choose between these topics: Agriculture & Environment, Inequality, Crime, or Democracy)

ADDITIONAL IMPORTANT DATES

Last day to drop and get 100% refund of tuition and fees  Friday, Feb. 1
Last day to drop so that course does not appear on academic record (50% refund of tuition)  Friday, Feb. 8
Spring Break (no classes)  Monday- Friday, March 10-14
Last day for student-initiated and faculty-initiated withdrawals  Friday, March 28
(W grade appears on academic transcript)
UAF SpringFest (no classes)  Friday, April 18
Final Exam  1-3 p.m., Friday, May 9
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 you 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!
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):

News about Latin America in English
These are just a few good ones—there are many more, and you should find or that you like and check it regularly:

WorldPress.org
http://www.worldpress.org/americas.htm

BBC
http://news.bbc.co.uk/2/hi/americas/

CNN
http://www.cnn.com/WORLD/

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
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.

*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

Please note that you are allowed 4 absences, after which your final grade (not participation grade) will lowered 4% for each additional unexcused absence.

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<tr>
<th>WK</th>
<th>Self-score</th>
<th>Prof's revision</th>
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