

Syllabus submission for “The Latin American Experience” Central Michigan University’s introductory Latin American History Class.

By: Jonathan Truitt, Associate Professor of Latin American History

Explanation:

Tired of trying to get my students to read their syllabus, I instead turned it into an “escape room” activity. In an escape room you have a limited amount of time to try and “break out.” For this scenario there are a series of boxes with locks on them that the students need to open in a 45 minute time period. As this is not a traditional syllabus I provide the instructions I have shared with colleagues who have modified it for their classes. The letter just prior to the syllabus is part of what the students receive at the start of the semester (please note that everything in red is removed from the student version). Following the syllabus I provide some of the clues the students need to figure out. The plagiarized paper by “Joe Wikipedia” uses invisible ink so it does not transfer well in digital format, but I provided it so you can see the paper the students go through to figure out the cipher clue.

Instructions:

Ideal class size for two groups is 24, but it has been used in a class of 35. If you can split it into a third group do so, but my classrooms are not conducive to that.

Divide your classroom into two groups. You will need two kits that include the materials below. The students have 45-minutes to get all of the locks off the boxes to get the clues to open the Cryptix. Each group has Hints they can use, but only if the whole group agrees to use them. NOTE: IF THEY DON’T ASK FOR A HINT, DON’T GIVE THEM ONE. This is a very hard skill to develop. Part of the process is letting them struggle through the hints and clues and try things. And they need to learn to work together and ask for help.

Materials Needed:

The links provided below are examples. Any lock of that type should work fine. The exceptions are the letter locks which are limited to being able to spell certain words. If you change the letter locks you may need to change the answers to the clues which is fine, just be prepared to make that change.

- a. 1 Box with a clasp that you can lock shut with a normal size lock (not a smaller luggage lock).
- b. 2 Hint cards. You can create these by writing HINT on two note cards. The students are allowed to ask for two hints.
- c. 1 Hasp https://smile.amazon.com/Brady-Steel-Lockout-Inside-Diameter/dp/B003ZHUU8M/ref=sr_1_1?ie=UTF8&qid=1499350941&sr=8-1-spons&keywords=hasp&psc=1
- d. 1 Cryptix https://smile.amazon.com/Puzzle-Pod-Cryptex-Brain-Teaser/dp/B009RROA26/ref=sr_1_1?ie=UTF8&qid=1499350914&sr=8-1&keywords=cryptex+piggy+bank
- e. 2 4-digit combo locks https://smile.amazon.com/Combination-Padlock-Employee-Outdoor-Storage/dp/B06XQPFNHD/ref=sr_1_1?ie=UTF8&qid=1499350970&sr=8-1&keywords=4-digit+combo+lock
- f. 1 key lock https://smile.amazon.com/Master-Lock-141D-Aluminum-Padlock/dp/B00004Y8C6/ref=sr_1_1?ie=UTF8&qid=1499351003&sr=8-1&keywords=key+lock

- g. 1 5 letter lock https://smile.amazon.com/Kingo-Combination-Password-Security-Padlock/dp/B01LL21P0Y/ref=sr_1_1?ie=UTF8&qid=1499351031&sr=8-1-spons&keywords=5-letter+lock&psc=1
- h. 1 4 letter lock https://smile.amazon.com/Master-Lock-1535DWD-Vertical-Resettable/dp/B009JTW84Y/ref=sr_1_2?ie=UTF8&qid=1499351063&sr=8-2&keywords=4-letter+lock
- i. 1 directional lock https://smile.amazon.com/Master-Lock-1500iD-Combination-Assorted/dp/B002TSN4SQ/ref=sr_1_1?ie=UTF8&qid=1499351112&sr=8-1&keywords=directional+lock **Follow the instructions on setting this one exactly!** Otherwise it is very easy to screw up.
- j. 1 3-digit lock https://smile.amazon.com/Accepted-Combination-Indicator-Construction-Friendly/dp/B015YAPTOG/ref=sr_1_1?ie=UTF8&qid=1499351225&sr=8-1-spons&keywords=3-digit+lock&psc=1
- k. 1 letter/number lock https://smile.amazon.com/Master-Lock-1534D-Password-Combination/dp/B00BFUKTVE/ref=sr_1_1?ie=UTF8&qid=1499351063&sr=8-1&keywords=4-letter+lock
- l. 1 date lock https://smile.amazon.com/Design-Birthday-Date-Lock-Black/dp/B00KISQVCA/ref=sr_1_1?ie=UTF8&qid=1499351311&sr=8-1&keywords=date+lock

Dear Class:

Welcome to your first day of the Latin American Experience. If you have any familiarity with my teaching, through a previous class or conversations with friends, you have heard that I do things a bit differently. This is true. In my class I use games to teach. Over the course of this semester we are going to play a number of games to teach you about aspects of Latin American History. But today, the day that I am supposed to introduce you to the class and hand out the syllabus. I am instead going to let you read this message and smile at you awkwardly. You are, at this very moment in what is known as an “Escape Room.” This scenario is focused on your syllabus for this class. Why? Because the syllabus is an incredibly important document that your faculty members spend an inordinate amount of time constructing. We spend a lot of time on it so that it can provide you with information about due dates, assignment expectations, absence policies and the like. Suffice to say if you have questions about the class the syllabus is where you should start. Beyond this note (which you should read in its entirety – especially the recommendations for a successful classroom experience) it is also where you should start for this scenario.

As you look around the classroom there is a line that runs down the middle of the room. 16 of you need to be on one side of that line and 17 on the other. On the projector, there is a 45-minute timer. When it starts you have 45 minutes to go through the clues on each side of the room in groups. Solving the clues will give you combinations to the locks on the boxes. In each of the boxes is a final clue that will help you open the Cryptix that is sitting at the front of the classroom. Get the Cryptix open and you win the game. While you are in teams, you can only succeed if both teams open their boxes.

A couple of things to note before you get started:

1. There are a couple of items scattered around each half of the room that will help you solve some of the puzzles. Some of the items are distractions.
2. There are two hint cards on each side of the room that you as a group can decide to use. But everyone in the group has to be in agreement before you turn them in.
3. You cannot cross the line. If you do, you will fall into a boiling pit of lava and will be removed from the game (yes I have small children and play playground games like this with them).
4. Have fun and get to know your colleagues.
5. There is a prize in the Cryptix. If you successfully open it you will get the prize, if not it will wait for another day.
6. When we are finished, we will discuss the syllabus and I can answer any questions about it you might have.

Recommendations for a Successful Classroom (and College) Experience (provided by some old moron who thinks he knows something):

1. Meet the people next to you. Seriously. Put your phones away and turn to the students on your left and right and front and back and say hi. Introduce yourself. You will be spending the rest of the semester with these people and when you miss a class they will be the people you need to talk to for notes. Saying you don't have anyone to get notes from in a class is often hilarious to a professor when they are looking at the stacks upon stacks of grading they have from all of the individuals in a class. By simply talking to the people next to you, you have the power to profoundly shape the feel of a class and make it a place that everyone is excited to be.
2. Read the syllabus. After reading the syllabus, the first thing you should do is get an academic planner, or some other calendar, and mark it up with the syllabi that you receive from all your professors (color code if possible). Be sure to place both important due dates and reminders of those impending due dates at least a week ahead of time. – Answer: 2730(Fall)/1324(Spring)

3. Realize that every day in a class is important. Don't ask a professor if it is or isn't, just know that it is. Strictly speaking professors don't spend a lot of time preparing for a class that isn't, in their minds at least, important. That would be a waste of time. That said, most faculty have attendance policies. Familiarize yourself with that policy.
4. Third, faculty have policies on honorable conduct. Learn what it is and follow it! These policies are not just about cheating, they often include information on whether or not you can have phone, computer, or other devices in your classroom. – **Place a cell phone in the room (one you don't care about) place a big piece of tape across it. One the tape write "No Phones" in visible ink. In invisible ink write the combination for the lock 2668.**
5. Speaking of cheating, don't do it. If you have procrastinated to the point of not writing a paper, forgot about the paper, or failed to study for a test don't cheat. Do the best you can with what you know, talk to the professor, or take the zero (it is better than a permanent scar on your academic record). Many students think that plagiarism is simply copying, but it is more than that – it is also a failure to give credit to the sources you are using. Read the paragraph on plagiarism in the syllabus and become familiar with what it is. **Cipher – "For key tell prof don't plagiarize." Then hand them the key.**
6. Take risks. Don't jump off a cliff. Rather, try things you don't think you are good at. Stand up in class if you are uncomfortable in front of an audience. Sit in silence and listen to your colleagues through an entire class period if you always have an answer (let the professor know if this is your intention so they don't worry). Don't let fear of failure limit your learning and growth!
7. Read the assignments and don't forget to **STUDY!** Do so on your own and with friends (see statement one above). Know when the assignments are coming and what they are and prepare yourself (see statement two above). **STUDY is word lock answer. Map of Latin America tied into directional lock Combo Down, Up, Up, Right, Right**
8. When you find yourself in a class that you aren't particularly interested in try to find something about the topic to interest you. If you find you can't, make a game or a puzzle out of it. This is a skill that will help you in life. **Ties into crossword puzzle. At bottom of crossword write PDF with lines under them. After completion of the crossword they should count the Ps, Ds, and Fs which will give them the three-digit locks (combo: 311).**
9. When you look at a class and consider your future employment it is important to realize that though the content may not seem to tie into your plans, the skills you are learning (writing, speaking, critical thinking, and so many others) will help you go far. Focus on improving them every chance you get.
10. Go meet with your professors during their office hours. They like what they do and love meeting students!

Good luck! You have a great future in front of you!

Sincerely, Old Professor.

Additional Locks:

Letter/Number – TXT50 This is tied into the Class Points as Currency each letter and number is underlined.

4Letter Lock – RISK this is tied into Audacity and Participation. 1 R is bold, 2 Is are bold, 3 Ss are bold, and 4 Ks are bold in the section. The number of letters will help the students place them in order to spell RISK

Date Lock – Set to Final Exam Date.

Cryptix Answer: Lat Am (place half of answer in box on one side of room and half in box on the other side).

In Cryptix place the following letter (or some other prize)

Place the note below in the Cryptix, or some other prize.

Prize:

Dear Class,

Well done! You have unlocked the syllabus and demonstrated that as a class you can come together and work as a team. For your prize you will get to determine the structure of the final exam. Your choices are:

1. Greenbook Essay Exam.
2. Take-home paper essay exam.
3. Alternative format exam
4. One of the above, choice of individual student.

We will discuss the criteria required for each one and you will receive the questions that need to be answered ahead of time. When you receive the question you, as a class, can help shape it from there.

Well done on your first task for the semester!

History 163
The Latin American Experience
TTR 9:30-10:45
Powers 134



Professor: Dr. Jonathan Truitt
Office Hours: M: 2:00-4:00,
TH: 3:30-4:30, and
by appointment
Email: truit1jg@cmich.edu
Office Phone: 774-2668
Office: Powers 157

Course Description and Objectives

This course introduces students to a broad overview of Latin American History from European contact to the present. Our content will be as varied

as the interests you, the students, have. Some themes, however, will be related to political, economic, religious, social and cultural topics. The first third of the semester will focus on colonial expansion in Latin America. While the latter portion, starting with independence, will be organized in a more thematic trend with an emphasis on the Mexican Revolution and immigration. Due to the size and diversity of the geographical area and time period being discussed, this course will not cover every country and theme in detail.

The class seeks to encourage the students' interest and understanding of Latin American history and society by developing a foundational knowledge of the region. Through assignments, as well as in class discussion, this course aims to challenge students' critical thinking and writing skills. While many questions will be raised throughout the semester, a series of questions in particular will be considered throughout. What is the role of the diverse peoples who live there in participating in the history and culture of their countries? How does memory affect what we know about the past and how we celebrate it now? How do we use materials written in the past to understand the events that happened there?

Required Texts (Available from the CMU Bookstore)

Erauso, Catalina de. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Michele Stepto and Gabriel Stepto eds. and trans. Boston: Beacon Press, 1996.

Kris Lane and Matthew Restall, *Riddle of Latin America*, New York: Wadsworth, 2011.

Truitt, Jonathan, Stephany Slaughter, Benjamin Harris, and Trent Wolf. *Mexico in Revolution*. Manuscript Packet. Available for download from our Blackboard site, the expectation is that you will all **HAVE** a copy for easy reference in class. It can be digital or paper, but you **MUST** have a copy that you can use in the midst of our class periods.

Additional required readings are available on hold in the library or via our course listing on blackboard.

Grading Policy and Course Opportunities:

Your final grade will be determined as follows:

Map Quiz	5%
Lieutenant Nun Paper	15%
Peer Review	5%
Mexican Revolution	25%
Midterm	20%
Audacity and Participation	5%
Final Exam	25%

Grade Scale:

A = 93 – 100%	B- = 80 – 83%	D+= 67 – 69%
A- = 90 – 92%	C+= 77 – 79%	D = 64 – 66%
B+= 87 – 89%	C = 74 – 76%	D- = 60 – 63%
B = 84 – 86%	C- = 70 – 73%	E = 59%

All assignments must be provided in hard copy.

Map Quiz: This quiz is designed to familiarize you with the geography of Latin America. You will be required to identify certain countries, capitals, and some geographical formations on a map provided in class.

Game-Based Learning: Many of the activities in this class are tied into games. For each of these you will be graded on participation and written work. More information on each unit will be provided in class.

Lieutenant Nun Paper: For this assignment you will be asked to look at the memoir from the perspective of either the King of Spain or the Pope of the Catholic Church during the period in which it was written. The idea is to have you understand the source from the period during which it was written. More on the assignment will be handed out in class.

Peer-Review: As part of the component of this being a writing intensive course you will be revising and resubmitting your Disease and Decimation paper. **Your review of another student's paper will be worth 5% of your final grade.**

Audacity and Participation: One of the keys to learning is participating. If you miss class or simply show up, but do not participate, you will not be taking full advantage of your learning opportunities. This goes for all classes (not just mine). Participating in what I ask you to do is part of learning, but education and learning is also a lot about taking risks. We learn more from mistakes than accomplishments. This does not mean you should hand in papers that are crumpled and see how I respond, but the audacity I am grading you on is your willingness to express your ideas, make suggestions for ways to shape the class, and to take on leadership roles. I realize that

everyone is different. So, if you are comfortable in a leadership role taking more on will not be rewarded as much as for someone who is terrified of leadership. Rather I want you to look at what you see as your weaknesses and try to build them up!

Course Policies

Class Points as Currency: Over the period of my teaching career students have made a number of requests that on an individual level seem small, but when taken in the context of 100+ students a semester can become egregious. To be able to support these requests and help you out I have turned the points you receive for your assignments into currency. You may exchange your points for any of the items on the table below. To be completely clear, use of the points will reduce your overall score in the class, so use them wisely. The cost of each item is below. If you think I should add something to the list, please let me know. You earn points with each assignment you complete. There are 1,000 points available over the course of the semester.

Item	Cost in Points
Staple or paper clip for paper	5 points
Failing to use in-text citations in your papers	30 points
Late paper	33 points per 24-hour period
Leaving class early/arriving late	Varies based on egregiousness. Talk to me.
Missing Class	First two free, all additional are 33 points.
Texting in class or use of social media	50 points for first offense. 200 for second offense (yes I really hate this).
Answering phone calls in class	666 points

Attendance: Attendance is mandatory for all classes. You are allotted two absences. More than that will cost you points (see table above). Obviously, life has emergencies. If you have one, talk to me and we can work something out.

Contacting the Professor: I love what I do and I especially enjoy talking to students. Please feel free to reach out to me with your questions or swing by my office simply to say hi. However, if you have a question about content that can be found on the syllabus I will not respond for 24 hours. If it is a question about research or your reading spend at least 30 minutes diligently looking for an answer to your problem. Document the steps you take to address your questions (aka write it down!). If you still can't solve your problem email me the steps you took and I will respond right away. Fail to include the steps you took and I won't respond for 24 hours. This is for your own good as history, and education in general, requires research and initiative.

Honorable Conduct: In the interests of a distraction-free classroom, students are required to **turn off their cell phones upon entry into the classroom** and ignore any in-coming calls or text messages until after class. Please see cost associated with their use above.

Any student caught cheating or plagiarizing will fail the class. Infractions will be reported to the Honor Board and the dean with the recommendation that the harshest punishment be enforced. Plagiarism includes taking someone's ideas without giving them proper credit or copying someone's work that is not your own. Students are expected to adhere to Central Michigan University's Policy on Academic Integrity, which is available on-line at

http://www.cmich.edu/documents/policies-procedures/ACADEMIC_INTEGRITY_POLICY.pdf

Disabilities: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library, telephone 989-774-3018, TDD #2568), and then contact the professor as soon as possible.

Note: *This syllabus is subject to change at the instructor's discretion.*

Tentative Class Schedule:	Weekly Topics
<p>Week One: Aug. 28-Sept. 1 T: Introduction to class.</p> <p>TH: Precontact Societies Readings: Lane and Restall Ch. 1</p>	<p>Of Continents and Cultures</p>
<p>Week Two: Sept. 4-8 T: Spain Readings: Lane and Restall Ch. 2</p> <p>TH: Map Quiz Discussion Writing and Citing and Peer Reviews Readings: Lane and Restall Ch. 3</p>	<p>The Legacy of Colonialism</p> <p>Map Quiz <u>THURSDAY Sept. 7th</u></p>
<p>Week Three: Sept. 11-15 T: Setting the Scene - Potosi Reading: Lieutenant Nun first half and Lane and Restall Ch. 4</p> <p>TH: Columbian Exchange and Disease. Game: Disease Strain Reading: Lieutenant Nun Second Half and Lane and Restall Ch. 5</p>	<p>Early Colonial Life</p>
<p>Week Four: Sept. 18-22 T: No Class</p> <p>TH: Lieutenant Nun Paper Due Discussion Lieutenant Nun Reading: Lane and Restall Ch. 6</p>	<p>Religion</p> <p>No Class Sept. 19th</p> <p>Paper Due: Sept. 21</p>
<p>Week Five: Sept. 25-29 T:</p> <p>TH: Final Draft of Lieutenant Nun.</p>	<p>Daily Life</p> <p>Peer-Reviews Due Sept. 26th</p> <p>Final Draft Due: Sept. 28th.</p>
<p>Week Six: Oct. 2-6 T: Reading Lane and Restall Ch. 7</p> <p>TH: Reading Lane and Restall Ch. 8</p>	<p>Bourbon Reforms</p>
<p>Week Seven: Oct. 9-13</p>	<p>Independence</p>

<p>T: Rules of the Game Readings: Mexico in Revolution [Blackboard] pp. 12-15 and 35-71</p> <p>TH: Independence and the 19th Century Reading: Mexico in Revolution pp. 15-34</p>	
<p>Week Eight: Oct. 16-20 T: Review for Midterm</p> <p>TH: Midterm</p>	<p>Independence</p> <p>Midterm</p>
<p>Week Nine: Oct. 23-27 T: Readings: "Mexico in Revolution" read through (inclusive) the "Historical Sources Required for the Game" section. Lane and Restall, Ch. 9</p> <p>Th: Mexico in Revolution</p>	<p>Paper Drafts due according to character sheets.</p>
<p>Week Ten: Oct. 30-Nov. 3 T: Mexico in Revolution</p> <p>TH: Mexico in Revolution</p>	
<p>Week Eleven: Nov. 6-10 T: Mexico in Revolution</p> <p>TH: Mexico in Revolution</p>	<p>All projects for Mexican Revolution Due Nov. 9th</p>
<p>Week Twelve: Nov. 13-17 T: Reading: Lane and Restall Ch. 13</p> <p>TH:</p>	<p>20th Century Legacies of Revolutions</p>
<p>Week Thirteen: Nov. 20-24 T: Populism Reading: Lane and Restall Ch. 14</p> <p>TH: Thanksgiving</p>	<p>Rise and Fall of Juan Peron</p> <p>Thanksgiving</p>
<p>Week Fourteen: Nov. 27-Dec. 1 T: Perón is Dead Argentina and the onset of Military Dictatorship Reading Lane and Restall Ch. 15</p> <p>TH: Aftermath and Immigration</p>	<p>Of Dirty Wars and Dictatorships</p>
<p>Week Fifteen: Dec. 4-8 T: Film Which Way Home</p> <p>TH: Review for Final</p>	

Final: Tuesday 12 Dec 2017, 10:00-11:50

9/27/15

HST 163

Professor Truitt

Joe Wikipedia

Causes of the Mexican Revolution

The Mexican Revolution started for a number of reasons. The biggest one was because Porfirio Diaz was a ruthless dictator. To understand more about the revolution we have to know more about Porfirio Diaz.

Porfirio Diaz was born José de la Cruz Porfirio Díaz Mori (Spanish pronunciation: [por'firjo ði.as]; 15 September 1830 – 2 July 1915) was a Mexican soldier and politician, who served seven terms as President of Mexico; a total of three and a half decades from 1876 to 1911. A veteran of the Reform War and the French intervention in Mexico, Díaz rose to the rank of General, leading republican troops against the French-imposed Emperor Maximilian. Seizing power in a coup in 1876, Díaz and his allies ruled Mexico for the next thirty-five years, a period known as the Porfiriato.

Díaz is a controversial figure in Mexican history, with the status of villain among the revolutionaries who overthrew him, and something of a hero of capitalism in the business community. The Porfiriato was marked by significant internal stability (known as the "paz porfiriana"), modernization and national economic growth. This was in part due to heavy investment in mining and railways from American and British business. However, Díaz's regime grew unpopular due to civil repression and political stagnation. His economic policies furthermore helped a few wealthy estate owning hacendados acquire huge areas of land, leaving rural campesinos unable to make a living; thus resulting in a shortage of jobs and depressingly low wages for the Mexican peasantry. This directly precipitated the Mexican Revolution, in which Díaz fell from power after he imprisoned his electoral rival and declared

himself the winner of an eighth term in office. Díaz fled to [France](#), where he died in exile four years later. He is buried in [Montparnasse cemetery](#) in [Paris](#).

Porfirio Díaz was the sixth of seven children, baptized on 15 September 1830, in [Oaxaca, Mexico](#), but his actual date of birth is unknown.^[1] September 15 is an important date in Mexican history, the eve of the date hero of independence [Miguel Hidalgo](#) issued his call for independence in 1810; when Díaz became president, the independence anniversary was commemorated on September 15 rather than the 16th, a practice that continues to the present era.^[2] Díaz was a [mestizo](#) (mixed European and indigenous), and he never sought to hide his origin.^[3] His mother, Petrona Mori (or Mory) was the daughter of a man whose father had immigrated from Spain and Tecla Cortés, an indigenous woman; Díaz's father was a [Criollo](#).^{[3][4]} There is confusion about his father's name, which is listed on the baptismal certificate as José de la Cruz Díaz, but is also known as José Faustino Díaz, who was a modest innkeeper and died of cholera when his son was three.^{[3][4]}

Despite the family's difficult circumstances following Díaz's father's death in 1833, Díaz was sent to school at age 6.^[5] In the early independence period, the choice of professions was narrow: lawyer, priest, physician, military. The Díaz family was devoutly religious, and Díaz began training for the priesthood at the age of fifteen when his mother, María Petrona Mori Cortés, sent him to the Colegio Seminario Conciliar de Oaxaca. He was offered a post as a priest in 1846, but important national events intervened. Seminary students volunteered as soldiers to repel the U.S. invasion during the [Mexican–American War](#). Despite not seeing action, Díaz realized his true vocation was the military, not the priesthood.^[5] Also in 1846, Díaz came into contact with a leading Oaxaca liberal, Marcos Pérez, who taught at the secular Institute of Arts and Sciences in Oaxaca. Another student there was had been [Benito Juárez](#), who became governor of Oaxaca in 1847. Díaz met Juárez that year.^[6] In 1849, over family objections Díaz abandoned his ecclesiastical career and entered the Instituto de Ciencias and studied law.^{[4][6]} When [Antonio López de Santa Anna](#) returned to power via coup d'état in 1853,

he suspended the 1824 constitution and persecuted liberals. At this point, Díaz had aligned himself with radical liberals (rojos), such as Benito Juárez. Juárez was forced into exile in New Orleans; Díaz supported the liberal [Plan de Ayutla](#) that called for the ouster of Santa Anna. Díaz evaded an arrest warrant and fled to the mountains of northern Oaxaca, where he joined the rebellion of [Juan Álvarez](#).^[7] In 1855, Díaz joined a band of liberal guerrillas who were fighting Santa Anna's government. After the ouster and exile of Santa Anna, Díaz was rewarded with a post in Ixtlán, Oaxaca that gave him valuable practical experience as an administrator.

As seen here, from an early age Diaz caused trouble for people who were his presidents so it is only natural that people cause problems for him.

Latin America



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Map Quiz Answer Sheet

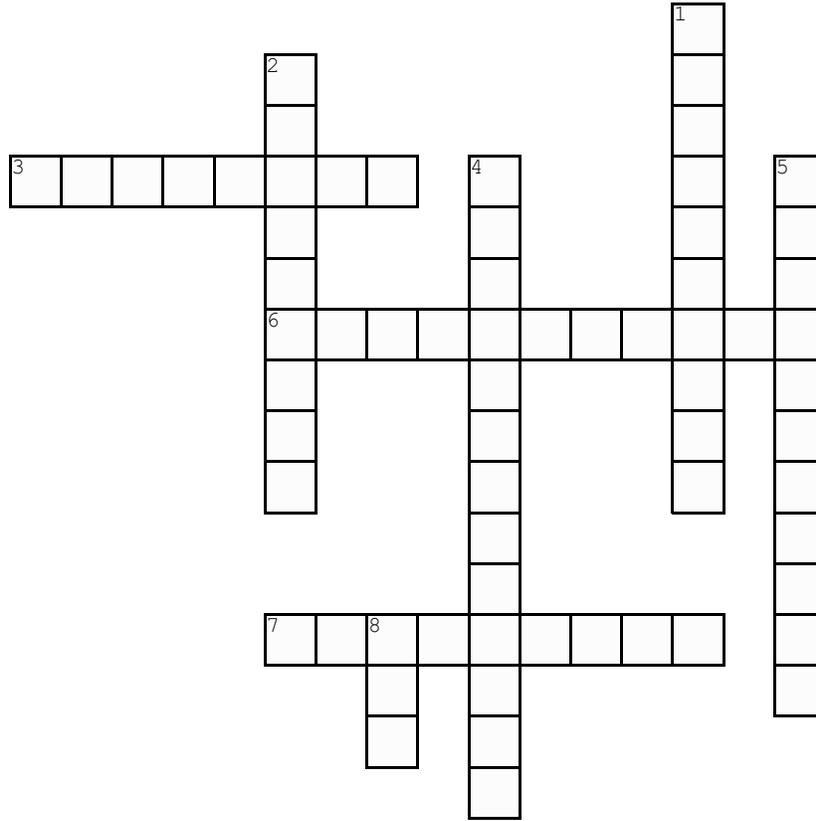
Answer Sheet

- A. Bolivia
- B. Uruguay
- C. Venezuela
- D. Ecuador
- E. Panama
- F. Nicaragua
- G. Mexico City
- H. Brasilia
- I. Mexico - 2
- J. Caracas
- K. Peru - 4
- L. Cuba - 1
- M. Haiti
- N. Argentina
- O. Paraguay
- P. Buenos Aires
- Q. Santiago - 5
- R. Colombia
- S. Puerto Rico
- T. Costa Rica
- U. Lima
- V. Quito
- W. Guatemala
- X. Brazil - 3

Additionally, using a pen or pencil, draw in the Andes mountain range.

Unlock the Syllabus

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

3. In this course your points can be used as _____
6. Number of hours you will wait if you fail to investigate your own question before you ask the instructor
7. All of your papers must contain _____

Down

1. An electronic location where your grades and some of your readings can be found
2. The class schedule is _____
4. Learning happens in all forms, but this one requires you to take physical action
5. A component of this writing-intensive course
8. Number of free absences permitted in this class