

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 444
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Revolution & Insurrection in Latin America
4	Course Abbreviation (if title is over 30 characters)	Rev. & Insurrection in Lat. Am.
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	A cultural, historical, political and literary exploration of revolutions in Latin America, including the revolutions for independence, the Mexican Revolution of 1910, the Cuban revolution of 1960, and the military dictatorships of the 1970's and 1980's.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 343, 344 or 345; or instructor's consent.

19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	yes
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	even years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes. It is within the menu of culture courses for the revised Spanish degree plan. See Revised Spanish degree proposal.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes Spring 2010, ID 15192, 6 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It adds an important senior level course for the culture menu for the revised degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Spanish major does not have any senior level courses in culture, which is why so many special topics courses were offered in the past five years. This course contributes to filling in the Spanish degree plan.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for majors and minors in Spanish.
2	State the overarching course goal(s) in performance terms.	Be able to explain the political, historical, cultural and literary nexus of Latin American revolutions.

2. Competencies and Measurements

	Competency	Measurement
1	Identify the major revolutions and insurrections in Latin America from 1800 to the 1980's, and the principal political, military and intellectual figures associated with each,	Critical Response Papers Reading Journals Class Participation
2	Classify the different political structures and regimes present in Latin America during the different revolutionary eras discussed,	Critical Response Papers Reading Journals Class Participation
3	Compare and contrast the antithetical elements involved in the 'dynamic political tension' in Latin American political culture, as it is manifest in different countries and situations since independence,	Critical Response Papers Reading Journals Class Participation
4	Employ principles of history and political theory in the examination of literature from Latin America,	Critical Response Papers Reading Journals Class Participation
5	Formulate your own world view—informed by Biblical studies, political science, etc.—regarding the 'dynamic political tension' in Latin America.	Critical Response Papers Reading Journals Class Participation
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Alberdi, Juan Bautista. *Argentina (1852) Bases y puntos de partida para la organización política de la República Argentina*. Buenos Aires: Red Ediciones, 2010. available in iBooks.

Alponte, Juan María. *A la vera de las Independencias de la América Hispánica: Perfiles de la Historia*. México: Editorial Océano, 2010. available in iBooks.

Azueta, Mariano. *Los de abajo*. México: Fondo de Cultura Económica, 2011. Available in iBooks.

Calvo y Díaz, Carlos Francisco. *Anales históricos de la Revolución de la América Latina*. London: Bibliolabs, 2011. available in iBooks.

Caparrós, Martín. *Argentinismos*. Buenos Aires: Editorial Planeta. 2011. available in iBooks.

Esquivada, Gabriela. *Noticias de los montoneros: La historia del diario que no pudo anunciar la revolución*. Buenos Aires: Random House Mondadori, 2012. Available in iBooks.

Fregeiro, Clemente L. and José Gervasio. *Artigas: Estudio histórico: Documentos justificativos*. The History of Central & South America Collection. Bibliolabs, 2011. Available in iBooks.

Galeano, Eduardo. *Las venas abiertas de América Latina*. Buenos Aires: Siglo XXI Editores, 1971. Available in iBooks.

Guevara, Ernesto "Che." *Diarios de motocicleta*. New York: Ocean Press. 2004. Available in iBooks.

Hamnett, Brian R. *Raíces de la insurgencia en México: Historia regional, 1750-1824*. México: Fondo de Cultura Económica, 2012.

Herzog, Jesús Silva. *Breve Historia de la Revolución Mexicana*. México: Fondo de Cultura Económica, 2011 Available in iBooks.

Knight, Alan. *La Revolución Mexicana: Del Porfiriato al nuevo regimen constitucional*. México: Fondo de Cultura Económica, 2012. available in iBooks.

Krauze, Enrique. *Redentores: Ideas y poderes en latinoamérica*. New York: Knopf Doubleday, 2012. available in iBooks.

Pigna, Felipe. *Argentina, más de doscientos años de historia*. Buenos Aires: A-Z Editora, 2013. Available in iBooks.

Pradt, Dominique de. *De las colonias y de la revolución actual de la América*. London: Bibliolabs, 2013. Available in iBooks.

Serrano Migallón, Fernando. *El grito de independencia: Historia de una passion nacional*. México: Editorial Porrúa, 2013. Available in iBooks.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

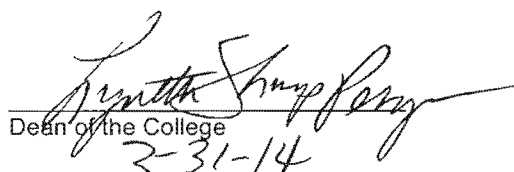
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
3/28/14

Date



Dean of the College
3-31-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: SPAN 444

Course Title: Revolution & Insurrection in Latin America

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied

Symon Shampine
College Dean or Director

Date

3-31-14

Approved Denied

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved Denied

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved Denied

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved Denied

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved Denied

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved Denied

Provost

Date

7. President of the University Action: (for all courses)

Approved Denied

President

Date

Attach notes, comments, or conditions from appropriate councils:

SPAN 444: Revolution and Insurrection in Latin America

Syllabus, fall 2014

About the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

About the Course

SPAN 444.01, 3 credits

Time: M-F 2-3:30

About the Teacher

Instructor: Paul Roggendorff

Classroom: TBA (MVD room)

Office: Visiting Faculty Office

Phone: TBA (MVD phone)

Email: par08b@acu.edu

Office Hours: 8-9 am

Please feel free to contact me if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see either one of us ahead of time makes possible greater flexibility.

About the Student

This class is intended as a senior-level literary class for Spanish majors and minors.

About the course content

SPAN 444 Revolution and Insurrection in Latin America (3-0-3), on demand. A cultural, historical, political and literary exploration of revolutions in Latin America, including the revolutions for independence, the Mexican Revolution of 1910, the Cuban revolution of 1960, and the military dictatorships of the 1970's and 1980's. Prerequisite: SPAN 343, 344, or 345.

About the Class Format

This is a lecture-based course with online and class discussion.

About the Teaching/Learning Methods

The primary learning methods employed will be reading, listening to lecture, participating in discussions, and reflecting through writing. The instructor will create a discussion prompt on the blog and students will be expected to reply directly to the prompt, and to at least one other classmate. During class, the initial topic raised in the blog discussion will be discussed further in light of the class readings. This may take the form of a lecture or a class discussion or both. Each week, students will write a short reflection paper (400 words).

About the Course Learning Materials

Anguita, Miguel y Martín Caparrós. *La voluntad*. Buenos Aires: Planeta, 1998.
Antognazzi, Carlos. "El camino del sol," and "La vida sin Carlos." (fotocopias).
Azuela, Mariano. *Los de abajo*. Fondo de Cultura Económica, 2011. iTunes Store
Bolívar, Simón. *Simón Bolívar – Obras*. Bogotá: Florent Bouillet, 2012. iTunes Store
Brizuela, Leopoldo. *Una misma noche*. Buenos Aires: Santillana, 2012. iTunes Stores
Cardenal, Ernesto. Selección de poemas, "Lo que fue Solentiname." (fotocopias).
Carpentier, Alejo. *El reino de este mundo*.
Cortázar, Julio. *Libro de Manuel*. Buenos Aires: Leer-e, 2012. iTunes store.
-----, *Nicaragua, tan violentamente dulce*. Buenos Aires: Leer-e. 2013. iTunes Store
Galeano, Eduardo. *Las venas abiertas de Latinoamérica*. Caracas: Ediciones Akal, 2010. iTunes Store.
Guevara, Ernesto "Che." *Diario de motocicleta*. New York: Ocean Press, 2004. iTunes Store.
Mariátegui, José Carlos. *Siete ensayos de interpretación de la realidad peruana*. Red Ediciones, 2010. iTunes Store.
Mendoza, Plinio Apuleyo, Carlos Alberto Montaner y Álvaro Vargas Llosa. *Manual del perfecto idiota latinoamericano*. Madrid: Plaza & Janés, 1996.
Silva Gotay, Samuel "Teología de la Liberación Latinoamericana: Camilo Torres." *Fuentes de la Cultura Latinoamericana*, ed. Leopoldo Zea. México: Fondo de Cultura Económica, 1993.

About the Christian Perspective for the Course

In this class, the topics of independence and revolution in Latin America will be examined from various critical approaches, including history, political science, culture, literature and Biblical studies. We will always be mindful that to study Latin American history, politics and literature is to study a part of God's creation.

About Overall Course Outcome

Upon successful completion of this course, you will be able to:

1. Identify the major revolutions and insurrections in Latin America from 1800 to the 1980's, and the principal political, military and intellectual figures associated with each,
2. Classify the different political structures and regimes present in Latin America during the different revolutionary eras discussed,
3. Compare and contrast the antithetical elements involved in the 'dynamic political tension' in Latin American political culture, as it is manifest in different countries and situations since independence,
4. Employ principles of history and political theory in the examination of literature from Latin America,
5. Formulate your own world view—informed by Biblical studies, political science, etc.—regarding the 'dynamic political tension' in Latin America.

About the Evaluation Methods

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the various learning activities.

1. **Reading Journal.** For every major reading, you will turn in a two page (double spaced) paper in which you reflect further on the texts read and discussed in class. I believe that writing is a significant tool for making meaning and for discovery. You can choose your own point of focus ("the question"), or you may respond to one or more of the following options.
 - a. What do you think of this text and why?
 - b. List the emotions (anger, pity, envy, admiration, astonishment, piety, etc.) the work evoked. Then explain the reasons you think you that way.
 - c. copy one sentence, one line, or one phrase that strikes you as especially beautiful, puzzling, enlightening, etc. Then discuss how and why it evoked this response.
 - d. Write a "letter to the author" asking questions or making observations about the reading.
 - e. Explain why you could or could not identify with a particular character or situation in the reading.
 - f. Reread the work after class discussion and reflect on how your impression of the reading changed from your initial reading of the piece.

Make sure to vary the format from week to week. The one thing I do not want is a mere summary of the readings. Your ideas about the readings are more important. I want to know what you are thinking and why.

2. **Critical response papers:** you are being asked to write two critical response papers. The critical response paper is not merely a summary of the text, or does the critical response paper require outside research. To help you develop a topic for your critical response paper, you might want to write some journal-like responses for yourself while you read the pieces to find out how you feel about the piece or what you think about the reading. When we read, we tend to analyze what we are reading, whether we realize it or not. These journal-like responses may point you in a direction of interest for your critical response paper. The opportunities are many for writing your response papers. For example, you can compare and contrast two or more characters in a text. Compare/contrast essays can also address style, ideology, theme, or the culture presented in the text, to name a few. Another possibility for a critical response paper is to discuss/analyze the symbolism (if any) in the text and how it contributes to the overall theme and effectiveness of the novel. You can talk about the setting of the novel and its impact on the characters or the theme(s) of the novel. As I said above, you have a variety of options when approaching a critical response papers. Feel free to email me with your ideas, if you are unsure of your topic or want suggestions to develop your ideas.

The first critical response paper is on the materials form Unit 1. Your second critical response paper is on Units 2 or 3. The last critical response paper is on Units 4 or 5.

Requirements for your critical response paper:

- Your paper should be 5–7 pages (doubles-paced)
 - Your paper should have a title
 - Your paper should include proper in-text citations
3. **Class Participation.** Read assignments, show up, ask questions, answer questions, and be actively involved in the learning process.

About the Grading Criteria

Class Participation Grading Rubric

	A	B	C	D
Pronunciation	Near-native pronunciation of most common words on a consistent basis.	Very good pronunciation of most common words on a consistent basis, but still exhibits some anglicized phonemes.	Good pronunciation of most common words on a consistent basis, but still exhibits many anglicized phonemes.	Understandable pronunciation of most common words, but exhibits only anglicized phonemes.
Vocabulary Range	Vocabulary range is superior to expected.	Vocabulary range is good for the task.	Vocabulary range is minimally acceptable for the task.	Vocabulary range is insufficient for the task.
Fluidity	Speaks with security and generally with accuracy. Only very infrequent hesitation or searching about for the right vocabulary or conjugation.	Speaks with security, if not always with accuracy, or vice versa. Exhibits little hesitation to search for the right vocabulary or conjugation, but does not distract from effective communication.	Speaks with some insecurity, as well as some inaccuracy. Exhibits some hesitation to search for the right vocabulary or conjugation, but corrections usually improve communication.	Speaks with insecurity and inaccuracy. Frequent hesitation while searching for the right vocabulary or conjugation which makes communication difficult.
Engagement	Always attentive to the conversation, even when the topic is not personally the most interesting. Always contributes to the conversation with insights or observations of substance.	Always attentive to the conversation, even when the topic is not personally the most interesting. Always has something good to contribute about the topic.	Mostly attentive to the conversations, although prone to 'drift' when the topic is not personally interesting. Usually has something to say about the topic.	Sometimes attentive, but prone to 'drift.' Sometimes has something to say which is on-topic.

Reading Journal and Critical Response Rubric

	A	B	C	D
The Question	Explores a thought-provoking question about the class readings that demonstrates a deep engagement with the text, and connects to a larger cultural, philosophical, and/or historical conversation.	Explores a thought-provoking question about the class readings that demonstrates a deep reading, and is engaging at a philosophical, cultural and/or historical level.	Explores a question about the readings. Demonstrates cursory reading.	Summarizes a partial or sketchy reading.
Organization of ideas	Organization clarifies the issue in question	Organization is good	Organization is evident	Organization is deficient
Language	Language exhibits great vocabulary range; excellent pronunciation; complex structures exhibit hardly any errors; comfortable expression	Language exhibits good vocabulary; very good pronunciation; complex structures exhibit some errors; competent expression	Language exhibits adequate vocabulary range; good pronunciation; consistent error patterns in some complex structures; adequate expression	Language exhibits deficient vocabulary range; subpar pronunciation; avoidance of complex structures and limited control of simple structures; deficient expression

About the Grade

“Teachers do not **give** grades; they record what the student has accomplished.”

Critical Response	40 %
Reading Journals	40 %
Class Participation	20 %

In all cases, A is 90 – 100%, B is 80 – 89%, C is 70 to 79%, D is 60 – 69%, and F is 59% and below. Grade and averages with decimals are always rounded to the nearest whole number.

About the Course Policies

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Golden Rule: We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

Attendance: Attendance is mandatory. If you miss class for any reason you may be assigned extra work to make up for the missed learning opportunity.

Accommodations for Students with Special Needs: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Late work: will not be accepted. If you plan to be absent on the due date for an assignment or exam, you may petition to turn the assignment in early or take the exam early. Excused absences (school and medical) will require appropriate documentation in order to petition turning in items late or doing make-up exams.

About the Course Schedule

Unit	Topic	Readings
1	Introduction Definition of terms: revolution, insurrection, independence Slave and Indian insurrections: the case of Haiti Proletarian insurrections: Mexico, Gran Colombia, Río de la plata	Carpentier, <i>El reino de este mundo</i> Bolívar, “Carta de Jamaica” Montalvo, “Washington y Bolívar” Reading Journal 1 due Friday
2	The Mexican Revolution	Azuella, <i>Los de abajo</i> Reading Journal 2 due Friday
3	The underlying question of Latin American Society in the 20 th Century	Mariátegui, <i>Siete ensayos de interpretación de la realidad peruana</i> Guevara, <i>Diario de motocicleta</i> Reading Journal 3 due Friday
4	Liberation Theology’s Response	Reflection essay 1 due Monday Silva Gotay “Teología de la Liberación Latinoamericana: Camilo Torres” Cardenal, “Lo que fue Solentiname” Cortázar, “Apocalipsis en Solentiname” Reading Journal 4 due Friday
5	Neo-Marxism’s Response	Galeano, <i>Las venas abiertas</i> Anguita y Caparrós, <i>La voluntad</i> Antognazzi, “El camino del sol” y “La vida sin Carlos” Reading Journal 5 due Friday
6	Neo-Liberalism’s Response Conclusion	Mendoza, Montaner y Vargas Llosa, <i>Manual del perfecto idiota</i> Brizuela, <i>Una misma noche</i> Reading Journal 6 due Thursday Reflection essay 2 due Friday

Schedule is tentative and subject to change.

March 11, 2014

Paul Roggendorff
Language and Literature Department
Chambers Hall Rm 325
Phone: (325) 674-2494
Email: par08b@acu.edu

Re: Review of SPAN444: Revolution and Insurrection in Latin America

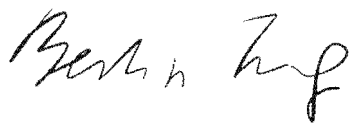
Dear Dr. Roggendorff,

Thank you for the submission of the application for the new SPAN444: Revolution and Insurrection in Latin America. I reviewed the syllabus based on the ACU Syllabus Guidelines. The syllabus is very clear communicating your requirements to potential students. Here are a few items you might want to consider:

1. A few items required by the checklist are missing, such as course meeting time, classroom location, instructor phone number, office hours, as well as policies regarding tardiness, and late assignment/exam. You might want to consider adding them.
2. There is no indication how many points will be assigned for your various assignments (reading journal, critical response papers and participation). I wonder if the evaluation standards part and the grading part can move closer together so that it is easier for students to check how much everything is worth as they work through the course.
3. The course schedule does not seem to include information about your evaluation activities, such as the due dates for the papers, etc. Or do the topics (such as "liberation theology's response" refer to the response paper as well? It helps if you include a column for such assignment information.

If you choose to make any changes to them, you can do so yourself. You do not need to bring it back to us for another review.

Please let us at the Adams Center serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.



Director, Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 444 – Revolution and Insurrection in Latin America

After reviewing the course proposal for SPAN 444 – Revolution and Insurrection in Latin America, the library is able to support the proposed course. Please contact your Librarian Liaison Carisse Berryhill (carisse.berryhill@acu.edu) or Karen Hendrick (hendrick@acu.edu) if additional library resources are needed for supporting the course. Thank you for letting us review the course application.