Course and Instructor Information

Course Title: LLAS 1190/HIST 1600 - Introduction to Latin America and the Caribbean
Credits: Three
Format: online
Prerequisites: None
Professor: Mark Overmyer-Velázquez

Email: mark.velazquez@uconn.edu
Telephone: 6-2814
Office Hours/Availability: please email

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:
1. Peter Winn, Americas: The Changing Face of Latin America and the Caribbean
2. John Chasteen, Born in Blood and Fire: A Concise History of Latin America

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

This course provides an introduction to the history and culture of the peoples of Latin America and the Caribbean from an interdisciplinary perspective. Students will gain not only a historical understanding of the diverse nation-states that entered the global economy at the beginning of the nineteenth century, but moreover, a basis for making sound observations and judgments about the contemporary political, economic, social, and cultural realities affecting Latin America and the Caribbean today.

People of Latin American and Caribbean heritage also have shaped the social, political, economic, and cultural landscape of the United States for centuries. As such, this course integrates an examination of the transnational dynamic between Latin Americans and U.S. Latino/as. Students are asked to analyze the shared hemispheric historical experiences among North, Central, and South American as well as Caribbean populations, experiences that challenge us to reconsider fixed regions of study that divide the United States, Latin America and the Caribbean into discrete units of inquiry.

The class moves both chronologically and thematically, covering topics such as political economy, nationalism and national identities, U.S. - Latin American and Caribbean relations and transnational migration, gender, human rights, and popular culture. It also focuses on questions of democratic representation, the struggles by many sectors for political, social, cultural, and economic inclusion, and the ways in which these struggles have been repressed, accommodated, absorbed, or ignored. We will approach the hemisphere comparatively, drawing similarities and differences between different nation-states.

Finally, the course examines how scholars from a variety of disciplinary backgrounds (e.g., history, political
science, anthropology, art history, sociology, and religious and cultural studies) have conceived of and studied the histories and cultures of Latin America and the Caribbean.

### Course Objectives

By the end of the semester, students should be able to:

- Identify and explain the diverse and interconnected histories of Latin America and the Caribbean’s many inhabitants. (People)
- Explain how shifting geopolitical borders and the physical landscapes of Latin American and the Caribbean have shaped the region’s economic and social development. Identify those borders and the nations they demarcate as they have shifted over time. (Land)
- Define the development and implementation of political economic models utilized by both governing elites and popular groups to establish and maintain power and legitimacy throughout the region’s history. (Political Economy)
- Examine how the many different and shifting forms of identity in Latin America and the Caribbean draw on a complex heritage of indigenous, African, European, Asian, national, and transnational influences and show the ways in which the region’s popular groups and national governments historically have developed and manipulated cultural production and expression as methods to establish and maintain political power. (Culture)
- Describe the impact of the long-standing economic, political, social, and cultural ties that link the United States with other nations of the Americas. (US Relations)
- Distinguish among various disciplinary and methodological approaches to the study of Latin American and the Caribbean. (Knowledge/Disciplines)

### Course Outline (and Calendar if Applicable)

<table>
<thead>
<tr>
<th>Module</th>
<th>Open Date</th>
<th>Close Date</th>
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<tbody>
<tr>
<td>Introductory Module</td>
<td>June 1, 2015</td>
<td>- -</td>
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<tr>
<td>Module 1: Introduction: Born in Blood and Fire</td>
<td>June 1, 2015</td>
<td>June 2, 2015</td>
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**Readings**

- Winn, *Americas*, Prefaces and “A View from the South”
- Chasteen, *Born in Blood and Fire*, Timeline and Introduction
- Román de la Campa, “Latinas/os and Latin America: Topics, Destinies, Disciplines” in Library Media

**Resources**

**Film**

- Why Latin America [http://www.youtube.com/watch?v=zOZB1Ywf1sU](http://www.youtube.com/watch?v=zOZB1Ywf1sU) (8:55 min) YouTube
- Discussion about Latin America, Charlie Rose [http://www.charlieroose.com/view/interview/10957](http://www.charlieroose.com/view/interview/10957) (40 min)
  OR if link down [https://www.youtube.com/watch?v=3gzX1f1Et4](https://www.youtube.com/watch?v=3gzX1f1Et4) (3 min)

**Music**


**Assignments**

- Self Quiz – Modern Map
- Self Quiz – Content
- Identify Home Country
Discovery, Conquest, and Resistance
Outlines the pre-colonial and colonial history of the region, tracing the pre-contact history of indigenous civilizations and Spanish and Portuguese colonization.

Readings
• Winn, Americas, “Legacies of Empire”
• Chasteen, Born in Blood and Fire, “Encounter” and “Colonial Crucible”

Film
• Conquistadors - The fall of the Aztecs (5 parts, 10 minutes each) in Library Media Resources
• Sixteenth Century Perceptions of Latin America (27 minutes) in Library Media Resources

Podcasts
• On this page http://www.bbc.co.uk/podcasts/series/ahow/all listen to:
  Podcast #084 Mexican Codex Map, Duration: 15 min.
  Podcast #080 Pieces of Eight, Duration: 14 min.

Assignments
• HCS Newspaper Journal
• Modern Map Test
• Self Quiz – Content

Dilemmas of National Development
Examines the how the region’s emerging nation-states developed a sense of identity; worked to build viable states; and initiated projects of economic development.

Readings
• Winn, Americas, “Perils of Progress” and “Second Independence?”
• Chasteen, Born in Blood and Fire, “Independence.”

Film
• The Empty ATM: Inside Argentina’s Broken Economy (57 minutes) in Library Media Resources

Assignments
• Self Quiz – Content
• HCS Newspaper Journal

Module 4: The Harvest of Empire:  June 8, 2015  June 9, 2015
Expansion and Migration in 1848 and 1898
Examines the origins of the enduring colonial relationship between the US and Latin America and the Caribbean and how that relationship has resulted in a sustained transnational migration of between the two regions.

Readings
• Gonzalez, Harvest of Empire, Introduction and Chap. 3. in Library Media Resources
• Chasteen, Born in Blood and Fire, “Post Colonial Blues” and Chap. 6 “Neocolonialism”

Film
• Noam Chomsky: American Foreign Policy in Latin America (2 parts) YouTube
  Part 1: http://www.youtube.com/watch?v=Pnhmg9Hl0qY
  Part 2: http://www.youtube.com/watch?v=hxNXyDkiKs
• The Panama Deception: Exposing the Cover Up | 92 minutes FreeDocumentaries.org

Assignments
• Self Quiz – Content
• Case Study
• HCS Newspaper Journal
• 3 Empires Map Test
Module 5: Guns and Ballots: June 10, 2015 June 11, 2015
Authoritarianism and Democracy
Explores the links between economic policies and the development of authoritarian and democratic political systems. Uses Brazil as case study, comparing it to other countries in the region.

Readings
• Winn, Americas, “Capital Sins”
• Chasteen, Born in Blood and Fire, “Progress.”

Assignments
• Self Quiz – Content
• HCS Newspaper Journal

Module 6: To the City: June 12, 2015 June 15, 2015
Migration and Urbanization
Explores the causes and effects of migration and urbanization, two of the most important forces transforming Latin America and the Caribbean in the 20th century. Examines Mexico City and the Mexico-US urban/industrial border corridor.

Readings
• Winn, Americas, “Continent on the Move”

Film
• Mexico City: The Largest City (26 minutes) in Library Media Resources

Assignments
• Self Quiz – Content
• HCS Newspaper Journal

Module 7: Revolutions and Revolutionaries June 16, 2015 June 18, 2015
Examines major revolutions in 20th century Latin America using the examples of Mexico (1910-1920), Cuba (1959), and Nicaragua (1979), as well as more recent revolutionary processes in El Salvador, Guatemala, and Peru.

Readings
• Winn, Americas, “Making Revolution”
• Chasteen, Born in Blood and Fire, “Reaction”
• Francisco Madero, “The Plan of San Luis Potosi” (November 20, 1910), Modern History Sourcebook.
  http://www.fordham.edu/halsall/mod/1910potosi.html
• “The Plan of Ayala” (November 25, 1911) http://www.hist.umn.edu/~rmccaa/la20c/ayala.htm
• Fidel Castro, “May Day Celebration on (1961): Cuba is a Socialist Nation” (May 1961).
  http://www.marxists.org/history/cuba/archive/castro/1961/05/01.htm

Film
• The Mexican Revolution: Introduction (00:24 minutes) YouTube
  http://www.youtube.com/watch?v=lbUw_GCskog
• The Legacy and Promise of the Mexican Revolution (41:30 minutes) YouTube
  http://www.youtube.com/watch?v=_Boq6F9pF4w
• A Place Called Chiapas (93 minutes) FreeDocumentaries.org
  http://freedocumentaries.org/int.php?filmID=311

Assignments
• Self Quiz – Content
• Case Study
• HCS Newspaper Journal
Module 8: Give it the Shade:  
June 19, 2015  
June 22, 2015  
Race, Class, and National Identities  
Explores how since the colonial period race and ethnicity have historically interacted with gender, class, occupation, family, and generational factors to shape societies in the region.

Read  
• Winn, Americas, “A Question of Color”  
• Nancy Appelbaum et al, “Racial Nations” in Library Media Resources

Assignments  
• Self Quiz – Content  
• HCS Newspaper Journal

Module 9: The Thin Edge of Barbwire:  
June 23, 2015  
June 24, 2015  
Gender, Sexuality and the Changing Roles of Women  
Examines, with focus on Chile, the changes that have occurred in peoples experience of gender and sexuality in general and the lives of women in particular in the region in the last half century.

Read  
• Winn, Americas, “In Women’s Hands”  
• William French and Katherine Bliss, “Introduction: Gender, Sexuality, and Power in Latin America since Independence” in Library Media Resources  
• Maria Eugenia Echenique (Argentina), “The Emancipation of Women” (1876)  
  http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/echenique.html

Film  
• Chile: The Drama of Hope (59 Minutes) in Library Media Resources  
• To Be a Mother in Latin America (60 Minutes) in Library Media Resources

Assignments  
• Self Quiz – Content  
• HCS Newspaper Journal

Module 10: Sacred and Profane:  
June 25, 2015  
June 26, 2015  
Public and Private Religiosity  
Focuses on the importance of religion in Latin American and the Caribbean from both historical and contemporary perspectives.

Read  
• Winn, Americas, “The Power and the Glory”  
• Chasteen, Born in Blood and Fire, “Counter currents: Liberation Theology”

Film  
• Voodoo: A Non-Discriminatory Religion (04:26) in Library Media Resources

Assignments  
• Self Quiz – Content  
• HCS Newspaper Journal

Module 11: The New Frontier:  
June 29, 2015  
June 30, 2015  
Latin(o) American Migration in the US  
Considers the growth in numbers and importance of people of Latin American and Caribbean origin living in the United States.

Read  
• Winn, Americas, “North of the Border”  
• David Gutiérrez, ed., The Columbia History of Latinos in the United States Since 1960, 1-42 in Library Media Resources  
• Portes and Rumbaut, Immigrant America: A Portrait, pp. 1-36
**Module 12: Course Conclusions and Review**  
*July 1, 2015 – July 1, 2015*

Review the material covered in the class, considering how the examples of the various countries studied illustrate the course's learning goals.

**Read**

- Winn, *Americas*, Epilogue
- Chasteen, *Born in Blood and Fire*, “Neoliberalism”
- North American Congress on Latin America (https://nacla.org/) Spend at least 1 hour reading through some articles on this site.

**Film**

- On this page [http://www.wpp.com/wpp/marketing/brandz/brandz-latam-2012.htm](http://www.wpp.com/wpp/marketing/brandz/brandz-latam-2012.htm), under “Download the full rankings/analysis” watch: LatAm Facts (video) [In light of what you now know, consider how Latin American has viewed as a “market” and each country reduced to a stereotyped, stylized producer of consumer goods]

**Module 13: Final Exam – Professor for a Day**  
*July 2, 2015 – July 2, 2015*

**Bonus project**

In one page (c. 250 words) describe the argument and how the argument is made in Calle 13’s song “Latinoamérica” [http://www.youtube.com/watch?v=rA2FAVRAO2Y](http://www.youtube.com/watch?v=rA2FAVRAO2Y)

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**Course Requirements and Grading**

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Modern Map Test</td>
<td>10%</td>
</tr>
<tr>
<td>HCS Newspaper Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Three Empires Map Test</td>
<td>5%</td>
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<tr>
<td>Case Studies</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Bonus project</td>
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</tbody>
</table>

**Assignments**

On-going Assignments

These assignments progress through the length of the term, each time building on the knowledge gained from the previous assignment. They are each focused through your focused study as a Home Country Specialist.
Home Country Specialist

Scholars of Latin America and the Caribbean typically are specialists in one “home” country and examine its history and culture according to the models of their specific discipline (e.g., political science, history, economics, literature, etc). However, scholars’ research and teaching also require them to comparatively understand and evaluate the situation of other countries in the region through the perspective of their “home” country. For example, historians of Mexico may teach survey courses on the entire region that also include the experiences of U.S. Latino populations and Cuban revolutionaries. Rather than assume general historical and cultural similarities in the region, this approach is also meant to underscore the unique national experiences of each country.

With that in mind, for the duration of the course students will become a Home Country Specialist (HCS) of one the following nations (one student per country). Through a variety of projects, HCSs will examine from different and comparative perspectives each of the first five goals of the course (People, Land, Political Economy, Culture, and US Relations). HCSs will pay particular attention to the historical hemispheric experience of their home country with the United States.

Choose one country/territory from the following list. In order to diversify the Home Countries studied, a maximum of two Home Country Specialists per country will be allowed.

* Cuba
* Dominican Republic
* Haiti
* Puerto Rico
* Costa Rica
* El Salvador
* Guatemala
* Honduras
* Nicaragua
* Panama
* Argentina
* Bolivia
* Brazil
* Chile
* Colombia
* Ecuador
* Paraguay
* Peru
* Uruguay
* Venezuela
* Mexico

1. HCS Newspaper Journal

In this assignment you will explore the ways in which contemporary media sources report on and interpret the contemporary situation (within the past 5 years) in your selected “Home Country” (HC). For each module you will read two articles on your HC and post a brief (3-4 sentence) written summary of each them. One of the articles must explore the relationship between your HC and the United States (e.g. through politics, economics, migration); the other article can report on an aspect of current life in your country that somehow relates to the theme of the module. Please note the title, date and source of your newspaper articles (no need to include the url/web address).

Examples of English-language newspapers to peruse include but are not limited to the New York Times, Los Angeles Times, and the Manchester Guardian. Their coverage is usually more complete (if not always more perceptive) than that of newspapers that simply subscribe to the wire-services. Other good English-language sources of contemporary news from Latin America include NACLA Report on the Americas, Latin American Perspectives, and the Latin American Newsletters from London. For those of you who read Spanish and/or Portuguese, there are also several good periodicals from Latin America and the Caribbean; please contact me if you are interested. Most of these publications are available free of charge on the internet.

2. Content Quizzes

Every module contains a Content Quiz that will measure your mastery of content. These quizzes will allow you to measure your progress towards course goals as well as identify content and concepts you may need to revisit. The content covered in these quizzes will help you as you complete your other course assignments and assessments.
Students can take quiz as many times as they want to before the module closes.
Content quizzes are timed.
Content quizzes are pass fail.
In order to pass, students must get 80% or more of the questions right in any one attempt.
The pass or fail will be added into the participation grade.

Modular Assignments
These assignments pertain to specific modules and course themes.

3. Modern Map Self-Quiz
Learn to identify the modern-day country boundaries of Latin American countries, with location and names of capitals using this Flash based self-quiz. This quiz is not graded and you make take as often as you like. This quiz should help to prepare you for the Modern Map Test in Module 2.

4. Modern Map Test
Learn to identify the modern-day country boundaries of Latin American countries, with location and names of capitals. The ability to identify these locations and geopolitical boundaries will assist students throughout the course as they situate the readings and lessons in geographic space. Additionally, this contemporary information will help contextualize the comparative group discussions and the historical dimensions of the three empires map test.

Technical Note: The Modern Map test requires the use of either FireFox or IE for Windows operating systems. Mac users must use FireFox. This quiz will not run in Safari.

5. Three Empires Map Test
Students indicate the historical contours of Latin America and the Caribbean’s enduring relationship with colonial powers and how those empires have shaped the region’s geopolitical maps. This quiz is graded and taken only once.
   1. Aztec/Inca Empires: Precontact era-1492
      -Identify the extent of the Aztec and Inca empires and principle indigenous populations within them at the time of encounter with Europeans.
   2. Spanish/Portuguese Empire: 1492-1810/1889
      -Indicate the political administrative units of the Spanish and Portuguese empires. Identify origins of key founding populations (e.g., Europeans, Africans, Native Americans, etc) in Latin America and the Caribbean.
   3. U.S. Empire: 1848/1898-present
      -Identify the shifting geopolitical contours of Latin America and the Caribbean following the US wars of intervention in 1848 and 1898.

6. Case Studies
For each of these two paper assignments students will craft a 3 page (c. 750 word) examination of the topic.
   i. Harvest of Empire (module 4)
      Compare and contrast aspects of the long history of your HC in relation to colonial and imperial forces first from Europe and then the United States. For example, you may compare the historical encounter among European and indigenous political structures during the colonial period in your HC with the early stages of the political relationship between your HC and the United States in the nineteenth century.
   ii. Revolutions and Revolutionaries (module 7)
      Examine the reasons for the historical emergence of a revolutionary or national political movement in your HC. Examples include Fidel Castro in Cuba, Pancho Villa in Mexico, Rigoberta Menchu in Guatemala, The Landless workers movement in Brazil, and The Mothers of the Plaza de Mayo in Argentina.

7. Final Exam – Professor for a Day
Exam covering topics from entire course. In the role of professor you will develop a mini course on Perspectives on Latin America and Caribbean with three lectures. Your task is to compose an outline for each lecture, write a justification for the outlines, and to write out one of the historically based lectures in complete prose. Therefore, you must decide what the most important events, individuals, and long-term trends have been in Latin America and the Caribbean, as well as how you would interpret these events, individuals, and trends.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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</tbody>
</table>

A's (90-100%) signify outstanding work, above and beyond course expectations. B's (80-89%) are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.) C's (70-79%) are for satisfactory completion of course requirements.

Due Dates and Late Policy

All course due dates are identified in the syllabus and calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

In order to receive full credit for your course work, you must turn them in by their specified due date. Late papers will be marked down 1/3 of a grade (C+ to C, A- to B+) for every day late and an entire grade (B to C) if more than a week late. Time extensions and incompletes will be given only under exceptional circumstances.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely fashion (typically within 24 hours). To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Collaboration and Academic Honesty

There are great educational advantages to collaborative learning. If you are able to, I encourage you to work together on the assignments for this course, many of which are appropriate for study groups. It is certainly advantageous to exchange drafts of your papers for constructive criticism before you submit them to me. Such collaboration is quite consistent with academic honesty; indeed, the two go together.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and
become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)


Other Numbers
Counseling and Mental Health Services 860-486-4705 www.cmhs.uconn.edu
Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.