

# Add Course Request

Submitted on: 2013-04-01 13:35:18

1. <b>COURSE SUBJECT</b>	HIST
2. <b>COURSE NUMBER</b> (OR PROPOSED NUMBER)	1600
3. <b>COURSE TITLE</b>	Introduction to Latin America & the Caribbean
4. <b>INITIATING DEPARTMENT or UNIT</b>	HIST
5. <b>NAME OF SUBMITTER</b>	Karen C Piantek
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8. <b>CONTACT PERSON</b>	Mark Overmyer-Velazquez
9. <b>UNIT NUMBER of CONTACT PERSON (U-BOX)</b>	4103
10. <b>PHONE of contact person</b>	Phone: +1 860 486 5571
11. <b>EMAIL of of contact person</b>	Email: mark.velazquez@uconn.edu
12. Departmental Approval Date	11/27/2012
13. School/College Approval Date	12/01/2012
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2013
16. Offered before next printed catalog is distributed?	
17. <b>General Education Content Area</b>	Content Area 1 Arts and Humanities Content Area 4 Diversity and Multiculturalism  International
18. <b>General Education Skill Code (W/Q).</b> Any non-W section?	None
19. Terms Offered	Semester: Fall Spring Year:
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 70
22. Clarification:	

23. <b>Number of Credits</b>	3 if VAR Min: Max: credits each term
<b>24. INSTRUCTIONAL PATTERN</b> Will be offered 2 or 3 times/week, no discussion sections	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: N/A	
27. Is Instructor, Dept. Head or Unit <b>Consent Required?</b>	No
28. Permissions and Exclusions:	
29. Is this course <b>repeatable for credit?</b>	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale</b> :	
32. Will the course or any sections of the course be taught as Honors? No sections will be taught as Honors, but Honors credit will be available on an individual basis.	
33. Additional Details:	
34. Special Attributes:	
<b>35. REGIONAL CAMPUS AVAILABILITY:</b> Can be offered at regional campuses	
<b>36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:</b>  HIST 1600. Introduction to Latin America and the Caribbean Three credits. Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA1. CA4-INT.	
<b>37. RATIONALE FOR ACTION REQUESTED</b>  Unlike its introductory offerings in U.S. and European history, the history department currently does not have a 1000-level introductory course in Latin American and Caribbean history. Students require a basic survey course to prepare them for success in upper level Latin American and Caribbean history courses offered in the department.	
<b>38. SYLLABUS:</b>  Online URL: ( <a href="https://web2.uconn.edu/senateform/request/course_uploads/kcp13001-1364837539-HIST 1600 SYLLABUS -GEOC-SENATE (2).doc">https://web2.uconn.edu/senateform/request/course_uploads/kcp13001-1364837539-HIST 1600 SYLLABUS -GEOC-SENATE (2).doc</a> )	
<b>39. Course Information: ALL General Education courses, including W and Q courses,</b>	

**MUST answer this question**

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.

A multidisciplinary course exploring the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation, geography and the environment, immigration and migration, race, ethnicity, and gender in society, politics, economy, and culture.

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

HIST 1600 ASKS STUDENTS TO BE AWARE OF AND CRITICALLY AND COMPARATIVELY EXAMINE THEIR ERA AND SOCIETY AND BE CONSCIOUSNESS OF THE DIVERSITY OF HUMAN CULTURE AND EXPERIENCE THROUGH AN EXAMINATION OF THE HISTORY AND CULTURE OF MEXICO.

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

**a. Arts and Humanities:**

HIST 1600 INTRODUCES STUDENTS TO AND ENGAGES THEM IN INVESTIGATIONS AND HISTORICAL/CRITICAL ANALYSES OF HUMAN EXPERIENCE.

**b. Social Sciences:**

**c. Science and Technology:**

**i. Laboratory:**

**d. Diversity and Multiculturalism:**

HIST 1600 CONTRIBUTES TO ADVANCING MULTICULTURAL AND/OR DIVERSE PERSPECTIVES AND EMPHASIZES THAT THERE ARE VARIETIES OF HUMAN EXPERIENCES, PERCEPTIONS, THOUGHTS, VALUES, AND/OR MODES OF CREATIVITY AS WELL AS DEVELOPS AN AWARENESS OF THE DYNAMICS OF SOCIAL, POLITICAL, AND/OR ECONOMIC POWER IN THE CONTEXT OF MEXICAN HISTORY.

**43. International:**

PROVIDES AN INTERNATIONAL PERSPECTIVE AND COMPARATIVE STUDY OF THE HISTORY OF MEXICO.

**e. Q course:**

f. **W course:**

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved new CA1&4Intl 11.11.13. SenCCApprvd\_10/9/13kcp.  
GEOC/CA1Appr\_041713kcp. NewCA1/CA4INT\_kcp040113

# Sample Syllabus: **HIST 1600 - Introduction to Latin America and the Caribbean**

## 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.

A multidisciplinary course exploring the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation, geography and the environment, immigration and migration, race, ethnicity, and gender in society, politics, economy, and culture.

## Interrelated Course Goals

- 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)

## 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 Latin American urban history 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 of 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).

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 week 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 week. 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. *Comparative Group Discussions***

There will be three small group discussions related to the course goals (Land, Political Economy, and US Relations). In the discussions, individual students will compare and contrast one central theme from the perspective of each of their Home Countries. In small groups, during each discussion one student will serve as spokesperson and summarize and integrate the perspectives of the group participants into one c. 300 word text. The discussions and on-going assignments will assist your preparations for the course final. Of course, regular presence in group discussion and active and engaged participation will positively affect your grade for the assignment.

The steps of the assignment with cut-off times for completion of each step are as follows:

1. Students in their groups discuss, compare and contrast the conditions and experience of the specific theme of the week (Land, Political Economy, and US Relations) within their individual Home Countries.

2. One spokesperson of the group synthesizes the discussion, integrating the different examples and explaining why differences and similarities exist among the countries and drafts a c. 300 word essay and posts it to the discussion thread by the deadline. (the representative will be different for each discussion).
3. The other students from the group and the professor comment on the draft essay.
4. The group spokesperson revises the draft and posts the essay to the "Revised Essay Submission" discussion thread by the deadline.

### 3. *Content Quizzes*

Every week 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 (i.e., Home Country Journals and Discussions, Revolutionary/Political Movement Case Studies, and Professor for a Day Final Exam).

### *Assignments*

These assignments pertain to specific weeks and course themes.

### 4. *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 Week 2.

### 5. *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.

### 6. *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.

**7. *Revolutionary/Political Movement: Case Studies***

In a 3 page (c. 750 word) paper briefly examine the reasons for the historical development 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.

**8. *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.

**Final Grade Breakdown**

Modern Map Test	10%
HCS Newspaper Journal	15%
Comparative Group Discussions	15%
Three Empires Map Test	5%
Revolutionary/Political Movement	15%
Final Exam	30%
Participation	10%

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.

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.

**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. Having said that, academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further action. Please see the section on “Academic Integrity” in The Student Code.

**Course Schedule**

Week
<b>Introductory Week</b>
<p><b>Week 1: Introduction: Born in Blood and Fire</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• 1982 Nobel Prize for Literature address by Gabriel García Márquez. <a href="http://nobelprize.org/literature/laureates/1982/marquez-lecture-e.html">http://nobelprize.org/literature/laureates/1982/marquez-lecture-e.html</a></li> <li>• Winn, <i>Americas</i>, Prefaces and Chap. 1, “A View from the South”</li> <li>• Chasteen, <i>Born in Blood and Fire</i>, Timeline and Introduction</li> <li>• Román de la Campa, “Latinas/os and Latin America: Topics, Destinies, Disciplines” in <i>A Companion to Latina/o Studies</i> Edited by, Juan Flores and Renato Rosaldo, Blackwell, 2007. eISBN: 9781405126229</li> </ul> <p><u>Film:</u></p> <ul style="list-style-type: none"> <li>• Why Latin America (8:55 minutes)<i>YouTube</i></li> </ul> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> <li>• Self Quiz – Modern Map</li> <li>• Self Quiz – Content</li> <li>• Identify Home Country</li> </ul>
<p><b>Week 2: The Colonial Legacy: Discovery, Conquest, and Resistance</b></p> <p>Outlines the pre-colonial and colonial history of the region, tracing the pre-contact history of indigenous civilizations and Spanish and Portuguese</p>

colonization.

Readings:

- Winn, *Americas*, Prefaces and Chap. 1, “Legacies of Empire”
- Chasteen, *Born in Blood and Fire*, Chap. 2, “Colonial Crucible”

Film:

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

Assignments:

- HCS Newspaper Journal
- Modern Map Test
- Self Quiz – Content

**Week 3: Emerging States: 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*, Chaps. 3 and 4, “Perils of Progress” and “Second Independence?”
- Chasteen, *Born in Blood and Fire*, Chap. 3, “Independence.”

Film:

- The Empty ATM: Inside Argentina's Broken Economy (57 minutes)  
**Library Media Resources**

Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

**Week 4: The Harvest of Empire: 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.
- Chasteen, *Born in Blood and Fire*, Chap. 4, “Post Colonial Blues” and Chap. 6 “Neocolonialism”

Film:

- Noam Chomsky: American Foreign Policy in Latin America (2 parts) *YouTube*
- The Panama Deception: Exposing the Cover Up| 92 minutes  
*FreeDocumentaries.org*

Assignments:

- Self Quiz – Content
- Comparative Group Discussion
- HCS Newspaper Journal
- 3 Empires Map Test

**Week 5: Guns and Ballots: 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*, Chaps. 5, “Capital Sins”
- Chasteen, *Born in Blood and Fire*, Chap. 5, “Progress.”

Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

**Week 6: To the City: 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*, Chaps. 6, “Continent on the Move”

Film:

- Mexico City: The Largest City (26 minutes) *Library Media Resources*

Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

**Week 7: Revolutions and Revolutionaries**

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*, Chaps. 13, “Making Revolution”
- Chasteen, *Born in Blood and Fire*, Chap. 9, “Reaction”
- Francisco Madero, "The Plan of San Luis Potosí" (November 20, 1910), Modern History Sourcebook.  
<http://www.fordham.edu/halsall/mod/1910potosi.html>
- "The Plan of Ayala" (November 25, 1911)  
<http://www.ilstu.edu/class/hist263/docs/ayala.html>
- Fidel Castro, “[May Day Celebration \(1961\): Cuba is a Socialist Nation](http://www.marxists.org/history/cuba/archive/castro/1961/05/01.htm)” (May 1961).  
<http://www.marxists.org/history/cuba/archive/castro/1961/05/01.htm>
- Optional: National Security Archive, "The Real Thirteen Days. The Hidden History of the Cuban Missile Crisis."  
[http://www.gwu.edu/~nsarchiv/nsa/cuba\\_mis\\_cri/](http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/)

Film:

- The Mexican Revolution: Introduction (00:24 minutes) *YouTube*
- The Legacy and Promise of the Mexican Revolution (41:30 minutes) *YouTube*
- A Place Called Chiapas (93 minutes) *FreeDocumentaries.org*

Assignments:

- Self Quiz – Content
- Comparative Group Discussion
- HCS Newspaper Journal

- Revolutionary/Political Movements: Case Studies

### **Week 8: Give it the Shade: 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*, Chaps. 8, “A Question of Color”
- Nancy Appelbaum et al, “Racial Nations” in Nancy Appelbaum et al, *Race and Nation in Modern Latin America*. Chapel Hill: University of North Carolina Press, 2003.

#### Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

### **Week 9: The Thin Edge of Barbwire: 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*, Chaps. 9, “In Women’s Hands”
- William French and Katherine Bliss, “Introduction: Gender, Sexuality, and Power in Latin America since Independence” in William French and Katherine Bliss, eds, *Gender, Sexuality, and Power in Latin America since Independence*. Lanham: Rowman and Littlefield, 2007.
- María Eugenia Echenique (Argentina), "[The Emancipation of Women](#)" (1876)

#### Film:

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

#### Assignments:

- Self Quiz – Content

## HCS Newspaper Journal

### **Week 10: Political Culture, Cultural Politics**

Examines the diversity, vibrancy, and historical role of various forms of popular cultural expression in the Americas. Special attention is paid to how popular groups have utilized expressive cultures for political gain.

#### Read:

- Winn, *Americas*, Chaps. 11, “The Magical and the Real”
- Hemispheric Institute of Performance and Politics, <http://hemisphericinstitute.org/hemi/> (spend at least an hour reading and viewing the different elements of this site)

#### Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

### **Week 11: Sacred and Profane: 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*, Chaps. 10, “The Power and the Glory”
- Chasteen, *Born in Blood and Fire*, pp. 274-277

#### Film:

- Voodoo: A Non-Discriminatory Religion (04:26) *Library Media Resources*

#### Assignments:

- Self Quiz – Content
- HCS Newspaper Journal

### **Week 12: The New Frontier: 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*, Chaps. 14, “North of the Border

- David Gutiérrez, ed., *The Columbia History of Latinos in the United States Since 1960*, 1-42
- Portes and Rumbaut, [\*Immigrant America: A Portrait\*](#), pp. 1-36

Film:

- Americano as Apple Pie: The Latino Experience in America (2-part series, 30 minutes each)*Library Media Resources*

Assignments:

- Self Quiz – Content
- Comparative Group Discussion
- HCS Newspaper Journal

**Week 13: Course Conclusions and Review**

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*, Chap.10 "Neoliberalism"
- North American Congress on Latin America (<https://nacla.org/>) Spend at least 1 hour reading through some articles on this site.

Assignments:

- Self Quiz – Content

**Week 14: Final Exam – Professor for a Day**