



**Universidad
de La Sabana**

La Sabana University *Summer Program 2010*

- 1. Southern Hemisphere Summer Program:** 18th January — 12th February 2010
- 2. Northern Hemisphere Summer Program:** 12th July – 6th August 2010

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Overview

La Sabana University is offering its partner institutions the opportunity for undergraduate students to undertake short-term courses in January/ February and July/ August 2010. Students from various disciplines are able to choose from a wide range of academic courses taught in English. The four week program is designed to give students the opportunity to learn from a Latin American perspective while providing a cultural experience from one of Latin America's most diverse countries.

Student Profile

The La Sabana Summer Program is aimed at undergraduate and postgraduate students from varying disciplines. Programs will appeal to students studying business, economics, international relations, politics, international studies, anthropology, sociology or cultural studies. Students can choose from one of three Academic programs and will undertake a number of courses within each program.

Academic programs on offer for January 2010:

1. Colombian & Latin American Business and Economics
2. International Relations from a Latin American Perspective
3. Latin American Culture & Society

Intensive Spanish language programs are also available on a fee-paying basis to students from partner institutions (Beginners, Intermediate & Advanced).

Topics

Students will choose one of three academic programs taught in English and will select four elective courses within the program. Students will undertake a total of 32hrs of academic content during the four week program, as well as a comprehensive cultural immersion program, including a 15hr Spanish language program and a number of cultural activities.

Outcomes

- Students will complete over 32hrs of academic content over the four week program at La Sabana University, as well as 15hrs of Spanish language.
- Students should receive academic credit towards their home institution degree, on approval from their home institution
- Students will acquire a cultural understanding of Colombia and Latin America, as well as meeting other students from La Sabana's partner institutions from around the world.
- Students will complete programs not available at their home institution.



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Academic programs offered for 2010:

Program 1 Colombian & Latin American Business and Economics	
	Opportunities and Challenges for an Integrated South American Sea Port Cooperation
	Geo-Economic restraints for Logistics Development in Emerging countries: Colombia
	Politics & Democracy in Latin America
	Regional Trade Agreements
	Commodity Production and Trade
	Media Business Environment in Colombia
	Introduction to Latin American History
Program 2 International Relations from a Latin American Perspective	
	Opportunities and Challenges for an Integrated South American Sea Port Cooperation
	Geo-Economic restraints for Logistics Development in Emerging countries: Colombia
	Politics & Democracy in Latin America
	Regional Trade Agreements
	Commodity Production and Trade
	Introduction to Latin American History
	From Mariachis to Samba: Culture, Politics and Society in 20th Century Latin America
	Across The Andes in Search of Freedom
	Media Business Environment in Colombia
Program 3 Latin American Culture & Society	
	Introduction to Latin American History
	From Mariachis to Samba: Culture, Politics and Society in 20th Century Latin America
	Across The Andes in Search of Freedom
	Media Business Environment in Colombia
	Socioeconomic issues facing a developing country: Colombia
	Art and Identity in Latin America
	Politics & Democracy in Latin America

Student Numbers

La Sabana University is aiming to have a minimum of 20 students participating in the program. Class sizes will be tutorial style, giving students the opportunity to learn in a workshop style environment.



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Timing and Duration of the Program

The La Sabana Summer program will run for a period of four weeks in January/ February and July/ August 2010.

1. Southern Hemisphere Summer: 18th January — 12th February 2010
Students are required to arrive in Bogota by Sunday 17th January and leave no earlier than Friday 12th February 2010

2. Northern Hemisphere Summer: 12th July – 6th August 2010
Students are required to arrive in Bogota by Sunday 11th July and leave no earlier than Friday 6th August 2010

Students must attend all classes during the program, in order to receive credit for the program.

Accommodation

Accommodation is arranged by La Sabana University and students will be placed in homestay accommodation in Bogotá:

- Bogota is a cosmopolitan city with a population of approximately 8 million inhabitants. The city offers a combination of modern and colonial architecture. There are a large number of cultural sights, museums, restaurants, nightlife and recreational areas and parks. Bogota is around 45 minutes from La Sabana University by public transport.
- Homestay accommodation is with local Colombian families.
- Accommodation includes daily breakfast and dinner and laundry once a week.
- Students will have a single room and some may include internet service and television.
- Families are selected carefully assuring friendly, comfortable, clean and a safe service. Accommodation is in safe districts and close to public transport service.



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Cultural Activities

Students will participate in a number of historical and cultural activities including the following:

City tour: Cerro de Monserrate, Quinta de Bolívar, Barrio de la Candelaria, Planetario Distrital, Plaza de Toros de La Santamaría, Iglesia de Lourdes, Zona G, Zona Rosa, Parque de la 93, Centro Internacional, Barrio de Usaquén and visit to the Museo del Oro. The city tour includes entry into the Museo del Oro, Museo Botero and Quinta de Bolívar, tour guide and transport.

Salt Cathedral of Zipaquirá: considered the first wonder of Colombia, it is a colossal cathedral constructed under earth by the miners who completed the salt mine in the region. It is a magical and mystical place that astonishes all its visitors by the characteristics of its construction. The visit includes transport, tour guide, refreshments and entry to the Cathedral.

Tarde de Tejo: This traditional Colombian game derived from a version of the Turmequé of the natives and was declared the national sport of Colombia by the Congress of the Republic. This sport has been practiced for more than 500 years by the inhabitants of the cundiboyacense region in the departments of Cundinamarca and Boyacá. The traditional game consisted of throwing a golden disk "zepguagoscua" into a target. During its development, the "zepguagoscua" was replaced by a stone disc and today a metal disc. The game consists of throwing the disk into metallic circles, surrounded with "mechas" (small amounts of gun powder). The player who ignites the most explosions, wins the game. The visit includes transport and two drinks.

Guatavita Lagoon: This lagoon is located in the old crater of a volcano and surrounded by mountains and thick vegetation. It was here that the Guatavita Indian Chief covered his body in gold and submerged in the water, as part of a ritual to honour his wife who, according to the legend, lived at the bottom of the lake. Many stories were written about this legend which is part of the El Dorado myth. Many of the gold pieces at the Museum of Gold were found around this area. This visit includes refreshments, guides and transports.

Overnight trip to Villa de Leyva: Villa de Leyva is a charming place with a rich history, architecture, bohemian environment and beautiful hotels. In spite of being one of the oldest towns in Colombia and having had great political importance in the past, it seems nowadays to be frozen in the past. During the tour, participants will visit not only Villa de Leyva but Puente de Boyacá, where the independence battle was fought, Ráquira, a beautiful town and Chiquinquirá, where the basilica of the Chiquinquirá virgin is located. The tour includes: pick up and drop off in Bogota or Chia, accommodation in a tourist hotel in the area, two snacks, breakfast, guide, entrance tickets to Puente de Boyacá, El Fósil and Convento de Ecce Homo, visits to Ráquira and Chiquinquirá.



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Assignments & Assessments

Students will be required to complete an assessment for each of the individual courses undertaken. Assessment may vary depending on the course and may include research papers, oral presentations, class participation, etc.

Academic Credit

Students will be eligible for academic credit at their home institutions, which will vary from institution. Each program will consist of more than 40hrs of academic content and will include a total of four assessments. An official transcript of results will be provided to the host institutions, on completion of the program.

Costs

The total cost of the program will include the following:

- Airport pick-up
- Welcome lunch @ La Sabana University
- City tour of Bogota
- Visit to Guatavita Lagoon
- Trip to the Salt Cathedral at Zipaquirá
- Tarde de Tejo afternoon (a traditional Colombian game)
- 15hr Spanish language program
- Overnight trip to Villa de Leyva
- Transport to and from activities, guides and entrance fees
- Home-stay accommodation in Bogota. Includes: individual bedroom, breakfast, dinner and laundry service once a week or washer available on site.
- Farewell dinner at the famous Andres Carne de Res Restaurant (excluding beverages)

Total Cost: US\$1200



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Additional costs

The additional costs students must take into account may include:

- **Airfares:** Students are required to arrange airfares independently and plan to arrive in Bogota at least one day before the starting date of the course.
- **Transportation:** transportation from and to the university. Public transportation in Bogota and Chia is very cheap; the fare is approximately US\$1 one way from Bogota to La Sabana University. Students must take 2 buses from Bogota to La Sabana or one bus from Chia to the University.
- **Meals:** lunch at La Sabana University cost around US\$3. Menu dishes cost from US\$4 to US\$9.
- **Entertainment:** Bogotá offers a great variety of options for going out and students should take into account expenses for weekend activities.
- **Additional field trips:** Additional weekend activities may be offered to students through La Sabana University which would be at the students expense.

Contact Details

Laura Basili

International Relations Coordinador

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COURSE 1	Opportunities and Challenges for an Integrated South American Sea Port Cooperation
PROFESSOR:	Assistant Professor Ana Ximena Halabi
DESCRIPTION:	This course will broaden the participants' understanding of challenges for necessary and promising projects posed by geography, traditional politics, human resources, importation and exportation demands and others. South America owns the characteristic of several countries with the same language, similar social constellations and geography, but antagonistic political and traditional mentalities which hamper a common development. Coordination between ports would be giant step towards a common future.
TEXTS:	<ol style="list-style-type: none"> 1. Lee S-W, et al. (2008). "A tale of Asia's world ports: The spatial evolution in global hub port cities. <i>Geoforum</i> 39 (372–385). 2. Prebisch, R. (1970) <i>Change and Development: Latin America's Great Tasks</i>. Washington, DC: InterAmerica Development Bank. 3. Viera et al. (2006). "Estudio de prefactibilidad para una articulación fluvial de Colombia con Sudamérica". Pontificia Universidad Javeriana. 4. Domènech, R.B (2003) "Redes de ciudades y externalidades". Doctoral Thesis. Universitat Autònoma de Barcelona.
EVALUATION:	4 page research paper and presentation



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COURSE 2 Geo-economic restraints for Logistics Development in Emerging countries. Case study: Colombia	
PROFESSOR:	Assistant Professor Ana Ximena Halabi
DESCRIPTION:	In the quest for trying to close the gap between “developed and underdeveloped” countries through advanced management and logistics, many aspects have to be taken into account. This course endeavors to offer a broad range of these considerations including geographical, infrastructural, and cultural characteristics regarding South America. It is presented based on the present Colombian situation which highlights the needs and measures taken to improve its competitiveness.
TEXTS:	<ol style="list-style-type: none">1. Lee S-W, et al. (2008). “A tale of Asia’s world ports: The spatial evolution in global hub port cities. <i>Geoforum</i> 39 (372–385).2. Prebisch, R. (1970) <i>Change and Development: Latin America’s Great Tasks</i>. Washington, DC: InterAmerica Development Bank.3. Viera et al. (2006). “Estudio de prefactibilidad para una articulación fluvial de Colombia con Sudamérica”. Pontificia Universidad Javeriana.4. Domènech, R.B (2003) “Redes de ciudades y externalidades”. Doctoral Thesis. Universitat Autònoma de Barcelona.
EVALUATION:	4 page research paper and presentation



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COURSE 3 Introduction to Latin American History	
PROFESSOR:	Professor Víctor Manuel García Perdomo
DESCRIPTION:	<p>This course offers a broad interpretation of Latin American History by focusing on fundamental events that historically have shaped the region. Attempting to cover Latin America as a whole is beyond the scope of this course as the region contains several realities and processes that both are beyond any simplification and are difficult to relate. However, Latin America has been constructed as a geopolitical entity since nineteenth century with certain historical events unifying and transforming it. During the study of the wars of independence this course will focus mainly on the Argentinean campaign against the Viceroyalty of the Rio de la Plata from 1810 to 1819, and the Cuba's fight for freedom from 1895 to 1898. The major concerns of this course deal with history and its interpretation, and include events such as the following:</p> <ul style="list-style-type: none"> The Spanish Conquest. (Aztec and Inca Emperies) The Colonial Foundations (New Spain and Peru) The Wars of Independence (Argentina and Cuba) Revolutions and social struggle (México, Cuba, and Bolivia) Violence in the Andean Region (The case of Colombia and Peru)
TEXTS:	<ol style="list-style-type: none"> 1. Keen, Benjamin. A history of Latin America. Houghton Mifflin Company. Boston 1996. 2. Stern, Steve. "Paradigms of Conquest: History, Historiography, and Politics." In Journal of Latin American Studies. Vol 24, 1992. 3. Gooteberg, Paul. "On Salamanders, Pyramids and Mexico's Growth –without-change: Anachronistic Reflections on a Case of Bourbon New Spain." In Colonial Latin American Review. Vol 5, no 1 (1996). 4. Thurner, Mark. From Two Republics to One Divided. Duke University Press. London 1997. Chapter 1. 5. John Lynch. "Spanish American Independence in recent Historiography." In A. McFarlane & Eduardo Posada-Carbó eds., Independence and Revolution in Spanish America: Perspectives and Problems (London, 1999) 6. Pérez, Louis. Cuba: Between Reform and Revolution. Oxford University Press. New York. 2005. 7. Sánchez, Gonzalo. "The Violence: An Interpretative Synthesis". In Violence in Colombia. Charles Bergquist, Ricardo Peñaranda and Gonzalo Sánchez, eds. Scholarly Resources. 1992.
EVALUATION:	<p>The course is intended to be a seminar experience. Therefore, students must interact and communicate as frequently as possible. Students should produce a 2 page paper analyzing the main ideas explained in class.</p>



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COURSE 4	From Mariachis to Samba: Culture, politics and society in 20th Century Latin America
PROFESSOR:	Professor Ana María Silva C
DESCRIPTION:	Mariachis, salsa, tango and samba are some of Latin America's cultural manifestations of a hectic century, full of revolutions, populisms and dictatorships. This course presents a cultural approach to the social and political movements that defined Latin America's history during the 20th Century.
TEXTS:	<ol style="list-style-type: none"> 1. CONSTABLE, Pamela, and VALENZUELA, Arturo (1991), <i>A Nation of Enemies. Chile under Pinochet</i>, New York, Norton & Co., ch. 2: "The soldiers". 2. DAVIS, Mike (2000), <i>Magical Urbanism: Latinos Reinvent the US City</i>, New York, Verso, chapters: 1, 5, 10, 15. 3. KARL, Terry Lynn (1995), "The Venezuelan petro-state and the crisis of its democracy" in MC COY, Jennifer (ed.), <i>Venezuelan democracy under stress</i>, New Brunswick, Transaction Publishers. 4. MC CANN, Brian (2004), <i>Hello, Hello Brazil. Popular Music in the Making of Modern Brazil</i>, Durham, Duke University Press, ch. 2: "Samba and National Identity".
EVALUATION:	Active class participation, 1 short paper and presentation

COURSE 5	Across the Andes in Search of Freedom
PROFESSOR:	Professor Marcela Revollo Rueda
DESCRIPTION:	This course will develop the history of the collapse of the Spanish Regime and the complex process of achieving political independence in the so called Bolivarian countries: Venezuela, Colombia, Ecuador and Peru
TEXTS:	<ol style="list-style-type: none"> 1. SAFFORD, Frank and PALACIOS, Marco, <i>Fragmented Land, Divided Society</i>, New York, Oxford University Press, 2002 2. LYNCH, John, <i>Simon Bolivar, A life</i>, U.K, Yale University Press, 2006. 3. LYNCH, John, <i>The Spanish American Revolution 1808-1826. Revolutions in the Modern World</i>. London, Weidenfeld and Nicolson, 1973.
EVALUATION:	Active class participation, 1 short paper (5 pages)



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COURSE 6 Media Business Environment in Colombia	
PROFESSOR:	Professor German Arrango Forero Director of Audio-Visual Communication Program
DESCRIPTION:	<p>The Media economics program applies the principles of Economy to the specific study and analysis of media industries. The course provides a general understanding of how economics issues affect and determine media firms and industries, on a local, regional, national and international level.</p> <p>The course examines the media industries as economic institutions operating in a mixed capitalist environment. The program is based on international analysis, but also remarks the behavior of the Colombian media market, including traditional media like printed, radio, television and movie industry, but also new media.</p> <p>Although the program studies the whole media industry, goes deeper on the audiovisual and the new media markets, which represent the core of the business.</p>
TEXTS:	<ol style="list-style-type: none"> 1. Albarran, A (2002). Media Economics. Understanding markets, industries and concepts. Second edition. Iowa State University Press. 2. Albarran, A and Chan-Olmsted S. (1996). Global media economics. Commercialization, concentration and integration of world media markets. Iowa State University Press. 3. Albarran, A (2006). Management of electronic media. Third Edition. Thomson. Wadsworth. 4. Picard, R (2002). The economics and financing of media companies. Fordham University Press. New York. 5. Picard, R (1989). Media economics. Concepts and issues. Beverly Hills, California. 6. Tungate, M (2004). Media monoliths. How great media brands thrive and survive. Kogan page. London <p>References also include articles published on special publications, journals of mass media, communication and media economics.</p>
EVALUATION:	Short academic paper analyzing media economics in Colombia (4-6 pages).



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COURSE 7	Politics & Democracy in Latin America
PROFESSOR:	Professor Mónica Hurtado Lozano*
DESCRIPTION:	After undergoing a transition from authoritarian rule, many Latin American countries have embraced democracy. However, various analysts would argue that different factors have prevented the consolidation of democracy in the region. In fact, high levels of inequality, corruption, drug trafficking, armed conflict and populism (among others), are some of the main problems that distort the functioning of democracy in Latin America. This course will help develop skills for understanding recent political developments that threaten democracy in Latin America.
TEXTS:	<ol style="list-style-type: none"> 1. Giovanni Sartori. 1987. <i>The Theory of Democracy Revisted</i>. Chatham: Chatham House Publishers. 2. Linz, Juan y Alfred Stepan. 1996. "Toward Consolidated Democracies" in <i>Journal of Democracy</i> 7.2, pp 14-33. 3. Zakaria, Fareed. "The Rise of Illiberal Democracy" in <i>Foreign Affairs</i> (November/ December 1997). 4. O'Donnell, Guillermo. 1996. "Delegative Democracies" in <i>Journal of Democracy</i> (July-August), pp. 70-89. 5. Mainwaring, Scott y Timothy Scully. 2008. "Latin America: Eight Lessons for Governance" in <i>Journal of Democracy</i> 19 (3), pp. 113 – 127. 6. Karl, Terry. 2000. Economic Inequality and Democratic Instability. <i>Journal of Democracy</i> 11 (1), pp. 149-156. 7. Weyland, Kurt. 2001. "Clarifying a Contested Concept: Populism in the Study of Latin American Politics" in <i>Comparative Politics</i> 34 (1), pp. 1-22. 8. Colombia Bejarano, Ana Maria, y Eduardo Pizarro. 2002. "From 'Restricted' to 'Besieged': the Changing Nature of the Limits to Democracy in Colombia. <i>Working Paper #296</i> (April), Kellogg Institute, University of Notre Dame.
EVALUATION:	Each student is expected to present a one-paragraph report each week on two of the assigned readings. An oral presentation of a reading can replace a report.
	* Monica is Assistant Professor of the International School of Economic and Administrative Sciences of La Sabana University. MA in Latin American Studies at Stanford University; MA in International Peace Studies at the University of Notre Dame; and political scientist of Universidad de Los Andes. Currently, Monica is doing research on palm oil production and armed conflict in Colombia. Monica has also written reports on trafficking of persons and sexual exploitation for the International Organization for Migrations (IOM) and International Labor Organization (ILO).



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COURSE 7 Regional Trade Agreements	
PROFESSOR:	Professor Catherine Pereira Villa Professor Jorge Ochoa White
DESCRIPTION:	This course examines the International perspective on regional integration and the trends associated with it and explores the debate between multilateralism and regionalism, and uses research on the subject to explore the different arguments in favor and against.
TEXTS:	<ol style="list-style-type: none"> 1. International Business by Charles Hill 5th Edition, 2005 McGraw-Hill Higher Education 2. TBA
EVALUATION:	Workshop on a specific regional trade agreement (either notified or not at the WTO)

COURSE 8 Commodity Production and Trade	
PROFESSOR:	Professor Catherine Pereira Villa Head of Relations & Negotiations
DESCRIPTION:	This course defines the term commodity and familiarizes the student with the trends in commodity production and trade as well as the characteristics of the value chains associated with some of them. The course also discusses commodity dependence, poverty and policy options.
TEXTS:	<ol style="list-style-type: none"> 1. Textbook: International economics, Paul Krugman and Maurice Obstfeld Seventh Edition - Pearson 2. UNCTAD World Trade Report 2008 3. Akiyama, Takamasa, John Baffes, Donald F. Larson, and Panos Varangis. (2001) <i>Commodity Market Reforms: Lessons of Two Decades</i>. Washington, DC: World Bank. (2003) 4. "Commodity Market Reform in Africa: Some Recent Experience." Policy Research Working Paper 2995. Washington, DC: World Bank. 5. Aksoy, Atmaman and John C. Beghin, eds. (2005) <i>Global Agricultural Trade and Developing Countries</i>. Washington: World Bank. 6. Arda, Mehmet. (Draft) "Food retailing, supermarkets and food security: Highlights from Latin America." Geneva: UNCTAD.
EVALUATION:	Mental map with the description of the global value chain associated with a chosen commodity



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COURSE 9	Social and Economic Implications of Population Change in a Developing Country: Colombia
PROFESSOR:	Professor Andres Salazar Arango, MA in Geography and MA in Regional Planning and Development
DESCRIPTION:	<p>This course offers a "Hands On" approach to studying Teen Pregnancy and Motherhood in a Latin and Central American context with emphasis on Colombia, from a Problem Based Learning (PBL) Humanistic perspective centered on social and economic issues.</p> <p>Wealth, Culture, Development Trends and Regional aspects of Colombia are studied. This background knowledge helps to better understand the link between Socioeconomic characteristics and the association between development and population dynamics.</p> <p>Data from Demography and Health Surveys and from DANE (Colombian Administrative Department of Statistics) are used to compare population and socioeconomic data of Colombia. Colombian population growth is examined in light of the Demographic Transition Model. Development as measured through different social and economic indicators is contrasted with population dynamics. Adolescent Fertility and its link with poverty is analyzed. The socioeconomic consequences of early childbearing are studied. An overall insight on Fertility and Development is discussed.</p>
TEXTS:	<ol style="list-style-type: none"> 1. Livi-Bacci, M. A Concise History of World Population: An Introduction to Population Processes (Excerpts). 2. Lloyd C, Editor, (2005) Growing Up Global: The Changing Transitions to Adulthood in Developing Countries. http://www.nap.edu/catalog/11174.html National Academy of Sciences. 3. Simon, J, Population and development in Poor Countries, Princeton, 1992. 4. Flórez, C., y Núñez, J. Teenage Childbearing In Latin American Countries. Adolescents And Young Adults In Latin America: Critical Decisions At A Critical Age. Revised Final Report. Bogotá, 2000. 5. SmithBattle,L.(2000). The vulnerabilities of teenage mothers: Challenging prevailing assumptions. <i>Advances in Nursing Science</i>, 23(1), 29-40. 6. Geronimus A, Teenage childbearing and personal responsibility: An alternative view. <i>Political Science Quarterly</i>, Fall 1997; 112, 3; Pharmaceutical News Index pg. 405 7. Shawa M, Lawlor D, Najmanb J, Teenage children of teenage mothers: Psychological, behavioural and health outcomes from an 8. Australian prospective longitudinal study. <i>Social Science & Medicine</i> 62 (2006) 2526–2539 9. Furstenberg F, Teenage Childbearing As A Public Issue And Private Concern. <i>Annu. Rev. Sociol.</i> 2003. 29:23–39
EVALUATION:	Class quizzes on reading assignments. Final Presentation of Project: What We Learned Oral Presentation and 5 page article.



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COURSE 10 Art and Identity in Latin America	
PROFESSOR:	Professor Sara Lee Castro
DESCRIPTION:	What do you know about Latin American art? What do you know about Latin America? Beginning with the idea that art is a product of its context, we will seek to gain a deeper understanding of Latin America through its visual art by answering the following questions about post-colonial identity: How were native and colonial people represented by Europeans? What was the indigenous influence on art? What was the affect on art after the Mexican revolution? How do contemporary Latin American artist deal with the colonial past? What are some connections and distinctions among Latin American art in the 20th century and that of Europe and the United States?
TEXTS:	<ol style="list-style-type: none"> 1. Baddeley, O. (2002) Engendering new worlds: Allegories of rape and reconciliation in <i>The Visual culture reader</i>. ed. Nicholas Mirzoeff. New York:Rutledge. 2. Baddeley, O. & Fraser, V. (1989). <i>Drawing the line: Art and Cultural Identity in Contemporary Latin America</i>. London: Verso. 3. Bailey, G.A. (2005). <i>Art of Colonial Latin America</i>. New York: Phaidon. 4. Canclini, Nestor G. (1998). <i>Remaking passports: Visual thought in the debate on multiculturalism in The art of art history: A critical anthology</i>, ed. Donald Preziosi. Oxford: Oxford University Press. 5. Lucie-Smith, E. (1993). <i>Latin American art of the 20th century</i>. New York: Thames and Hudson.
EVALUATION:	Weekly Journal entry based on specific essay question



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La Sabana Summer Program Draft Schedule

18th January – 12th February 2010

(Please be aware that some details may change and contact La Sabana for most updated information)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
17 th Arrival in Bogota	18 th Summer Program commences 10am Welcome, orientation, campus tour 12pm Welcome lunch 2-4pm Introduction to Colombia & Latin America presentation	19 th 9am – 12pm Spanish placement test & class 1-5pm City tour	20 th 9am – 12pm Spanish class	21 st 9am – 12pm Spanish class 1pm Salsa lessons (if desired)	22 nd 9am – 12pm Spanish class	23 rd FREE WEEKEND
24 th FREE WEEKEND	25 th 9 – 12pm Class 1 Or 2 – 5pm	26 th 9 – 12pm Class 2 Or 2 – 5pm	27 th 9 – 12pm Class 3 Or 2 – 5pm	28 th 9 – 12pm Class 4 Or 2 – 5pm 1pm Salsa lessons (if desired)	29 th 9am – 12pm Spanish class Tarde de Tejo afternoon activity	30 th Weekend trip to Villa de Leyva
31 st Weekend trip to Villa de Leyva	1 st 10 – 12pm Class 1 Or 2 – 4pm	2 nd 10 – 12pm Class 2 Or 2 – 4pm	3 rd 10 – 12pm Class 3 Or 2 – 4pm	4 th 10 – 12pm Class 4 Or 2 – 4pm 1pm Salsa lessons (if desired)	5 th Visit to Salt Cathedral of Zipaquirá	6 th FREE WEEKEND
7 th FREE WEEKEND	8 th 10 – 1pm Class 1 Or 2 – 5pm	9 th 10 – 1pm Class 2 Or 2 – 5pm	10 th 10 – 1pm Class 3 Or 2 – 5pm	11 th 10 – 1pm Class 4 Or 2 – 5pm 1pm Salsa lessons (if desired)	12 th Visit to Guatavita Lagoon Farewell dinner @ Andres Carne Restaurant	13 th Program completion