

Columbia University: Arts & Sciences

A&S Spring 2023 Standard Evaluation

Course: HISTUN2661_001_2023_1 - LATIN AMERICAN CIVILIZATION II: HISTW2661_001_2023_1_159371

Instructor: Alfonso Salgado Munoz *

TA: Lelia Stadler,Rosa Maria Mantilla Suarez,Kamini Masood

Response Rate: 31/61 (50.82 %)

1 - What did you learn - in terms of knowledge, skills, or perspectives - in this course?The answer to this question will generally be available in Vergil.

Response Rate	15/61 (24.59%)
<ul style="list-style-type: none"> • A general overview of the history of Latin America, covers the Haitian Revolution up to the 21st-Century • Learned about political and historical concepts and patterns that have influenced Latin America over the last 200+ years. In section, learned how to get the most out of academic readings and participate more fully in group discussion. • I found this course to be very useful and I have a better understanding of the broad social and political trends in Latin America during this time period. • A general timeline of events in Latin American history, and some theory about historiography. • I learned about modern Latin American history through a wide variety of informative and thorough angles. • I learned about the colonial background, revolutions, Wars of Independence, slavery and abolition, global systems, different systems of politics, and various discussions of rights in Latin America. • Analysis, reading and writing skills Latin American History from the 1800s to modern day • -Alternative narratives regarding well known historical events such as the independence movements in Latin America -The importance of contingent situations in history and how they interact with the greater forces at play. -How to use data in support of the study of historical narratives. • Learned to think about modern Latin American history in context within a generalized framework Learned how to better approach secondary sources within history Learned how to write about history • I learned about the history of Latin America - both colonial and postcolonial - as well as the crucial people, concepts, and societal trends that led to the overall evolution of Latin American society over the past 5 centuries. It also helped me understand how to read primary and secondary sources effectively while understanding their relevance to greater periods throughout Latin American history as a whole. • In general, I learnt a lot about the history of Latin America from 1800s to the present time. I think it has been a rewarding journey. • Important figures of Latin American Independence movements, critical actors in the nation-building of Mexico, Argentina, Cuba, and Brazil. We learned about U.S. involvement in Latin America, specifically in the late 19th century and the entire 20th century. We dedicated a good amount of time to the Mexican and Cuban revolutions. We learned about the rise of populism in Latin America. • Perhaps the most salient knowledge in this course revolved around the racial dynamics in this period of Latin American history, particularly the myth of racial harmony. • I learned mostly the basic history of Latin America, I am not sure if I learned much more. I appreciated how much history we covered and that the history did not erase the experiences of marginalized identities. • I learned how to purposefully annotate and read through historical books to be able to relate to them to class. 	

2 - What percentage of the work (including reading) assigned for this course did you complete on schedule?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
All or almost all	(1)	7	22.58%	<div></div>				
Most	(2)	17	54.84%	<div></div>				
Some	(3)	7	22.58%	<div></div>				
This question is not applicable	(4)	0	0.00%					
				0 25 50 100				
Response Rate								
31/61 (50.82%)								

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3 - What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.

Response Rate	15/61 (24.59%)
<ul style="list-style-type: none"> I liked the course, I would drop one essay on the book and supplement with a presentation or essay on a film/docu. Overall, a good class that has exposed me to a history that I was very unfamiliar with. Interesting content and discussions. Often too much of a focus on concepts rather than actual historical content, which can make understanding the full history of the region more complicated. Also many readings that do not connect to each other fully or can easily become overwhelming (i.e., primary sources only discussed in lecture, academic articles only discussed in section, textbook assigned but not discussed, and two separate historical books used for essay-writing only. More explicit about what we should take from each reading and apply to class. The class lecture felt very separate from the discussion sections and readings. Strengths: - Lecture content - Discussion section structure - Discussion section relevance - Essay questions Weaknesses: - Relevance of readings - Overabundance of readings - High workload with midterm, final, and two essay questions I enjoyed a lot of the readings; however, I often thought it was too much for one week. I really enjoyed this course. Although you do not get to cover many countries within the course given the deep, rich history of Latin America, you still are able to focus on major themes that tend to be relevant among many Latin American countries. The course also brings in case studies of specific Latin American countries that offer a more complex look into topics that are still relevant today. I really enjoyed this class because it helps to break down themes and stereotypes that are typically associated with Latin America and its long history, and offers new ways of viewing this region, as well as challenges to past ways of studying Latin America. The structure of the course consisted of textbook readings, longer case-study readings (30-50 pages each), and shorter class readings required for each lecture. I feel that the content was sometimes a lot, however, all of the readings were extremely engaging and interesting. Do the readings!!! Strengths: great overall narratives, very good primary sources. Improvements: large amount of readings and assignments. I felt like this course was a lot of work – especially when it came to readings – and even more so than other 4 point history courses I have taken. There were two books outside of the class that had to be read and two corresponding essays, multiple secondary source readings per week that spanned around 100 pages, and of course lectures and primary sources. Although these elements did enhance my understanding within the course overall, I still feel like it could have been a bit toned down. The lecturing style took a bit of getting used to, yet I do feel that the instructor has put a lot of effort into creating course material. Sometimes the delivery of the lectures can be a bit confusing, although this point is often acknowledged. This course is both entertaining and encompassing: Professor Salgado has a seemingly infinite knowledge and understanding of the trends and ideas that brought about the Latin American group of nations and how they fit into the modern geopolitical realm. The readings can be complex and a little hard to understand, especially as a non-history major who was primarily taking this class for their global core, but reading them for the discussion section is beneficial and enhances your understanding of the concepts. The discussion section primarily covers the readings and is somewhat of a supplementary to the lecture, but missing it consistently would likely cause you to fall behind in the course. I had a basic understanding of more-recent LatAm history, but taking this course significantly increased my understanding from a less USA-centric viewpoint, especially on subjects where the US was largely the aggressor. I really enjoyed the course. While the workload is on the heavier side, most readings were meaningful in that they added a new perspective on an issue that we discuss in class and make our lecture and discussions more interesting. I really enjoyed the course! The primary source readings were very interesting. The weekly readings are dense and hard to get through but provide a new perspective on the historians craft. Because this course spans a very broad chronology and geography, many of the lectures were theme/argument based rather than based in chronology. I understand why this had to be the case but I found many of the lectures/arguments extremely complex. For this reason, this was one of the most difficult history lectures. The class was a lot of work and I did not think that it had to be as much work as it was---I think this is the highest work load of any class that I have taken at Columbia. Not every reading felt necessary---they were interesting, but the point could also be made without having to assign multiple 40-page long readings. More diversity of course materials such as poems, music, videos, etc would be appreciated. It is good that many of the readings were free though. The book on Pinochet's Chile felt especially unnecessary. The class is very organized and structured. Some strengths in this class is the thorough explanation of historical events with analysis, although sometimes they would lead to tangents that would make the class difficult to follow along. The slide presentation were also a good addition to the class because it helped organize class time and class flow. However, there were multiple times the professor would go over time with nessecary information that would tie in the whole class. 	

4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	7	22.58%	<div><div></div></div>	<div>3.71</div>			
Very Good	(4)	11	35.48%	<div><div></div></div>				
Good	(3)	10	32.26%	<div><div></div></div>				
Fair	(2)	3	9.68%	<div><div></div></div>				
Poor	(1)	0	0.00%	<div><div></div></div>				
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
31/61 (50.82%)				3.71	0.94	4.00		

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5 - Would you recommend this course to another student?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely recommend	(1)	8	25.81%	<div><div></div></div>	
Probably recommend	(2)	16	51.61%	<div><div></div></div>	
I'm not sure I'd recommend	(3)	3	9.68%	<div><div></div></div>	
Probably not recommend	(4)	4	12.90%	<div><div></div></div>	
Definitely not recommend	(5)	0	0.00%	<div><div></div></div>	
				0 25 50 100	
Response Rate					
31/61 (50.82%)					

6 - Please qualify your recommendations if you wish:The answer to this question will generally be available in Vergil.

Response Rate	8/61 (13.11%)
<ul style="list-style-type: none"> • It has too much reading and the reading are not related to the lecture. It feels like I am taking two courses. • It is a lot more work than other global cores of the same structure that I have taken, especially with the sheer volume of things you have to memorize for the exams. • I feel that I am able to view certain contemporary discussions of Latin America in a new light. • Take it if you are interested in this subject area/is a history major. Not recommended if taking it for a global core. • For a Global Core class, I think this might just be a bit on the higher end with the amount of work that needs to be put into this course. • No discussion posts. Manageable midterm + final. Two essays on short books. Interesting slide decks. • I found the material very interesting but I feel liek the lectures and discussions didn't do the material justice. • I would not recommend this course because it felt punitive. Our TA wrote down everytime that we spoke in our discussion period which made me feel like I was constantly being graded. I do not think that is an efficient or necessary way to teach. I wish that the class had more medias and connected more to things that are happening in modern Latin America at least during discussion period. Discussion period stuck so close to the text and was basically a test of just if we had done the readings 	

7 - How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much heavier workload	(1)	6	19.35%	<div><div></div></div>	
Heavier workload	(2)	17	54.84%	<div><div></div></div>	
Similar workload	(3)	7	22.58%	<div><div></div></div>	
Lighter workload	(4)	0	0.00%	<div><div></div></div>	
Much lighter workload	(5)	0	0.00%	<div><div></div></div>	
No basis for comparison	(6)	1	3.23%	<div><div></div></div>	
				0 25 50 100	
Response Rate					
31/61 (50.82%)					

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8 - How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)The answer to this question will generally be available in Vergil.

Response Rate	15/61 (24.59%)
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- 10 hours easy... a lot of reading and forward planning for future assignments.
- 8-9 hours
- 6-7
- 5
- 9
- 3 hours- Class time 50 minutes - Discussion Section 3-6 hours/week - Readings
- 10 1 hour primary source weekly reading 2-4 hours secondary source reading 3 hour class time 2 hour-recitation and miscellaneous
- ~2.5 hrs class time ~3-4 hrs readings ~essays and studying dependent. roughly 8-10 hrs in intense week.
- ~2.5 hours of lecture, 1 hour of discussion, 30 min of primary source readings, 2-3 hours for secondary source readings
- I spent probably 4 to 5 hours doing reading, mostly the secondary sources (which are larger essays and reports), and 3 hours per week in 2 lecture periods, as well as another hour for the discussion section. In total, it was probably 8-10 hours per week. I spent a little more time every week when we had our big essay assignments in order to read the book that the essay is based on.
- 6 hours
- 6-7
- 10+
- Like 13 hours. 5 for class and discussion period, and then 8 for the readings because there were usually five readings per week and I also took notes.
- 10-12 hours

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9 - Please evaluate Alfonso Salgado Munoz. What are Alfonso Salgado Munoz's strengths? In what ways might their teaching be improved? In answering this question, you might address the clarity of the lectures or presentations and their relationship to the other elements of the course, the ability of Alfonso Salgado Munoz to generate enthusiasm and facilitate discussion, the quality of feedback, availability, the timeliness of the return assignment, etc. -

Response Rate	17/61 (27.87%)
<ul style="list-style-type: none"> • Professor Salgado is great! He was always willing to help me out and share his knowledge on subjects that I wish to look into further. • Passionate about the course and effectively facilitates discussions/keeps students engaged. However, often does not finish lessons in class period and lectures can become confusing because too much of a focus on slides' content which can be somewhat unclear. • I really enjoyed Prof Salgado's lectures. He approaches each lecture with a theme and an overarching argument that often challenges the traditional notions of history. I thought it was very effective as he would then use case studies to prove his point, and I appreciated this method. I found it to be engaging and intellectually stimulating. • He is very engaging in class, but can be hard to follow sometimes. I think there is also too much of a difference between things he says and what is on the presentation so it is hard to focus on both at once. • Strengths: - Lecture structure - Lecture thoroughness - Knowledge on topic - Lecturing Style Room for improvement: - Large class size made source discussion difficult • I thought he was an engaging and interesting lecturer and very approachable. • I really enjoyed Professor Salgado's teaching. I feel that Professor Salgado did an excellent job of introducing concepts that many students may have been familiar, or stories that we most likely have heard about Latin America, then he offered a challenge to those stories, and pushed students to view what we know about Latin America in a new light. He also tried his very best to include students into his lecture by asking them to read quotes on the board, and pushing us to engage with questions that he would offer after we discussed the primary sources in lecture. Professor Salgado was always willing to clarify anything that he may have said, and created a very inviting classroom environment for students. I was able to really come away from every lecture with a very rich understanding of Latin America. • He is super amazing. He is upfront about what he expects from you and how to do well in the course. He wants class participation and loves inserting historical text excerpts, so be prepared to read one out loud potentially. Overall, he is really enthusiastic, sweet and knowledgeable. Though, I did not go to his office hours, I am under the impression he is super accessible and accommodating. If you go to office hours, he will remember your name! • Strengths: incredible use of primary sources, maps, and data. Excellent at presenting historical narratives in a manner that is optimal for information absorption. Very engaging speaker and presenter in lectures. Improvements: Can be more adept at making the lectures more discussion-driven, which would've helped with making writing essays in exams easier. • I feel like Prof. Salgado truly cares about this course and his students. He is very friendly, approachable, and self-aware in the sense that he acknowledges when lectures go off-topic, are too in-depth, or are too confusing. He puts a lot of effort into developing course materials and making it streamlined for us to the best of his ability. I do feel like his lecture style can be a bit off-putting at first, especially if you are not used to it. However, once you get the sense of how he organizes the lectures, it becomes much easier to follow. There are some lectures that can be very dense and convoluted – both with the volume of information and the amount of text present on the slides. • Professor Salgado is an absolute joy to be lectured by. He's fun, he's witty, and he knows a TON about what he's teaching. His slides and presentations are engaging and well-made, and you can tell that he's passionate about teaching the course. • Professor Alfonso is amazing at teaching. He is so passionate and enthusiastic about the subject that it just makes the lectures so much more interesting. I appreciate the amount of effort he takes into preparing for his lectures and overall I think the class has been very enriching for me. • Since this is professor Salgado's first class, the beginning was a little rough. During his lectures, he would go on tangents and often lose me in the discussion. However, throughout the semester, his lecturing skills greatly improved. His arguments and points flow better. Nonetheless, there's still room for improvement for his lecturing. One of his strengths is his power point presentation. His presentations are very interesting, contain interesting quotes, primary sources, and secondary sources. He puts effort into the infographics which greatly aid his lecture. • Alfonso Salgado is talented at breaking down complex themes/arguments spanning broad time periods/geographies by using visuals, bullets, etc. His presentations are very strong. • Professor Salgado is incredibly smart, kind, and funny. I love him a lot and he clearly has a lot of passion for the material. However, While interesting, I felt like his lectures weren't necessarily the most connected to the material we read about, and as such it was hard to find a through line throughout the class. Despite his interesting lectures, I feel like the content would be suited by focusing more on specific moments in time or events in history, rather than more thematic lectures. • I appreciate Professor Salgado Munoz's understanding and compassion when it came to extensions, course materials were always posted on time, he is clearly enthusiastic and organized, he learned our names, he engaged with the audience better than any other teacher that I had a lecture with has, the slides were very clear and every class had an identifiable takeaway. • Professor Salgado teaches with a passion for this subject and is a knowledgeable man, however he has yet to perfect his lecture style that comes with experience. He is able to bring discussion to class, and knows what questions to ask. Lectures are sometimes difficult to follow but the presentations and reading will give you clarity on the topics. 	

10 - What is the overall teaching effectiveness of Alfonso Salgado Munoz? -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	15	48.39%			4.29		
Very Good	(4)	10	32.26%					
Good	(3)	6	19.35%					
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Instructor			
Response Rate				Mean	STD		Median	
31/61 (50.82%)				4.29	0.78		4.00	

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11 - What are the strengths and weaknesses of Kamini Masood (discussion section leader, lab section leader, grader) as an instructor, and how might Kamini Masood's teaching be improved?

11 - What are the strengths and weaknesses of Lelia Stadler (discussion section leader, lab section leader, grader) as an instructor, and how might Lelia Stadler's teaching be improved?

11 - What are the strengths and weaknesses of Rosa María Mantilla Suarez (discussion section leader, lab section leader, grader) as an instructor, and how might Rosa María Mantilla Suarez's teaching be improved?

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11 - What are the strengths and weaknesses of Kamini Masood, Lelia Stadler, Rosa Maria Mantilla Suarez (discussion section leader, lab section leader, grader) as an instructor, and how might Kamini Masood, Lelia Stadler, Rosa Maria Mantilla Suarez's teaching be improved?

12 - What is the overall teaching effectiveness of Kamini Masood?

12 - What is the overall teaching effectiveness of Lelia Stadler?





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12 - What is the overall teaching effectiveness of Rosa Maria Mantilla Suarez?

12 - What is the overall teaching effectiveness of Kamini Masood, Lelia Stadler, Rosa Maria Mantilla Suarez?

13 - How useful or informative did you find John Charles Chasteen' book Born in Blood and Fire?

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Very Useful	(1)	17	56.67%			1.57	
Somewhat Useful	(2)	9	30.00%				
Not Very Useful	(3)	4	13.33%				
				0 25 50 100	Question		
Response Rate				Mean	STD	Median	
30/61 (49.18%)				1.57	0.73	1.00	

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14 - Which articles or book chapters you found more interesting? Please choose no less than 3 and no more than 5.

Response Option	Weight	Frequency	Percent	Percent Responses	
Bueno, Christina. "Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico."	(1)	9	32.14%	<div></div>	
Chalhoub, Sidney. "The Precariousness of Freedom in a Slave Society (Brazil in the Nineteenth Century)."	(2)	7	25.00%	<div></div>	
Chase, Michelle. "The Trials: Violence and Justice in the Aftermath of the Cuban Revolution."	(3)	4	14.29%	<div></div>	
Craib, Raymond B. "A Nationalist Metaphysics: State Fixations, National Maps, and the Geo-Historical Imagination in Nineteenth-Century Mexico."	(4)	8	28.57%	<div></div>	
Echeverri, Marcela. "Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809–1819."	(5)	2	7.14%	<div></div>	
Ferrer, Ada. "Haiti, Free Soil and Antislavery in the Revolutionary Atlantic."	(6)	4	14.29%	<div></div>	
Findlay, Eileen J. "Love in the Tropics: Marriage, Divorce, and the Construction of Benevolent Colonialism in Puerto Rico, 1898-1910."	(7)	7	25.00%	<div></div>	
Guerra, Lillian. "Poder Negro in Revolutionary Cuba: Black Consciousness, Communism, and the Challenge of Solidarity."	(8)	6	21.43%	<div></div>	
Harmer, Tanya. "Brazil's Cold War in the Southern Cone, 1970-1975."	(9)	5	17.86%	<div></div>	
Hoffman, Kelly; and Centeno, Miguel. "The Lopsided Continent: Inequality in Latin America."	(10)	1	3.57%	<div></div>	
James, Daniel. "Peronism and the working class, 1943-1955."	(11)	0	0.00%	<div></div>	
Kelly, Patrick William. "Torture in Brazil."	(12)	2	7.14%	<div></div>	
López, Rick A. "The India Bonita Contest of 1921 and the Ethnization of Mexican National Culture."	(13)	15	53.57%	<div></div>	
Milanesio, Natalia. "Food Politics and Consumption in Peronist Argentina."	(14)	10	35.71%	<div></div>	
Moya, José. "Introduction: Latin America — The Limitations and Meaning of a Historical Category."	(15)	8	28.57%	<div></div>	
Perez, Jr., Louis A. "Incurring a Debt of Gratitude: 1898 and the Moral Sources of United States Hegemony in Cuba."	(16)	10	35.71%	<div></div>	
Putnam, Lara. "Eventually Alien: The Multigenerational Saga of British West Indians in Central America, 1870–1940."	(17)	1	3.57%	<div></div>	
Sábato, Hilda. "On Political Citizenship in Nineteenth-Century Latin America."	(18)	2	7.14%	<div></div>	
Scott, Julius S. "The Suspense Is Dangerous. News, Rumor, and Politics on the Eve of the Haitian Revolution."	(19)	1	3.57%	<div></div>	
Scott, Rebecca J. "Defining the Boundaries of Freedom in the World of Cane: Cuba, Brazil, and Louisiana after Emancipation."	(20)	2	7.14%	<div></div>	
Thornton, Christy. "A Mexican International Economic Order? Tracing the Hidden Roots of the Charter of Economic Rights and Duties of States."	(21)	1	3.57%	<div></div>	
Zolov, Eric. "Expanding our Conceptual Horizons: The Shift from an Old to a New Left in Latin America."	(22)	5	17.86%	<div></div>	

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Response Rate	28/61 (45.9%)
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Response Rate: 31/61 (50.82 %)

15 - Which primary sources you found more interesting? Please choose no less than 3 and no more than 5.

Response Option	Weight	Frequency	Percent	Percent Responses	
1790 – Francisco de Miranda, "Proposal to William Pitt of the London Foreign Office"	(1)	1	3.57%	<div></div>	
1804 – Jean-Jacques Dessalines, "Proclamation"	(2)	2	7.14%	<div></div>	
1814 – Manuel Belgrano, "The Forging of a Rebel"	(3)	1	3.57%	<div></div>	
1819 – Simón Bolívar, "Bolívar's Ideal Republic"	(4)	9	32.14%	<div></div>	
1862 – Francisco Bilbao, "The Age of Violence"	(5)	1	3.57%	<div></div>	
1852 – Juan Bautista Alberdi, "Roads to the Future"	(6)	6	21.43%	<div></div>	
1876 – O Homem, "Recife, March 9, 1876"	(7)	1	3.57%	<div></div>	
1887 – Richard Dana, "The Trade in Chinese Laborers"	(8)	8	28.57%	<div></div>	
1901-1903 – Oreste Sola, "Making it in America"	(9)	4	14.29%	<div></div>	
1901 – US Congress, "The Platt Amendment"	(10)	9	32.14%	<div></div>	
1908 – James Creelman and Porfirio Díaz, "Mexico's President Looks North"	(11)	3	10.71%	<div></div>	
1917 – Constitutional Convention of Mexico, "Constitution of 1917: Articles 27 and 123"	(12)	3	10.71%	<div></div>	
1936 – Víctor Raúl Haya de la Torre, "What is APRA?"	(13)	0	0.00%	<div></div>	
1952 – Eva Perón, In My Own Words (excerpts)	(14)	11	39.29%	<div></div>	
1955 – Ezequiel Martínez Estrada, "Perón Appeals to the People"	(15)	0	0.00%	<div></div>	
1957 – Herbert Matthews' interview with Fidel Castro (a.k.a., "Cuban Rebel Is Visited in Hideout")	(16)	7	25.00%	<div></div>	
1961 – Arminio Savioli's interview with Fidel Castro (a.k.a., "The Nature of Cuban Socialism")	(17)	4	14.29%	<div></div>	
1953 – National Security Council, "Statement of Policy"	(18)	1	3.57%	<div></div>	
1976 – Harry Schlaudeman, "Memorandum to Secretary of State Kissinger"	(19)	0	0.00%	<div></div>	
1973 – Amnesty International, "Report on Torture"	(20)	11	39.29%	<div></div>	
1988 – LASA, "The Whole World Was Watching: The 1988 Plebiscite"	(21)	3	10.71%	<div></div>	
2006 – Evo Morales et alter, "The New Populism"	(22)	9	32.14%	<div></div>	
2006 – Mario Vargas Llosa, "Against Pro-Indian Racism"	(23)	4	14.29%	<div></div>	
Response Rate		28/61 (45.9%)			