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CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-21</u>
Action <u>Approved</u>
Date <u>2-8-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE


COURSE/PROGRAM TITLE GE 252 Geography of Latin America  
DEPARTMENT Geography and Regional Planning  
CONTACT PERSON Robert B. Begg


II. THIS COURSE IS BEING PROPOSED FOR:

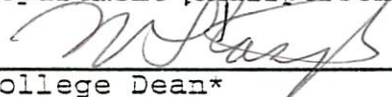
- Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

  
\_\_\_\_\_  
Department Curriculum Committee

  
\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
College Curriculum Committee  
  
\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

  
\_\_\_\_\_  
College Dean\*  
\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented <u>FALL 89</u>	Date to be published in Catalog <u>SPRING 89</u>
Date Submitted to UWUCC _____		

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

**If so, which General Education course(s)?** GE 104

Liberal Studies Form -- 2

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>  X  </u>	<u>      </u>
2. Literacy--writing, reading, speaking, listening	<u>  X  </u>	<u>      </u>
3. Understanding numerical data	<u>      </u>	<u>      </u>
4. Historical consciousness	<u>      </u>	<u>  X  </u>
5. Scientific inquiry	<u>      </u>	<u>      </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u>      </u>	<u>  X  </u>
7. Aesthetic mode of thinking	<u>      </u>	<u>      </u>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<u>      </u>	<u>  X  </u>
<b>C. Understanding the Physical Nature of Human Beings</b>	<u>      </u>	<u>      </u>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<u>      </u>	<u>  X  </u>
2. Use of computing technology	<u>      </u>	<u>      </u>

## PART II.

- A. 1. Primary: Skills that are basic to enquiry are taught in this course. They include 1) recognizing a problem, 2) developing hypotheses, 3) exploring implications of hypotheses, 4) supporting hypotheses with evidence and drawing conclusions. These skills are developed primarily through outside-of-class research assignments based on the analysis of statistics (e.g., population) and maps.
2. Primary: Students are required to demonstrate effective writing skills in this course. Essay exams and outside-of-class assignments develop reading and writing skills.
4. Secondary: The historical foundations of the present day Latin American cultural landscape are considered in this course. An understanding of the contributions of the native Indian groups, and the later alteration of the region by European colonists, are essential for an understanding of the Latin America of today.
6. See answer to III.E.1.
- B. Political, social, and economic events in Latin America will influence similar events in the United States. The content of this course will enhance student understanding of the reasons for the myriad of geo-political events shaping Latin America, and how these events will affect the future of the United States.
- From a more general perspective, growing global interdependence will be a hallmark of the next century. International education, including knowledge of the language, culture, politics, and economics of other nations, will be basic parts of college curriculum.
- D. Secondary. Readings, the compilation of a news log, and map exercises, which require the use of atlases and statistics, make extensive use of IUP library resources.

PART III.

A. N/A

B. The syllabus explicitly indicates the perspectives and contributions of ethnic and racial minorities and of women to Latin American society and geography.

C. Reading list is attached to course syllabus.

D. N/A

E. 1. The major ethical issues that shaped the geography of Latin America are addressed in this course. Paramount among those issues is the impact of European colonization on the present-day lifestyles, agriculture, population, language, religion and social customs. Aside from the virtual extinction of the native Indian populations, the present low levels of economic development, especially inequalities in land tenure, had its roots in colonialism. The importation and mistreatment of black Africans is also considered.

2. Each lecture focuses on a specific geographic topic (e.g., population), which serve as the basis for developing geographic concepts, ideas and conclusions. The course develops around an increasingly difficult sequence of concepts, and many selected examples are worked into the course to prove a few main principles or generalizations.

3. Certain classroom conditions and attitudes are necessary for effective learning. Students are encouraged to be engaged in class participation through questions formulated by the instructor. Students are also made to feel that they can raise questions and explore various kinds of evidence to derive answers. Outside-of-class written exercises and essay examinations facilitate the development of writing skills.

4. N/A

5. N/A

6. Students are required to compile a news log of Latin American current events covering geopolitical and socioeconomic problems. In addition to simply compiling the news log, students are required to abstract each article. In so doing, the students develop a literal understanding of the data presented in maps, graphs, tables, charts, diagrams, and, most important, in the prose pages. The prose analysis includes such skills as identifying the main idea and recognizing contrasting points of view.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

6.

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## CHECK LIST -- NON-WESTERN CULTURES

7.

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

8.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture, \_\_\_\_\_
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies—anthrological, geographical, histroical, sociological, and so forth—may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, etither in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.



Course Syllabus

I. Catalog Description.

GE 252: Geography of Latin America

Credits: 3, Lecture hours: 3

Prerequisites: none

Description: The impact of rapid population growth and economic development on the environment and spatial organization of Latin America are considered. The resource base and cultural heritage of the region are also studied.

II. COURSE OBJECTIVES

1. Students will know that places in Latin America are distinctive in terms of their physical and human characteristics.
2. Students will learn the methods used by geographers in identifying and analyzing socioeconomic patterns on the Earth's surface.
3. Students will understand that location is a significant aspect of every activity, event, place, and cultural and physical feature in Latin America.
4. Students will explain how intensive human activities can dramatically alter the physical characteristics of places.
5. Students will understand how different groups in society may view places differently--for example depending on their life stage, gender, class, ethnicity, or values and belief systems.
6. Students will be able to describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.
7. Students will understand how changes in transportation and communications technology in Latin America influence the rates at which people, goods, and ideas move from place to place.
8. Students will be able to explain how regions may be defined by cultural or physical features or by a combination of both.

III. COURSE OUTLINE

1. The Nature of Geography (1 lecture)

What is geography? The five themes of geography.

2. Physical Regions and the Geological Evolution of Latin America (2 lectures)

The theory of plate tectonics. Characteristics of the various physical regions of Latin America and the tectonic processes that produced them. Landform diversity.

3. Climates of Latin America: Classifications (3 lectures)

The Koppen system of climatic classification. Location and Causes of the Latin American Climates: the Koppen A, B, C, and H climatic groups in Latin America. Temperature and moisture characteristics.

4. The Water Balance (1 lecture)

The hydrologic cycle and the local water balance: relationships between agriculture and climate. Human intervention in the water balance.

5. Soils and Vegetation (1 lecture)

Soils: controls on soil development. Vegetation regions. Vegetation as a resource.

6. Latin America's Indian Heritage (3 lectures)

Incas, Mayans, and Aztecs. Indian cultural contributions.

7. Colonial Impact on Latin America (2 lectures)

Aboriginal patterns prior to conquest. Centers of conquest and settlement spread: Spanish, Portuguese and North European. The impact of European settlement on Latin American culture, racial composition, religion, agriculture and society. The colonial economy of Spanish, Portuguese and North European Settlements.

8. Case study: Internal Colonization in Bolivia (1 lecture)

Movement from the Altiplano to the Amazon interior. Socioeconomic characteristics of agricultural colonies.

9. Population Geography of Latin America (4 lectures)

Historical trends in Latin American population growth. Population distribution. Birth rates and death rates. Traditional versus modern roles of women in Latin America and their influence on the birth rate. Age structure and the dependency burden.

10. Case study: Population Problems: Haiti (1 lecture)

Population pressure and the degradation of Haiti's natural resources. The role of Catholicism and voodooism in promoting high birth rates. The traditional role of women and high fertility rates.

11. Case study: Population Problems: Northeastern Brazil (1 lecture)

The impact of rapid population growth in Northeastern Brazil.

12. Agricultural Development in Latin America (3 lectures)

Traditional Agriculture in Latin America: Swidden in Brazil. Agricultural Colonization: Amazonia. Brasilia. Tropical deforestation. Jari project.

13. Case study: Commercial Agriculture: Coffee in Colombia (1 lecture)

Commercial agriculture in Colombia: coffee and flowers.

14. Land Reform (2 lectures)

Characteristics of land reform in Latin America.

15. Transportation Development in Latin America.  
(2 lectures)

Pre-Hispanic transportation: Aztecs, Maya, Inca. International movements. Technology and costs of colonial transportation. The railroad era. The modern period of transportation development.

16. Internal Migration (3 lectures)

Causes of migration. Characteristics of rural to urban migration. The domination of women in the migration process.

17. Urbanization: Characteristics of Cities (3 lectures)

Urban growth in Latin America. The colonial urban network. The colonial city. Evolution of the modern city in Latin America. Impact of rural to urban migration on cities. The rank-size rule. Landuse patterns in the modern city. Favellas

18. Case study: Problems of Urbanization (1 lecture)

Case studies: Mexico City and Argentina.

19. The Growth of Mining and Manufacturing (2 lectures)

Geographic aspects of mining and manufacturing in Latin America. Industrial location and decentralization. Mexico: the maquila industries.

20. Crisis in Central America: Nicaragua (1 lecture)

Historical roots of the war in Nicaragua.

21. Cuba's Influence in the Caribbean (1 lecture)

The geography of Cuba. Castro's transformation of the country.

IV. EVALUATION METHODS

80% There are three essay exams during the semester. All exams are about equal in weight and are based on lecture material and outside readings.

20% Outside of class exercise and news log.

Grading is based on the following fixed percentage system:

A:	90% - 100%
B:	80% - 89%
C:	70% - 79%
D:	60% - 69%
F:	0% - 59%

V. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Blouet, Brian W. and Olwyn M. Blouet. Latin America: An Introductory Survey, John Wiley and Sons, 1982.

Required reading: Turner, June. Latin American Women: The Meek Speak Out, International Educational Dev., 1981.

SUPPLEMENTARY READINGS

Austin, J. P., Agribusiness in Latin America, New York, Praeger, 1974.

Barraclough, S., Agrarian Structure in Latin America, Lexington, Mass., D. C. Heath, 1973.

Borah, W., "The Aboriginal Population of Central Mexico on the Eve of Spanish Conquest," Ibero-Americana, No. 45, Berkely and Los Angeles, University of California Press, 1963.

Chang, J. H., "The Agricultural Potential of the Humid Tropics," Geographical Review, Vol. 58, 1968, pp. 333-361.

Child, J. Geopolitics and Conflict in South America: Quarrels Among Neighbors, New York, Praeger, 1985.

Chourci, N., Energy and Development in Latin America, Lexington, Mass., D. C. Heath, 1982.

Cornelius, W. A., and R. V. Kemper (eds.), "Metropolitan Latin America: The Challenge and Response," Latin American Urban Research, Vol. 6, Beverly Hills, Calif., Sage, 1977.

Davidson, W. V., and J. J. Parsons (eds), Historical Geography of Latin America, Baton Rouge, Louisiana State University, 1980.

Denevan, W. M. "Aboriginal Drained-Field Cultivation in the Americas," Science, Vol. 169, 1970, pp. 647-654.

Fittkau, E. J., et al., Biogeography and Ecology of South America, The Hague, Junk, 1968.

Gerhard, P., A Guide to the Historical Geography of New Spain, London, Cambridge University Press, 1972.

Gilbert, A., Latin American Development: A Geographical Perspective, Baltimore, Penguin, 1974.

\_\_\_\_\_, "The Argument for Very Large Cities Reconsidered," Urban Studies, Vol. 13, 1976, pp. 27-34.

\_\_\_\_\_, Hardoy, J., and Ramirez, R., Urbanization in Contemporary Latin America, New York, John Wiley and Sons, 1982.

Gonzalez, A., "Population Growth and Socio-Economic Development: The Latin American Experience," Journal of Geography, Vol. LXX, 1971, pp. 36-46.

Griffin, E. C., and Ford, L., "A Model of Latin American City Structure," Geographical Review, Vol. 70, 1980, pp. 397-422.

Hardoy, J. E. (ed), Urbanization in Latin America: Approaches and Issues, New York: Anchor Press, 1975.

Kritz, M. M., and Gurak, D. T. (eds), "International Migration in Latin America," Special Issue, International Migration Review, Vol. 13, 1979.

Mellafe, R., Negro Slavery in Latin America, Berkeley and Los Angeles, University of California Press, 1975.

Sanchez, P. A., "Amazon Basin Soils: Management for Continuous Crop Production," Science, Vol. 216, pp. 821-27.

Seavoy, R. E., "The Shading Cycle in Shifting Cultivation," Annals of the Association of American Geographers, Vol. 63, 1973, pp. 522-528.

Sherman, W. L., Forced Native Labor in Sixteenth Century Central America, Lincoln, University of Nebraska Press, 1978.

Smith, N. J., "Colonization Lessons from a Tropical Forest," Science, Vol. 241, pp. 755-61.

Smith, T. L., The Race Between Population and Food Supply in Latin America, Albuquerque, University of New Mexico Press, 1976.

Waters, R. F., Shifting Cultivation in Latin America, FAO Forestry Development Paper, No. 71, Rome, United Nations, 1971.

Webb, K. E., "Origins and Development of a Food Economy in New Spain," Annals of the Association of American Geographers, Vol. 49, 1959, pp. 409-419.

Zavala, S., The Spanish Colonization of America, Philadelphia, University of Pennsylvania Press, 1943.

VI. SPECIAL RESOURCES

none

VII. BIBLIOGRAPHY

Boehm, R. G., and S. Visser (eds), Latin America: Case Studies, Dubuque, Kendall/Hunt, 1984.

Bromley, D. F. and Bromley, R. South American Development: A Geographical Introduction, London, Cambridge University Press, 1982.

Goodwin, P. B., Global Studies: Latin America, 3rd ed, Guilford, Conn., Dushkin, 1988.

James, P. E. and C. W. Minkel, Latin America, 5th. Ed., New York: John Wiley and Sons, 1986.

West, R. C. and Augelli, Middle America: Its Lands and Peoples, 2d ed., Englewood Cliffs, N. J., Prentice-Hall, 1976.