

14-24

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LSC Action-Date: App 4/9/15	UWUCC Action-Date: AP 4/14/15 Senate Action Date: App - 4/28/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit GEOG & RGPL	Phone 5990

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: GEOG 252 Geography of Latin America

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

Honors College Course       Other: (e.g. Women's Studies, Pan African)

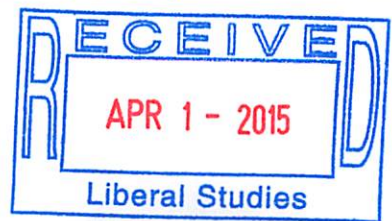
4. Program Proposals

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail Sedquist</i>	4/9/13
Department Chairperson(s)	<i>John ...</i>	4/9/13
College Curriculum Committee Chair	<i>...</i>	4/9/13
College Dean	<i>...</i>	11/15/12
Director of Liberal Studies (as needed)	<i>...</i>	4/14/15
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/14/15



Received  
NOV 19 2013  
Liberal Studies

## Geography 252 - Geography of Latin America - NEW Syllabus of Record I.

### Catalog Description:

GEOG 252 Geography of Latin America

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

### Prerequisite: None

Provides a critical and empirical analysis of the region of the world known as Latin America. Reviews the region's development and underdevelopment from geographic, historic, and economic perspectives. Offers a survey of the physical geography of Central America, South America, and the Caribbean and describes the human geography of settlements, agriculture, and the built-environment in response to the physical characteristics of the region. Topics include; natural resources, indigenous cultures, colonial legacy, climate conditions, political differences, and globalization.

### II. Course Objectives:

By the end of the course, each student will be able to:

#### Objective 1:

Analyze the human geographies of Latin America in historical and spatial context.

Expected Liberal Studies Learning Outcomes 1. 2 and 3: Informed Learners, Empowered Learners, and Responsible Learners

#### **Rationale:**

Course material will require students to analyze and identify the linkages of contemporary Latin American cultures to its colonial European origins, while also differentiating from the traditional indigenous cultures. The under and uneven development of the Latin American region will be recognized by attentive students and each student must be able to synthesize the complex socio-spatial structures that have been created as a result of colonialism, spatial and economic dependence, and conflict. Students will be required to name, recognize, and recall pertinent information to demonstrate basic knowledge during quizzes and exams. The research project will be used as a vehicle for students to illustrate their comprehension and to organize their synthesis of a topic. Each student will be required to explain in both abstract and concrete terms.

#### Objective 2:

Identify the physical processes of the natural world that characterize Latin America.

Expected Liberal Studies Learning Outcomes L 2 and 3: Informed Learners, Empowered Learners, and Responsible Learners

#### **Rationale:**

Exams and quizzes, and possible research projects, will require students to demonstrate basic physical geographic knowledge by naming, defining, recognizing, and labeling physical geographic features of the region (i.e., the Upper and Lower Antilles, major islands, water bodies, and mountain features).

#### Objective 3:

Identify the environmental processes (human-nature interaction) that characterize Latin America, and understand how they affect human quality of life.

Expected Liberal Studies Learning Outcomes 1.2 and 3: Informed Learners, Empowered Learners, and Responsible Learners

#### **Rationale:**

More advanced physical and environmental features (i.e., land cover and land uses, climate types, and soil types) will require students to demonstrate their comprehension by explaining, classifying, and indicating the level of human - environment interaction within the region. This will be demonstrated with exam questions, and specific research project objectives.

**Objective 4:**

Recognize and theorize the spatial organization of human settlements ('cultural landscapes').

**Expected Liberal Studies Learning Outcomes 1.2 and 3; Informed Learners, Empowered Learners, and Responsible Learners**

**Rationale:**

Latin America is the location to some of the largest forest biomes on the planet, and is also the location of some of the fastest growing urban centers on the planet. Between these land-uses are vast agricultural lands. Students will argue, in their research project, how these land-uses should be managed (if at all) in the future, as global demand for natural resources increases as urban built-environments grow. Topics include; natural resources, indigenous cultures, colonial legacy, climate conditions, political differences, and globalization.

**Objective 5:**

Apply geographic data and methods to develop information about Latin America.

**Expected Liberal Studies Learning Outcomes 1.2 and 3; Informed Learners, Empowered Learners, and Responsible Learners**

**Rationale:**

Using contemporary data that captures population growth and movement, students will demonstrate on exams and/or quizzes how to analyze internal migration patterns in a particular country. Students must be able to break down and identify the differences in migration data (i.e., natural change vs. migration) to determine the proper data in the development of information from the data. These exercises serve as a learning tool in two ways simultaneously: 1) to develop abstract nomothetic data analysis skills, and 2) to specific idiographic characterization of places.

**Course Outline:**

Week	Topic	Academic Hours	
1	<b>History - Pre European Colonization</b> <ul style="list-style-type: none"> <li>• Major Indigenous Cultures</li> <li>• Areal extent of Pre-European cultivation</li> <li>• Survey of natural resources</li> <li>• Political-economic organization</li> </ul>	3	
2	<b>Arrival of Europeans (Caribbean)</b> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Major Actors</li> <li>• Re-organization of Space and Territorialization</li> </ul>	3	
3	<b>Arrival of Europeans (Central America)</b> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Major Actors</li> <li>• Re-organization of Space and Territorialization</li> </ul>	2	
4	<b>Arrival of Europeans (South America)</b> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Major Actors</li> <li>• Re-organization of Space and Territorialization</li> </ul>	3	
5	<b>Regional Environmental Conditions:</b> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Water supply</li> <li>• Populations Centers</li> <li>• Climate conditions</li> </ul>	2	
	<b>Exam 1</b>	1	
6	<b>Physical Geography - Natural Features</b> <ul style="list-style-type: none"> <li>• Broad Survey of Caribbean</li> <li>• Broad Survey of Central America</li> <li>• Broad Survey of South America</li> </ul>	3	
7	<b>Land Features (Physiography)</b> <ul style="list-style-type: none"> <li>• Mountain Ranges</li> <li>• Plateaus and valleys</li> <li>• Steppes and grasslands</li> </ul>	2	

	<ul style="list-style-type: none"> <li>• Deserts</li> <li>• Transportation routes</li> </ul>		
8	<b>Water Features (hydrography)</b> <ul style="list-style-type: none"> <li>• Major Bays and Seas</li> <li>• Riverine systems, erosion, sedimentation and deposition</li> <li>• Freshwater lakes</li> <li>• Major watersheds</li> <li>• Transportation routes</li> </ul>	3	
9	<b>Climate Conditions (climatology)</b> <ul style="list-style-type: none"> <li>• Rainfall and humidity</li> <li>• Pressure systems (high and low) and patterns of air circulations</li> <li>• Temperature</li> <li>• Climate types and regions</li> </ul>	3	
10	<b>Land-use / Land-cover- Environmental Change</b> <ul style="list-style-type: none"> <li>• Cultivated lands</li> <li>• Settlement (urban/rural) geography - (Urban) Political Ecology</li> <li>• Population geography by sub-region</li> <li>• Bio-diversity and sensitive habitats</li> <li>• Erosion and sedimentation estimations</li> </ul>	2	
	<b>Exam 2</b>	1	
11	<b>Contemporary Latin America</b> <ul style="list-style-type: none"> <li>• Population by region</li> <li>• Survey of global-city-regions</li> <li>• Socio-economic rankings / GINI Coefficients</li> </ul>	3	
12	<b>Urban Geography of Contemporary Latin America</b> <ul style="list-style-type: none"> <li>• Primate Cities, Housing and slums</li> <li>• Public services and public health</li> <li>• Poverty and daily lives of the urban poor</li> <li>• Gender (inequality and issues in contemporary Latin America</li> <li>• Transportation (land, sea, air, and cyber)</li> </ul>	3	
13	<b>Economic Geography of Contemporary Latin America</b> <ul style="list-style-type: none"> <li>• Dependency Theory</li> <li>• Import Substitution / Export Oriented / Neo-Liberalism</li> <li>• Brazil as a Newly Industrialized Country (NIC)</li> <li>• The Geography of Cocaine and Marijuana</li> </ul>	3	
14	<b>Political Geography of Contemporary Latin America</b> <ul style="list-style-type: none"> <li>• The local state</li> <li>• The federal states</li> <li>• Regional Alliances (e.g., NAFTA, CAFTA, NASCO, NAIPN)</li> <li>• Super-States (e.g., MERCOSUR,)</li> </ul>	3	
15	<b>Cultural Geography of Contemporary Latin America</b> <ul style="list-style-type: none"> <li>• Revolutions</li> <li>• Cultural movements</li> </ul>	2	
	<b>FINAL EXAM</b>	2	

#### Evaluation Methods

Class Participation -	10%
1 <sup>st</sup> exam - Multiple choice and short answer	15%
2 <sup>nd</sup> exam - Multiple choice and short answer	15%
3 <sup>rd</sup> exam - Multiple choice and short answer	15%
Final Exam - Cumulative multiple choice	20%
Project Assignments (2) - Each worth 7.5%	15%
Research Project	10%
	<hr/>
	100%

**V. Example of Grading Scale**

A = 91%-100%

B = 81%-90%

C = 71%-80%

D = 60% - 70%

F = Below 60%

**VI. Undergraduate Attendance Policy**

The IUP attendance policy as outlined in the Undergraduate Catalog, which encourages class attendance, will be followed.

**VII. Required Textbooks**

Blouet and Blouet. *Latin America and the Caribbean: A systematic and regional survey 6<sup>th</sup> edition*  
Wiley. 2009. New Jersey.

*Supplemental Reading:*

- Amando, Jorge. Gabriela, Clove and Cinnamon. New York: Avon, 1988.
- E. Jackiewicz and F. Bosco. Placing Latin America: contemporary themes in geography. Lanham, MD: Rowand and Littlefield. 2012.
- Additional readings will be assigned throughout the semester.

**VIII. Special Resource Requirements (None)**

**IX. Description of course sample assignment**

The attached exercise, titled "Mapping and Interpreting Migration Data: The Case of Mexico," is designed to provide students with the necessary tools and techniques to think geographically. In the first step of the exercise students will calculate and map net migration rates for Mexican states. In the second part of the exercise, students will use their maps to describe and explain the spatial (e.g., geographic) pattern of migration in Mexico by establishing relationships with other phenomena such as economic patterns. The 15-point exercise will be graded as follows: 5 points: accuracy of calculations and map; 10 points: analysis of migration patterns portrayed on the map.

**Rubric:**

A	15	100%
A	14	93%
B	13	87%
C	12	80%
C	11	73%
D	10	67%
D	9	60%
F	8 or less	53%

## X. Bibliography

### Books:

- Amando, Jorge. Gabriela. Clove and Cinnamon. New York: Avon, 1988.
- Bakewell, P., A History of Latin American Empires and Sequels. Oxford, UK: Blackwell, 1997.
- Black, Jans Knippers (ed.) Latin America: Its Problems and Its Promise 4<sup>th</sup> ed. Boulder: Westview, 2005.
- Boehm, Richard, G. and Sent Visser. Latin America Case Studies. Dubuque: Kendall, 1990.
- Bushnell, David and Neill Macaully. The Emergence of Latin America in the Nineteenth Century. New York: Oxford, 1988.
- Clawson, David, L. Latin America and the Caribbean: Lands and Peoples. Boston: McGraw Hill, 2006.
- Curtin, P. D., The Atlantic Slave Trade: A Census. Madison: University of Wisconsin Press, 2000.
- Denevan, W. (Ed), The Native Population of the Americas in 1492, 2<sup>nd</sup> ed., Madison: University of Wisconsin Press, 1992.
- Gilbert, A. The Latin American City. London: Latin American Bureau, 1994
- Goodwin, P., Global Studies: Latin America and the Caribbean. New York: McGraw Hill, 2012.
- Herzog, L. A., Where North Meets South: Cities, Spaces and Politics of the U.S.-Mexican Border. Austin, TX: University of Texas Press, 1990.
- Hunter, John, M, Robert N. Thomas and Scott Whiteford. Population Growth and Urbanization in Latin America: The Rural-Urban Interface. Cambridge: Shenkman, 1993.
- Kent, R. B., Latin America: Regions and People. New York: Guilford Press, 2006.
- Martinson, T. and S. Booker-Gross (Eds), Revisiting the Americas: Teaching and Learning the Geography of the Western Hemisphere. Pathways in Geography Series, No. 4, Washington, DC: National Council for Geographic Education, 1992.
- Skidmore, Thomas E. and Peter H. Smith. Modern Latin America. 3<sup>rd</sup> ed. New York: Oxford, 1992.
- Weschler, Lawrence. A Miracle. A Universe. New York: Penguin, 1990.
- West, R. C. and J. P. Augelli, Middle America: Its Lands and Peoples. Englewood Cliffs, N.J.: Prentice-Hall, 1989.
- Wiarda, Howard J. and Harvey F. Kline, eds. A Concise Introduction to Latin American Politics and Development 2<sup>nd</sup> ed. Boulder: Westview, 2007.

### Articles:

- Brenner, L. and C. Aguillar "Luxury Tourism and Regional Economic Development," Professional Geographer, 54 (4), 2002, pp. 500-520.
- Constance, P. "Anatomy of a High-risk Location: Why Central America is So Prone to Disasters," IDB America, 26 (7-8), pp 20-21.
- Ferris, S. "Mexico Loses Jobs to China," The Plain Dealer. November 16, 2003, pp. 61 and 64.
- Gornery, C. "Brazil's Girl Power," National Geographic. Washington, DC: National Geographic Society, 220 (3), September 2011, pp. 96-121.
- Gornery, C. "Cuba's New Now," National Geographic. Washington, DC: National Geographic Society, 222 (5), November 2012, pp. 28-59.

Gornery, C. "Mexico's Other Border," National Geographic. Washington, DC: National Geographic Society, 219 (6), February 2008, pp. 60-79.

Rooster, D. "Regional Forest Transitions in Highland Mexico?: The Importance of Local Institutions in a Globalized Countryside," Professional Geographer. 55 (2), 2003, pp. 227-327.

Kraay, H. "Transatlantic Ties: Recent Works on the Slave Trade, Slaves, and Abolition," Latin American Research Review. 39 (2), pp. 178-195.

Martins, M. D. "Globalization and Development in Brazil," Latin American Perspectives. 29 (6), pp. 94-99.

Rohter, L., Relentless Foe of the Amazon Jungle: Soybeans," New York Times. September 17,2003, p. A3.

Rohter, L., "Brazilians Battle Indians," New York Times. October 15,2004, p. A8. Rohter, L., "Multiracial Brazil Planning Quotas," New York Times. October 2,2001, p. A3.

## Assignment

### Mapping and Interpreting Migration Data: The Case of Mexico

#### Introduction

The purpose of this exercise is to analyze the internal migration patterns in Mexico between 1992 and 1997 using the vital statistics method of calculating net migration. The period 1992-1997 was chosen, because it was possible to match birth, death, and total population statistics for those years. Attached to this handout is a table containing the statistics necessary for calculating the vital statistics net migration rate. Remember, the rate is calculated by subtracting the total net natural change from the total intercensal change (or other time interval):

$$NM = (P_t - P_0) - (B - D)$$

where,

$NM$	» net migration during the decade in question
$P_t$	a total population at the end of the decade
$P_0$	= total population at beginning of decade
$B$	a total number of births during the decade
$D$	» total number of deaths during the decade

This formula estimates the total net gain or loss in population of an area caused by migration by subtracting the total natural change (births - deaths) from the total population change. Thus, migration is treated as a residual (i.e., a "leftover") in the equation. That is, the population change that is not accounted for by natural change is assumed to be due to net migration.

#### Directions:

##### I. Required calculations (preparing the data for mapping) :

- A. Use the worksheet to calculate the following statistics for each of the 32 Mexican states (fill in the blanks on the worksheet):
  1. The total population change between 1992 and 1997 for each state (Subtract the 1992 figure from the 1997 figure).
  2. The natural change for each state (Subtract the total number of deaths that occurred between 1992-97 from the total number of births between 1992-1997).
  3. Calculate the net migration value for each state by subtracting the natural change from the population change. (Net in-migration values will be positive (+), while net out-migration values will be negative (-))



**II\* Procedure for constructing a choropleth map.**

(A choropleth map shows the distribution of a phenomenon by using shades (or colors) to indicate the average value per unit area (e.g., a state, county, etc.) of that phenomenon. The darker the shading the greater the density.

**A. Determining the range of values for each map category:**

- 1) Divide the total number of Mexican states by the number of mapping categories planned (four or five is typical). The result indicates how many numbers will comprise each category. For example, if you chose four categories, each category will have 8 numbers ( $32/4 = 8$ )
- 2) Rank the migration values for all Mexican states from highest to lowest. Starting from the top (highest value), count out four categories, each having 8 states.
- 3) Select a color to represent each category. The highest category should have the warmest color (e.g., red), while the lowest category should have the coolest color (e.g., blue).
- 4) Color each state on the map according to the category in which it is located.
- 5) Add legend information to your map (title, scale, color key, north arrow, latitude and longitude).

**Note:** The above procedure is a relatively simple one for creating mapping categories, but the number of values within categories can be varied depending on what the cartographer wants to show. Other, more sophisticated statistical techniques can be used to create mapping categories. I used "natural breaks" in the data to create the following categories, therefore, the number of states in each group will not be the same.

**B. Use the following categories and legend colors:**

**Net out-migration:**

red:	-607678	to	-718259
orange:	-375587	to	-497159
yellow:	-181621	to	-242688
green:	-46865	to	-150055
blue:	-2231	to	-13281
Net in-mi			

**Exercise: Interpreting Your Mexico Net Migration Map**

**Directions.** Use your completed map and Table 1 to answer the following questions.

1. Describe the geographic pattern of net in- and out-migration in Mexico. (Where are the various map categories located?)
  
2. How can you explain the spatial variation in net in- and out-migration or why might the areas be gaining or losing population? (Do the variables on Table 1 help to explain the pattern of in- and out-migration?) Please explain. (*You might want to map these variables and compare them to your net-migration map.*)
  
3. How can you account for the fact that 26 Mexican states experienced net out-migration from 1992 to 1997, but only 5 states experienced net in-migration? You have mapped internal migration, so there is an obvious discrepancy between the large number of out-migrants from Mexican states, and the relatively small number of in-migrants. Wouldn't you think that there should be a balance between the two? How can you explain this discrepancy?

# T MIGRATION: MEXICO, 1992-97



Legend:

Net out-migration:



Net in migration

## WORKSHEET FOR EXERCISE 2

State	Pop1992	POP1997	Pop. Change Pop1997-Pop1992 =	" Births92-97	Deaths92-97	Natural Change Births - Deaths =	Net Migration Pop change - Natural Change =
Aguascalientes	770972	888444		151776	21269		
Baja California	1908434	2241029		325268	58989		
Baja California Sur	351890	387430		57729	8708		
Campeche	569417	668715		115424	13895		
Coahuila	2040046	2227305		345706	59279		
Coima	458607	515313		74685	13705		
Chiapas	3436574	3637142		897379	89133		
Chihuahua	2503515	2895672		440749	87273		
Federal District	8276345	8520090		1294312	341141		
Durango	1394571	1449036		309285	33527		
Guanajuato	4170885	4478673		840453	126044		
Guerrero	2732699	2994365		799463	59999		
Hidalgo	1945514	2166122		426591	55928		
Jalisco	5693177	6161437		1033016	186470		
Mexico	10705862	12222891		1947330	248680		
Michoacan	3723543	3925450		806406	107340		
Morales	1259170	1496030		218471	37653		
Navarit	871710	903886		164172	22594		
Nuevo Leon	3336044	3684845		512437	92062		
Oaxaca	3207147	3286175		669490	107391		
Puebia	4406652	4792156		918627	157536		
Queretaro	1126143	1297575		252785	34488		
Quintana Roo	577419	772803		116402	10983		
San Luis Potosi	2088544	2247042		412869	60656		
Sinaioa	2341346	2509142		466722	56238		
Sonora	1866757	2183108		332923	60885		
Tabasco	1595487	1817703		364201	43077		
Tamaulipas	2351663	2628839		396669	69132		
Tlaxcaia	812749	911696		170786	24821		
Veracruz	6405478	6856415		1346997	177801		
Yucatan	1390318	1617120		247134	48828		
Sacatecas	1309493	1332683					
			- -2448021		36734		

## **2. SUMMARY OF THE REVISIONS:**

- 1) Catalog description revision
- 2) Updating the course objectives
- 3) Updating the course outline, syllabus and bibliography so that it reflects and maps to the EUSLOs
- 4) Global Multicultural Awareness Description

## **3. RATIONALES FOR THE REVISIONS:**

### **1) Rationale for revising the catalog description:**

The catalog description has not been updated in at least 25 years. The new description re-conceptualizes Latin America as a region actively engaged in the globalization model, as opposed to the old description which described the region in terms of underdevelopment and colonialism. The text book choice recognizes the region's importance in the global economy, and the importance in the rapid urbanization of the landscape.

### **2) Rationale for updating the course objectives**

The course objectives were based on descriptive knowledge awareness (traditional). The new objectives reflect contemporary viewpoints of resources, quality of life, and socio-political economy (globalization). Also, the original objectives were not originally written to be measurable.

### **3) Rationale for revision of the course outline and bibliography**

The last time that the official syllabus of record was submitted through the curricular process for revision was spring 1988 for the original Liberal Studies implementation. The syllabus has been updated to reflect the current topics included in the course. The bibliography has also been updated.

### **4) Global Multicultural Awareness Description**

"Latin America" is the only region of the world that is identified and labeled by its cultural legacy, rather than merely its continent or location within a continent. Using the word "Latin" implies a complexity to the region and suggests that the region struggles with its identity, internally and externally, in contemporary world affairs. This course examines the complexity of this region (also called, 'Central and South America and The Caribbean') in limited detail. It is structured spatially, thematically and chronologically, examining the region's pre-colonial cultures, economic and political geographies, contemporary urban geographies, and changes, adoptions, assimilations, and revolutions manifested as cultural geographies. The conceptual framework adopted to structure the course relies on uneven economic development theory, which widens the lens of inquiry by consistently recognizing how global events affect local movements (and vice-versa) in an increasingly global economy. The contextual periods of development include the pre-colonial organization (e.g., indigenous societal structures, resource use, settlement patters), early colonial organization (i.e., mercantilism, indigenous society disintegration), organized industrial production (e.g., export-based production), and advanced organized industrial production (e.g., trade blocks, innovation, economic crisis).

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.

Page 2

### 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 Americans 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.

Page 3

**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 magueta 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.

#### 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.

## Page 5

grading is based on the following fixed percentage system;

A;	90% - 100%
B;	80% - 89%
C;	70% - 79%
D;	60% - 69%
P;	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—They 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," Latin American Research Review, No. 45, Berkeley 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 World Powers/ 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.

Page 6

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.

Page 7

Waters, R. P., Shifting Cultivation in Latin America, PAO 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. P. 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.

## Liberal Studies Course Approval General Information Responses

1. N/A - This course is not a multiple instructor course.
2. The most obvious discussion of minorities takes place in Week 1, with a discussion of indigenous cultures, and in the material after Exam 2 where the focus of the course shifts to contemporary issues facing the region. In Week 11> population geography and demographic trends are examined that reflect the high degree of indigenous, European, and mixed-race, spatial variation. Week 12 extends this discussion by examining the public health conditions of the urban classes, particularly the poor and continues to show racial and ethnic spatial variation in terms of poverty and educational attainment. Following these topics, lecture and discussion then goes beyond race, ethnicity, and class to examine the condition of women in regards to these metrics.
3. Students will have a choice to read either a piece of fiction or non-fiction. The fictional choice is *Gabriela, Clove and Cinnamon* by Jorge Amado (1988). This story details the daily life of town life in Brazil during the period of radical social, economic, political and environmental change. The subtexts of this novel reveal the Brazilian social mores, as the relationships between men and women are pivotal to the development of the story.

The non-fictional choice is 'Placing Latin America: contemporary themes in geography' by Jackiewicz and Bosco (2012). Both of these books are listed in the syllabus bibliography.

4. There is no assumption that students have previous knowledge of the discipline, or of the region (Latin America). Some students may have had one or more geography courses, some may not. All of the topics covered are first discussed broadly, with subsequent discussion that goes into more depth, but based only on material discussed previously in class.