GEOGRAPHY 476 LATIN AMERICA

COURSE DESCRIPTION
The course explores the geography of Latin America, focusing on South America, Central America, and Mexico. Our attention will be directed at the ways in which individuals, communities, states, and international forces are creating and, in turn, are being transformed by the landscapes and places of Latin America. In this class we will study Pre-Columbian and colonial histories and their legacies. We will also explore the diffusion of language, food, and music that binds and expresses diverse social identities across the region, often in the face of resistance and inequities. We will also assess patterns and processes of urbanization as well as changing relationships between society and the environment which are at the heart of uneven development and result in inequities between groups.

CATALOG DESCRIPTION
Regional survey of physical, economic, cultural and political aspects of Latin America.

PREREQUISITES
Completion of CO1 - CO3.

COURSE OBJECTIVES
In this course students will meet two of the Silver Core Curriculum Objectives: #10 Diversity & Equity and #11 Global Contexts.

Core Objective 10 (Diversity & Equity)
Students will demonstrate an understanding of diversity by focusing on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Core Objective 11 (Global Contexts)
Students will apply and evaluate modes of academic inquiry, creative expression, or results of research problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situation.

STUDENT LEARNING OUTCOMES
Upon completion of this course, the successful student should be able to:

1. Explain the diversity of social identities, including gender, race, and indigeneity, within Latin America and where these derive from (CO10).
2. Describe processes that lead to uneven geographies of development across the region which influence (and in turn are influenced by) diversity and equity, most especially race, class, and indigeneity (CO10).

3. Contrast countries and sub-regions within Latin America so as to identify major cultural characteristics and physical traits as well as identify the contemporary legacy of Latin America’s pre-Columbian and colonial histories (CO 11).

4. Assess complex, changing, and often controversial relationships between cultures within Latin America and their environments with respect to global contexts (CO11).

**SCHEDULE AND INFORMATION**

This course will meet from 2:30pm to 3:45pm on Tuesdays and Thursdays in Mackay Science Room 321. I encourage you to discuss any aspect of the course with me during my office hours on Tuesdays and Thursdays from 1pm to 2pm or, if you prefer, you can make an appointment to meet with me. My office is in Mackay Science room 302. I can also be reached at my email address kberry@unr.edu or by phone at 784-6344.

**COURSE REQUIREMENTS**

Grading for this course will include letter grades with the possibility of a plus or a minus (so, for example, it is possible to get a C+ or an A-). Your grade for this course will be based on the following items and points will be deducted for any late work.

- 200 points Attendance & Participation
- 200 points Leading Class Discussion
- 600 points Assignments
- 1,000 points TOTAL possible

A plus/minus grading scale will be used:

- A  93-100%
- A-  90-92%
- B+  87-89%
- B   83-86%
- B-  80-82%
- C+  77-79%
- C   73-76%
- C-  70-72%
- D+  67-69%
- D   60-66%
- F   less than 60%

Late assignment must be approved prior to the deadline to receive credit. With prior approval, 10% of the total possible points will be deducted from the grade of any assignment that is late.

**READINGS**

All assigned readings for this course are available electronically through this course on Web Campus.
Check your access to Web Campus and let me know immediately if you are having difficulties getting access to the assigned course readings. Assigned reading should be done prior to the class assigned. For each of the assigned readings, post a question or comment on the Discussion Board in the course Web Campus no later than noon on the assigned class day. A posted question for each assigned reading is worth 5 points towards your participation grade.

**LEAD CLASS DISCUSSION**
You will lead one of the class discussions. After assignments are finalized, prepare to lead and facilitate a class discussion related to the topic so as to further students’ learning. This does not mean you need to lecture, but instead you should know the materials for that week especially well; review the questions other students post on WebCampus about the week’s readings; and organize questions, activities, audio clips, or films that prompt discussion and encourage learning amongst students and the instructor. You will need to clearly address the SLO associated with the class period. Plan a time to meet with me in advance with your ideas and plans for how to best accomplish this.

**CLASS ASSIGNMENTS**
There will be six graded assignments. Detailed instructions will be provided for each assignment. These assignments are designed to develop skills in writing, verbal presentation, visual communication, synthesis, judgment, and regional understanding. Two assignments will address the diversity of social identities within Latin America (CO10). One assignment will examine processes that lead to uneven geographies of development across the region as this influences social inequities (CO10). One assignment will focus on the contemporary legacy of Latin America’s pre-Columbian and colonial histories (CO 11). Two assignments will assess the complexities of relationships between cultures within Latin America and their environments with respect to global contexts (CO11).

**ETHICS OF THE LEARNING ENVIRONMENT:**
Attendance and participation are expected in order to achieve a desirable outcome for your grade in this class. During class, we will cover diverse materials in each session so please be punctual and plan to participate in discussions and activities. You are expected to attend each session. If you have to miss a class, contact me to let me know about your situation. I expect active involvement by students throughout this course. Feedback and discussion are important to understand and assimilate the materials presented in this course. Do not hesitate to ask questions or contribute comments on the readings, lectures or assignments at the appropriate time. I may question you about the readings, previous lectures and discussions to insure that these materials are absorbed. Your participation and attendance grade will reflect your level of attendance as well as your active participation in in ways that demonstrate close engagement with class materials.

Everyone should respect this as a place for learning, both for us individually and for everyone in class. I see a respectful, supportive learning process as a priority while we work through challenging ideas and different viewpoints. Showing respect for your peers, especially during discussion of often-sensitive topics, is absolutely essential to a good group learning process. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal
attacks. Finally, I urge you to value and respect the ways in which people in our class come from
diverse backgrounds and experiences.

In consideration of your fellow students and the instructor, turn off cell phones, IPODs, and laptop
computers during class time unless you have prior permission to use them or are using them for work
in class. If you are found texting in class, you will be asked to leave and the offense will be reflected in
your participation grade. Computers are acceptable as long as they are utilized for taking notes and not
netsurfing.

Violations of academic integrity, such as plagiarism and cheating will not be tolerated. Plagiarism
(copying all or part of someone else’s work and passing it off as your own) is a serious form of
academic misconduct and will not be tolerated in this class. The following definitions and possible
courses of action are taken from the Academic Standards section of the university catalog:

Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under
false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of
another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in
this fashion....
Disciplinary procedures for incidents of academic dishonesty may involve both academic action
and administrative action for behavior against the campus regulations of student
conduct....Academic action may include: (1) canceling the student’s enrollment in the class
without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in
question; (4) requiring the student to retake the test or resubmit the paper.

“The work of another” does not just mean whole papers or articles copied from another source. It
includes any information, ideas, sentences, or phrases that came from somewhere other than your
own head (i.e. books, articles, internet sites, videos, documents, lecture notes or handouts from other
courses, and any other sources used in your paper). These must be properly acknowledged by
providing references either in the text or in a footnote, along with a bibliography giving the complete
publication information for all sources used in your paper. Even if you paraphrase someone else’s ideas
and do not quote them directly, you still must acknowledge your source. Citations should also be given
for little-known facts and statistics. Ignorance is not an excuse for plagiarism. If you are not sure
whether you need to provide a source for a piece of information or how to cite a source, ask.

OTHER INFORMATION

SPECIAL ACCOMMODATIONS
If you have a disability and will be requiring assistance, please contact me and the Disability Resource
Center (Thompson Building Suite 100) as soon as possible to arrange for appropriate accommodations.

ACADEMIC SUCCESS SERVICES
Your student fees cover the usage of the Tutoring Center (784-6801 or www.unr.edu/tutoring/), and
University Writing Center (784-6030 or www.unr.edu/writing_center). These centers can support your
classroom learning.
**AUDIO AND VIDEO RECORDINGS**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Tues. January 20</td>
<td>Introduction</td>
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<tr>
<td>Thur. January 22</td>
<td>Case study: Colombia (SLO 1)</td>
<td>UN Per. Forum Indig. Peoples 2010</td>
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<td>Tues. January 27</td>
<td>Regional overview (SLO3)</td>
<td>Price &amp; Cooper 2007;</td>
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<td>Jackiewicz &amp; Bosco 2012</td>
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<td>Thur. January 29</td>
<td>Diffusion of music (SLO 1)</td>
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<td>Tues. February 3</td>
<td>Colonial settlement (SLO 3)</td>
<td>Blouet &amp; Blouet 2006</td>
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<td>Thur. February 5</td>
<td>Case study: Mexico (SLO 2)</td>
<td>open</td>
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<td>Thur. February 12</td>
<td>Case study: Guatemala (SLO 1)</td>
<td>open</td>
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<td>Tues. February 17</td>
<td>Identity &amp; Geog. II: Race, Nationality, Language (SLO 1 &amp; 2)</td>
<td>Pereira et al 2009</td>
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<td>Thur. February 19</td>
<td>Case study: Brazil (guest speaker) (SLO 2)</td>
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<td>Tues. February 24</td>
<td>Identity &amp; Geog III: Ind., Mestizo, Class (SLO 1 &amp; 2)</td>
<td>Martínez-Echazábal 1998</td>
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<td>Thur. February 26</td>
<td>Case study: Panama (guest speakers) (SLO 1 &amp; 2)</td>
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<td>Tues. March 3</td>
<td>Rural-urban migration patterns (SLO 3 &amp; 4)</td>
<td>Paerregaard 2003</td>
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<td>Thur. March 5</td>
<td>Case study: Peru (SLO 3 &amp; 4)</td>
<td>open</td>
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<td>Tues. March 10</td>
<td>Urbanization &amp; peri-urbanization (SLO 4)</td>
<td>Anonymous 2007; Garmany 2013</td>
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<tr>
<td>Thur. March 12</td>
<td>Case study: Brazil (SLO 4)</td>
<td>open</td>
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<tr>
<td>Tues. March 17</td>
<td>Spring Break – No Class</td>
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<tr>
<td>Thurs. March 19</td>
<td>Spring Break – No Class</td>
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<tr>
<td>Tues. March 24</td>
<td>Free trade &amp; economic geography (SLO 2 &amp; 4)</td>
<td>Finley-Brook 2012</td>
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<td>Thur. March 26</td>
<td>Case study: CAFTA (SLO 2)</td>
<td>open</td>
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<tr>
<td></td>
<td>(Central American Free Trade Agreement)</td>
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1 Distribute guidelines for assignment #1 (CO 11)
2 Assignment #1 due
3 Distribute guidelines for assignment #2 (CO 10)
4 Assignment #2 due
5 Distribute guidelines for assignment #3 (CO 10)
6 Assignment #3 due
7 Distribute guidelines for assignment #4 (CO 10)
8 Assignment #4 due
Tues. March 31

Regional integration initiatives (SLO 2)  Dabène 2012; Conti 2014; Hartmann 2014

Thur. April 2

Case study: Nicaragua (SLO 4)  open

Tues. April 7

Open markets & environment laws (SLO 2)  Tecklin et al 2011; Solanes 2013

Thur. April 9

Case study: Chile or Peru (SLO 2)  open

Tues. April 14

Rivers & hydropower development (SLO 4)  Fletcher 2010; Sousa & Reid 2010

Thur. April 16

Case study: Costa Rica or Brazil (SLO 3 & 4)  open

Tues. April 21

No class – AAG conference  ----

Thur. April 23

No class – AAG conference  ----

Tues. April 28

Landscapes of Energy Development (SLO 2 & 4) Perrault 2006; Painter Castillo 14

Thur. April 30

Case study: Bolivia (SLO 2 & 4)  open

Tues. May 5

Diffusion of Food (SLO 1 & 3)  ----- 

Thurs May 7 12:30-2:30pm  Finals period  --  ----- 

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9 Distribute guidelines for assignment #5 (CO 11)
10 Assignment #5 due
11 Distribute guidelines for assignment #6 (CO 11)
12 Assignment #6 due
ASSIGNED READINGS


