**Geography of Latin America**

**Geography 202 -- Fall 2020**

Instructor: June E. Morris, MSEd morrisju@linnbenton.edu

**This is an ONLINE course.** Due to Covid restrictions, we will NOT be meeting face to face. Each week features an synchronous meeting (Monday, 6-7:30) and an asynchronous portion that must be completed by the end of each week (Sunday, 11:59 pm). Additionally, there are other assignments; they will also be due by 11:59 pm (Sunday) of each week.

**Textbook:**

*Latin America: Regions and People. Robert B Kent, 2016.*

**This textbook is available for FREE through the LBCC Library's subscription to the Ebook Central database.**

**Use this link to access the book: [bit.ly/latamer](http://bit.ly/latamer)**

**Course Summary**

Geography of Latin America is a course designed to engage you with a variety of sub-disciplines of geography as they specifically apply to the continent of Latin America.

**LBCC Course Outcomes**

Upon successful completion of this course, students will be able to:

* Demonstrate an understanding of the physical features, environments, political divisions, cultural factors, human activities and economies of Latin America.
* Analyze and articulate key geographic concepts related to the geography of Latin America.
* Demonstrate an understanding of the effect of geography on human culture in Latin America.
* Interpret data in the form of maps, graphs, and other tools used by geographers to understand the relationship between geographic features and human activity.

**Although I have divided the class into three larger units, there are some constant human geography themes that will weave these units together:** Wealth vs Poverty, Indigenous culture vs. Western influence, Rural vs Urban, Tradition vs Modernity, Insecurity vs Security, and lastly, changing family, gender, and social norms.

**Assignments**

* **Discussion Forums:** There are 6 total. Each is worth 2.5% for a total of 15% of your overall grade.
	+ You must write your own response AND respond briefly to two other responses.
* **Long Responses:** There are 3. Each of these is worth 15% of your grade for a total of 45% of your overall grade.
* **Current Events Project:** 15% of your overall grade.
* **Final Exam:** 25% of your grade

**I will use Moodle for all due dates, submissions, and announcements.** The following outline is how the course is structured week to week; it is subject to minor changes (not more work, but minor adjustments). Once posted on Moodle, however, any course assignment or due date is permanent and will not change.

**Course Overview**

**Unit 1: History and Culture**

**Week 1: Monday, September 28 -- See Zoom link below**

* Monday, September 28: Course introduction as a **SYNCHRONOUS** seminar
	+ <https://linnbenton.zoom.us/j/95084416731>
	+ [Lecture Notes](https://docs.google.com/presentation/d/1tUM7_70hqq0nHKgnt5B7gexmAsXffPfUJ9nSJGcxwmQ/edit#slide=id.p1)**:** Why study Latin America?
* **Required reading** for Weeks 1 and 2: Chapters 2 and 5 from your [textbook](http://bit.ly/latamer)
* **Additional** **reading**/**viewing**:
	+ View [Guns, Germs, and Steel, Episode 2](https://www.youtube.com/watch?v=HULhXXnMlww) (available on youtube)
	+ Read: [**A map that tells a story**](http://proceedings.esri.com/library/userconf/proc09/uc/papers/pap_1842.pdf)
	+ Read [“A 500 Year Rebellion](https://www.commondreams.org/views/2019/05/14/five-hundred-year-rebellion-indigenous-movements-and-decolonization-history-bolivia).”
* **Post #1 on the Discussion Forum**: What was your overall knowledge of Latin America before this class? Has anything changed after reading/viewing the assignments for this week? Do you see any areas that were neglected in your earlier study of this region? What do you hope to gain from this class? Write your own response (100-200 words) and respond briefly (100 words, more or less) to two other posts. **Due no later than 11:59 pm, Sunday, October 4.**

**Week 2: Age of Exploration or Age of Exploitation?**

* Monday, October 5: **SYNCHRONOUS** seminar
	+ **Lecture notes:** [**History of European Exploration**](https://docs.google.com/presentation/d/1Pl_MQ5OYYnVumoMi-Qf0C9Yo-Zhx6sGYZ7WiGRreixI/edit#slide=id.g1890340934_0_70)
	+ Historical foundations/clash of cultures, colonial hierarchies, cultural imperialism
* **Read:** [Surveying *Mestizaje*](https://www.smith.edu/vistas/vistas_web/units/surv_mestizaje.htm)
* **Read:** [**How the Columbian Exchange flattened biodiversity**](https://www.theatlantic.com/science/archive/2018/08/human-planet-migration-columbian-exchange/568423/)
* **Story Map**: [Colonial Latin America (view, analyze, consider how it matches what you’ve read or viewed)](https://www.arcgis.com/apps/MapJournal/index.html?appid=0e7b794325514b1aafc0f331fe203b38)
* **View:** [PBS: When Worlds Collide](https://www.youtube.com/watch?v=ietuPzq4N_o) (on youtube)
* **Post #2 on the Discussion Forum:** Should the Columbian Exchange be renamed to something that may adequately reflect this interaction between European and indigenous peoples of the Americas? If so, what would its new name be? If you think no re-naming is necessary, explain why “Columbian Exchange” still works. **Due no later than 11:59 pm, Sunday, October 11.**

**Week 3: Spanish and Indigenous culture today**

* **Monday, October 12: SYNCHRONOUS** seminar
	+ **Activity and Lecture**: Race and ethnicity in Latin America
	+ [Images for breakout rooms](https://docs.google.com/presentation/d/1K_2xyTqJh-wNtxsRqiO4xQfNXsOplgnzABTah4fa6aA/edit#slide=id.p)
	+ [Lecture notes](https://docs.google.com/presentation/d/1rlT6GqDXc0Hv3a142mmkHoM8KjsIdz4q-twonbqUdkM/edit#slide=id.p)
* **Read Chapter 12 in your textbook**
* **Read:** [“So Long, Columbus”](https://www.telesurenglish.net/news/So-Long-Columbus---Latin-Americas-Sticks-to-Its-Roots-and-Celebrates-Indigenous-Resistance-20171011-0037.html)
* **Read:** [A New Indigenismo](https://www.panoramas.pitt.edu/art-and-culture/new-indigenismo-revival-indigenous-culture-and-pride-latin-america)
* **Listen** to NPR: [Different feelings on Columbus around the world](https://www.npr.org/templates/story/story.php?storyId=130437792)
* **Optional View:** [**History Buffs: 1492 (Conquest of Paradise)**](https://www.youtube.com/watch?v=RQWSwUbnofw)Despite the use of occasional cartoon characters, this review of the film, 1492, is full of solid historical thinking.
* No Discussion Forum this week. Instead, complete Long Response #1.
* **Long Response #1: Latin America is a complicated region with many overlapping histories.** Please take into consideration lecture material, assigned readings from the textbook and other sources, films, and any other resource assigned during the last two weeks. Respond to this question: In the last 500+ years, which of the following most accurately describes Latin America: Age of Exploration, Age of Opportunity, or Age of Exploitation? Include 2-3 specific examples or pieces of evidence from course material. Do not simply agree or disagree; provide evidence. **Due no later than Sunday, October 18, at 11:59 pm. Length: about 2 pages. Use in-text citations when you cite a source. Use class resources; avoid outside resources.**

**Unit 2: Population Patterns: Rural Life, Urbanization, and Women**

**Week 4: Urbanization**

* **Monday, October 19: SYNCHRONOUS** seminar
	+ Lecture Notes: [Urban Geography](https://docs.google.com/presentation/d/1Cu7DOjAmwzvgzrlEvvxlP6zb1Y_eZCAqUj-H2pbBlFc/edit#slide=id.p)
	+ Required reading and viewing:
		- Chapters 9 and 14 from your [textbook](http://bit.ly/latamer)
		- Read: [Latin America and record urban growth](https://www.theguardian.com/world/2012/sep/11/latin-america-urbanisation-city-growth)
		- View this story map: [Latin American Cities](https://storymaps.arcgis.com/stories/563e6e285ef94e7c9e762ff29dc28597) and this story map [The Age of Megacities](https://storymaps.arcgis.com/stories/a900831b442e43c79cf9eeb399d5440f) (story map)
		- [In Brazil, race is a matter of life and death](https://www.npr.org/sections/parallels/2014/11/09/362356878/in-brazil-race-is-a-matter-of-life-and-violent-death)
		- [Mapping Rio's racial segregation](https://www.pri.org/stories/2015-11-02/brazilian-student-mapped-out-rios-racial-segregation-what-he-found-was-startling)
		- [Latin America's Urban Challenge](https://www.youtube.com/watch?v=dj_wSSj8Xn8)
		- [**Barrel Children**](https://pulitzercenter.org/reporting/jamaicas-barrel-children-often-come-empty-parent-abroad)
		- View: [Sao Paulo, Megacity of Latin America](https://www.youtube.com/watch?v=sNEeY_gXFBc)
		- Read: [Brazil’s Great Urban Experiment](https://www.theguardian.com/cities/2019/jul/18/ministry-of-cities-rip-the-sad-story-of-brazils-great-urban-experiment) to give you some context for this film
* **Post #3 on the Discussion Forum**: What is the greatest concern you see facing Latin America’s cities? Explain, using at least 2 references to the assigned reading, etc. **Due no later than 11:59 pm, Sunday, October 26.**

**Week 5: Rural life**

**Monday, October 27: We will not meet this week; I will record a brief lecture for you.**  View it asynchronously any time this week.

* [Lecture notes: rural life](https://docs.google.com/presentation/d/1NDw-n6dcy4fX5GuU23QsXsL8CFvZjQf1siXRF58tse8/edit?usp=sharing)  I still plan to record a lecture, but for those of you eager to tackle this week’s work, here are the notes.
* Read:
	+ [Pages 2-28: The Rural Youth Situation](https://www.ifad.org/documents/38714170/41187395/19_Guiskin_2019%2BRDR%2BBACKGROUND%2BPAPER.pdf/8b4b5a01-0a2e-dcf6-8eb2-73a0ca03ea14) (this is a longer report, just read pages 2-28)
	+ [Rural Women in Latin America](http://www.fao.org/in-action/agronoticias/detail/en/c/1062552/)
	+ [Rural Latin America and Poverty](https://news.un.org/en/story/2018/11/1026261)
* **View:**
	+ [**This is what poverty looks like in Latin America**](https://www.youtube.com/watch?v=ag-xzt3YA74)
	+ [**Indigenous Women saving lives**](https://www.youtube.com/watch?v=8jHxdYGqUaA) **in rural Guatemala**
	+ [**Meet a Brazilian Farmer**](https://www.youtube.com/watch?v=YUaUPV0iaSE)
	+ Story Map: [Brazil’s People of the Forest](http://www.arcgis.com/apps/MapJournal/index.html?appid=7a1db2437a674d6fa0bd63106587efa0)
* **Post #4 on the Discussion Forum**: Read a current event about rural development or issues in Latin America (from 2020, not before). Post the link and write a brief summary (100 words or so). Identify why this issue is critical. **Due no later than 11:59 pm, Sunday, November 1.**

**Week 6: Tension between Rural and Urban**

**Monday, November 2:**

* Lecture/Synchronous Session: [Latin America in the World Economy](https://docs.google.com/presentation/d/1CiFCApeMCTGjNcU9EIjpn-F-2YI7ts6TyX2nir47HIo/edit#slide=id.p1)
* Read: [UN Sustainable Development Goals](https://sdgs.un.org/goals)
* Read: [Sustainable Development Goals in Latin America](https://sdg.iisd.org/commentary/guest-articles/latin-america-experts-identify-three-priorities-for-supporting-sdg-progress-in-the-region/)

**Long Response #2:** There are several issues Latin American countries could or should address in this next year (2021). Based on what you have learned so far and especially in this unit, argue this question: Latin American leaders should focus on either urban or rural issues. Use at least 3 pieces of evidence from assigned classroom resources. 2-3 pages. Use in-text citations for the sources you use. No works cited page necessary unless you use sources beyond those assigned in class. **Due by 11:59 pm, Sunday, November 8**

**Unit 3: Industry, Development, and Contemporary Issues**

**Week 7: November 9**

Lecture Notes: [Global and Latin American development patterns](https://docs.google.com/presentation/d/12OARhgz-7arO_E-z-7FLIhz-yoUEdrPEwh1F2IEW34Q/edit#slide=id.g32479e8260_0_30)

**Required reading and viewing:**

* Chapters 16 and 18
* View: [Marketplace Latin America](https://ezproxy.libweb.linnbenton.edu/login?url=https://video.alexanderstreet.com/watch/marketplace-latin-america)
* View: [Building Brazil](https://www.youtube.com/watch?v=r6Tu9gnDWpE)
* View: [Brazil’s perspective on the global economy](https://www.youtube.com/watch?v=KRckie13ixU)
* View: [Comparison of Mexico and Brazil](https://www.youtube.com/watch?v=FDIDp_3U55I)
* View: [Can Venezuela’s government tackle hyperinflation?](https://www.youtube.com/watch?v=RaE2md-rNI8)
* [5 Sectors of the economy](https://www.thoughtco.com/sectors-of-the-economy-1435795)
	+ [Even in the US!](http://www.latimes.com/projects/la-fi-forever-21-factory-workers/)
* [Women in the workforce: Latin America](https://www.as-coa.org/articles/weekly-chart-women-workforce-latin-america-and-caribbean)
* Story Map: [Venezuela and Hope for Democracy](https://dos-cso.maps.arcgis.com/apps/Cascade/index.html?appid=7437108347fa49f396e820302420f497)
* Read: [Understanding South American protests](http://theconversation.com/whats-going-on-in-south-america-understanding-the-wave-of-protests-126336)
* Read: [Indigenous LA in the 21st century](https://www.worldbank.org/en/region/lac/brief/indigenous-latin-america-in-the-twenty-first-century-brief-report-page)

**Post #5 on the Discussion Forum**: What are some fundamental obstacles facing many Latin American countries regarding being competitive in a global marketplace? Use examples from this unit’s reading/viewing. **Due by 11:59 pm, Sunday, November 15**

**Week 8: November 16**

**Lecture notes:** [Geopolitics of Latin America](https://docs.google.com/presentation/d/171HB5q2WIeLo4thrm57eSRoE5b-C6tZ1c7UlLoRsRyI/edit#slide=id.g1d268e2a84_0_56)

* We will also examine (in breakout rooms) [Central American Stories](https://www.centralamericanstories.com/characters/)

**Read:** [Wanted: Latin American involvement in global geopolitics](https://www.americasquarterly.org/article/wanted-south-americas-participation-in-global-geopolitics/)

**View:** [Banana Land: Blood, Bullets, and Poison](https://www.youtube.com/watch?v=MoRmtQht8-E&t=422s)

**View:** [Unfinished Sentences](https://unfinishedsentences.org/)

**Optional:** [*El Cacao*](https://oregonstate.kanopy.com/video/el-cacao)*: The Challenge of Fair Trade (kanopy.com).* Also, this [NPR audio story about bananas and politics](https://www.npr.org/2020/01/07/794302086/there-will-be-bananas) is an interesting follow up to *Banana Land*.

**Post #6 on the Discussion Forum:**  Choose from 2 options on this week’s post. **Due by 11:59 pm, Sunday, November 22.**

**Week 9: November 23**

**Lecture Notes: Latin America and the 21st century (opportunities and challenges).** In this last week of content, we will explore the key issues of Latin America in the 21st century through the lens of a highly important human geography topic: **migration** and the **global movement of people**.

**Lecture Notes:** [Basics of Migration](https://docs.google.com/presentation/d/1xOyWepqtqe5wiXi_manTbyFn71PYb2WPdYbRfx0QUb0/edit?usp=sharing); also, [Politicized Landscapes](https://docs.google.com/presentation/d/1TPDOMxgy8L41Zoq0Ftv4JkF-O85gw_Ln2pBuusgDLbc/edit?ts=5f7dd763#slide=id.g7db6c71285_0_159)

**Read and View:**

* **Migration and Covid**
	+ Long Road to Post-Covid Recovery: <https://news.un.org/en/story/2020/10/1074822>
* **With Families and Opportunities**
	+ View the PBS/Frontline documentary: [Separated at the Border](https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/) (1 hour). After you view this film, read this article (scroll down; it’s on the same website): [We have to control our border](https://www.pbs.org/wgbh/frontline/article/we-have-to-control-our-border-thomas-homan-former-acting-ice-director/) and at least one other article linked on this page.
	+ [The border between Honduras and Guatemala](https://www.wsj.com/articles/honduran-migrant-caravan-disbands-in-guatemala-11601927728)
	+ [Venezuelan Diaspora](https://www.bbc.com/news/world-latin-america-54418542)
	+ [Extra-Continental Migration](https://qz.com/africa/1882848/african-refugees-take-latin-american-human-smugglers-route-to-us/)

**Long Response 3:** This one looks different than the previous two long responses; it has TWO parts.

**Part 1:** Choose 2 countries in Latin America. Do a side-by-side comparison of Industry and Development. Identify the following:

* Stage of demographic transition/epidemiological transition
* Corruption index
* HDI
* Rural vs Urban population
* [Stage of economic development](https://www.e-education.psu.edu/geog128/node/719) (This is Rostow’s theory)
* [Basic industries](https://www.kaptest.com/study/ap-human-geography/ap-human-geography-industrialization-and-economic-development-notes/)
* Global trading partner: what does each country import/export?
* Future in the global marketplace? Where will this country be in 2030? 2050?

**Part 2:** How does global migration impact a country’s development?

* Push/Pull
* Ravenstein

**Make sure you include the following:**

* Use sources provided in class; use in-text citations.
* You may use outside sources, as well, but you must use at least 5 sources from the class, as well.
* 2-3 pages
* **Due by 11:59 pm, Sunday, November 29**

**Week 10: November 30**

No synchronous session this week.

You will have time to work on your [Current Events Presentation](https://docs.google.com/document/d/1mM2N5BtDQehkfcCX5aAULPYjN2u3dk8wC1bRf9F3bvs/edit). Please read instructions. It is important for you to understand that I give you a tremendous amount of flexibility on how you present this information. I am looking for a thoughtful, thorough analysis of a critical current event. If your presentation does not completely match the framework I have suggested YET it is thorough, then it will be acceptable. Please ask if you have questions. I will be available between 6-6:30 to answer questions. This is optional.

**Due by Sunday, December 6, at 11:59 pm.**

**Week 11: Monday, December 7**

**There is NO SYNCHRONOUS session planned with content.** I will, however, be available from 6-6:30 to answer questions regarding the course and the final exam. This is optional.

**Wrapping it all up! Final Exam is due by Wednesday, December 9 by 11:59 AM**

Note:

* In large part, this written final will be a synthesis of major themes and content developed during this term. But it will also ask you to analyze your understanding of Latin America -- what is one way in which your understanding evolved or significantly changed throughout the term?
* I have scheduled the final exam to be **available** beginning on December 1. You can submit it any time between December 2-9 (11:59 pm)

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

VETERANS Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

CAMPUS RESOURCES LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to you instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to http:/linnbenton.edu/cfar for steps on how to apply or call 541-917-4789.

Note: The instructor reserves the right to make changes to the course syllabus and schedule.