EL PUEBLO, A VILA, LI TENAMIT: HOWEVER YOU CALL WHERE YOU LIVE, GEOGRAPHY MATTERS. WHY ARE HUMAN AND PHYSICAL PATTERNS INSCRIBED WHERE THEY ARE ON THE LATIN AMERICAN LANDSCAPE? AND WHAT ARE THE ECONOMIC, POLITICAL, SOCIAL, AND ENVIRONMENTAL CAUSES AND CONSEQUENCES OF HUMAN-ENVIRONMENT INTERACTIONS ACROSS LATIN AMERICA’S DIVERSE LANDSCAPES?

CONTACT INFORMATION

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COURSE OBJECTIVES

1. to apprehend the variety of physical environments covering Latin America
2. to understand the cultural, social, and historic factors that influenced the creation of Latin American cultural diversity
3. to understand economic, social, and environmental consequences of Latin American economic liberalization and globalization
4. to understand how these three forces coalesce to shape different geographies of (un)sustainable development throughout the diverse regions of Latin America
5. to gain valuable experience designing and conducting geographical/sociological research.

For success at a basic level (Knowledge and Comprehension), master the language and methods of Geography as applied to the study of Latin America:

• You are conversant in the basic language and methods of human and physical geography. You correctly describe terms and concepts related to Latin American Geography. You apply the appropriate methods to questions of human and physical dynamics in Latin America. You relate key historical and spatial patterns for human and physical processes in the region.
-Can you do this? Good. You will pass the course!

For success at a competent level (Application and Analysis), analyze and interpret interactions among human-environment/resource dynamics with a critical historical and spatial lens:
• You convincingly describe how human processes interact with each other and with physical geographical dynamics. You are familiar with examples of human and physical processes historically (e.g. the 1500s versus today) and geographically (e.g. Central versus South America; Chile versus Ecuador) and you apply sufficiently advanced critical thinking to formulate reasonable hypotheses regarding when and where key human-environment interactions are likely to occur and how changes in one process may affect changes in another. You provide key examples of the significance of each to society.

-Feasible? Congratulations. You have earned a B.

For success at an outstanding level (Synthesis and Evaluation), critically evaluate interactions among human and physical geographical processes across time and space:
• You persuasively argue with choice examples how human dynamics can cause and be caused by political, economic, and environmental processes. You compellingly predict how demographic and human and physical geographical processes operate differently over time and across space and how changes in one process may affect changes in another. Armed with knowledge and critical thinking skills developed during the course, you cogently argue how other socio-economic, political, and ecological processes (possibly not covered in class) may relate to the human and physical geographical dynamics. You propose novel methodological and policy solutions to academic and empirical problems.

-Still with me? If you are successful with the above and you write with strong, clear, logically-structured prose with virtually flawless grammar on your written assignments, you will obtain an A. While only a handful of students may earn an A, my experience suggests that most students are capable of earning an A if they dedicate themselves. I do not grade on a curve and, if the above criteria are met, I would be thrilled to award an A to every student in the class.

HOW WILL WE ACHIEVE THESE OBJECTIVES?
You will not sit passively while I lecture to you during each class period. Rather, several methods will be used during class time to maximize your mastery of the material. These may include:
• Lectures
• Discussions
• Debates
• Presentations
• Quizzes
• Activities
• Written and oral lecture summaries
• Laboratory assignments
• Field Work
• Writing assignments
• Analysis of videos

TO OPTIMIZE YOUR SUCCESS IN THIS COURSE YOU SHOULD:
Consistently attend classes and labs
Prepare for class by carefully completing assigned readings on time
Actively participate in class discussions and activities
Review your notes following each class
Understand course requirements; if unsure, ask.

EVALUATION

• Class participation and attendance are expected — studies indicate they are strongly positively correlated with course grade.

Formal evaluation consists of:
1. Exams (55%) = Mid-term Exam 25% & Final Exam 30%
2. Paper: a 2 pg. single-space max. paper. 30%
3. Class Participation (e.g., attendance/effort/in-class assignments or quizzes). 15%

1. Exams (55% of grade)
• Exam material will come from all course sources including material covered in class, readings, labs, and/or videos. Exams will comprise a mix of question types including multiple choice, short answers, and brief essays.
• You will be evaluated on the exams based on the course objectives stated above in the syllabus. The exam questions will test you on the objectives and allow you to successfully demonstrate your mastery of them.

I include questions of different types because:
1) People learn, process, and communicate information differently. Different question types allow for people with different learning strengths to show their mastery of the material.
2) Posing varied types of questions better enables the TA and me to evaluate you based on the multi-leveled learning objectives stated in the syllabus. Recall that merely memorizing the material will earn you only a passing grade.

Examples of types of exam questions
• Multiple Choice
  1. The Amazon forest region of Peru is roughly the size of:
     a) Brazil b) Maine c) Germany d) UK e) none of the above

• Short Answer
  __________ is the language spoken by most indigenous people throughout the Andes.
• **Short Essay**

Explain key human and physical geographical factors involved in economic development differentials in two countries in Latin America. Use a relatively wealthy and a relatively poor country for your comparison. What are potential political, economic, and environmental causes and consequences of their differences?

**2. Paper (30% of grade)**

I encourage you to seek help at Campus Learning Assistance Services. Individual writing appointments available at the MyCLAS website (my.sa.ucsb.edu/clas). Enrollment may also be done in person at SRB 3210. Enrollment in CLAS services begins at 12:00 noon on the first day of classes each quarter. To contact CLAS: send e-mail to clas@sa.ucsb.edu, or call 3269.

To earn an A on writing and lab assignments do the following:

**Fulfill task requirements.**

- Basic instructions are followed and all tasks and questions are addressed (*It is amazing to me how many people fail to do this!*)

**You state an argument or arguments upfront and you provide appropriate examples and concepts to support your points.**

- You choose a research question or argument that is of significance to the human and physical geography of Latin America. Your examples convincingly support your argument. You provide novel insights and raise further questions through your analysis.

**Use concepts appropriately and creatively.**

- Geography is central to your assignment; historical and geographical examples are used to reach new insight on the subject.

**Synthesize, interpret, and evaluate.**

- You use geographical concepts to explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

**Organize with logic and clarity.**

- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences form the backbone of the work and introduce the body of each corresponding paragraph. Your prose is free of superfluous points and *non-sequiturs.*

**Display accuracy and conceptual discipline.**

- No conceptual, logical, or organizational errors are apparent. Factual information or opinion not produced independently by you is cited using MLA style.
Present your work flawlessly (or nearly so).

- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

Plagiarized material on a written assignment will result in a failing grade and will be reported to University authorities.

Paper Assignment: Policy report
Due: May 17 (please upload to gauchospace)

Write a policy report, maximum of 2 pages single-spaced in Times 12 point font, recommending an economic, environmental, or social policy of your choice for a Latin American country. Use data to support your policy argument. Include a table of the data for the country (not included in the page limits). Your report should focus on one major policy. However, you should justify with data the need for your policy and describe the potential outcomes of your policy with at least one indicator from each of the following areas: demography, economics, society, politics, and the environmental. You should also describe the spatial scale and location matter in the ideation and implementation of your policy. The paper will be graded on substance (85%) and writing style (15%). The paper will count for 30% of the final class grade. Good sources for data are available at: http://devdata.worldbank.org/data-query/ and at http://www.cia.gov/cia/publications/factbook/.

For a brief background of the country you select you may refer to the CIA country Fact Book at http://www.cia.gov/cia/publications/factbook/. Referencing at least five external sources regarding one or both of your selected countries could strengthen your arguments. Refer to the syllabus to see how to ace this assignment. Compare the following data for the most recent available year:

Some suggested demographic indicators
Total population, annual population growth rate and doubling time (calculate the latter yourself), fertility rate (TFR), life expectancy at birth, malnutrition prevalence, weight for age (% of children under 5), percent of the total population rural (go to: http://esa.un.org/unpp/), net migration

Some suggested economic indicators
Labor force per occupation (%), GDP - composition by sector (%), GNP per capita, percent of population below the poverty line. Choose one other economic indicator of your choice

Social development indicators
Male and female literacy rate, Internet users (express as a percentage of the total population). Choose one other social development indicator of your choice

Political indicators
Type of government, level of suffrage. Choose one other political indicator of your choice.

Environmental indicators
Co2 emissions per capita, energy used per capita (kg of oil equivalent), annual deforestation (% change)
3. Class Participation (attendance/effort/class activities) (15% of grade)

- Be prepared for class activities.
- Please say your name when you are called on.
- Share and explain your opinions.
- Don’t dominate; be fair about the amount of time you take to speak.
- Back up your arguments with evidence.
- Disagree politely.
- Listen carefully to other opinions.
- Change your mind when another argument is more cogent than yours.
- Do not hesitate to ask for clarification.
- Make your points succinctly, avoiding repetition, and providing a choice example of your point.
- We may have a quiz during any class period. Be prepared Keep up with the class notes and the reading assignments.
- You can still get a 9/10 for class participation without ever speaking in class, but notable class participation can raise your participation grade by as much as a full letter grade (e.g., from a 9/10 to a 10/10).

POLICIES REGARDING LATE ASSIGNMENTS, MAKE-UP EXAMS, AND GRADING

- Make-ups may be allowed for excused work not completed—other means may also be devised to evaluate a student’s overall course performance in those cases.
- Make-up Exams will NOT be the same as those given to the class. They will be long essays.
- Late Assignments: Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.
- Pass/Fail: If you are taking the course for Pass/Fail, you MUST receive a minimum grade of a C (NOT a C-) to pass the course.
- Final Grade: I reserve the right to alter exam and assignment grades. I pledge not to do so unless necessary and in consideration of the student's best interests.
READINGS

No single reading adequately covers the multiplicity of topics covered in the course. For that reason, readings will come from various sources, including books, newspaper articles, reports, magazines, and professional journals.

Required
Latin America & the Caribbean by David Clawson; Available at the College Bookstores.

Other Readings TBA

Course Calendar with Readings Assignments and Exam dates online at: https://gauchospace.ucsb.edu/
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Clawson Readings</th>
<th>Other Readings &amp; Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Jan</td>
<td>Introduction and Physical Geography</td>
<td>Chapters 1-4</td>
<td></td>
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<tr>
<td>16-Jan</td>
<td>NO CLASS: MLK Day (makeup class in section TBA)</td>
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<tr>
<td>23-Apr</td>
<td>Physical Geography</td>
<td>Chapters 1-4</td>
<td>Final Map due</td>
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<tr>
<td>30-Jan</td>
<td>Historical Geography: The First Americans</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>6-Feb</td>
<td>Columbian Exchange, Colonialism, and Independence</td>
<td>Chapter 5</td>
<td>Exam 1 Review in Section</td>
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<tr>
<td>13-Feb</td>
<td>Exam 1</td>
<td></td>
<td></td>
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<tr>
<td>20-Feb</td>
<td>NO CLASS: President's Day (makeup in section)</td>
<td>Section: Final Paper Development</td>
<td></td>
</tr>
<tr>
<td>27-Feb</td>
<td>Contemporary Economic and Human Geography</td>
<td>Chapters 6-9</td>
<td>Section: Further Final Paper Development</td>
</tr>
<tr>
<td>5-Mar</td>
<td>Population Geography: Population, Migration, and Urbanization</td>
<td>Chapters 10-13</td>
<td>Final Paper due</td>
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<tr>
<td>12-Mar</td>
<td>Human-Environment Dynamics</td>
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<td>Exam 2 Review in Section</td>
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</tbody>
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Finals Week Exam 2