

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department GEOGRAPHY

Date MARCH 18, 2013

225 -
Course No.

GEOGRAPHY OF LATIN AMERICA
Course Name

3
Credits

Prerequisites _____

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

JERRY GERLACH
Name (please print)

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Phone

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e-mail address

[Revised 9-6-11]

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course GEOG 225

Department Approval		
<u>Matt Norman</u>	<u>MARCH 18, 2013</u>	<u>MNORMAN@WINONA.EDU</u>
Department Chair	Date	e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>Matt Norman</u>	<u>4-4-13</u>	
Dean of College	Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____		_____
Chair, General Education Program Subcommittee	Date	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____		_____
Chair of A2C2	Date	
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____		_____
President of Faculty Senate	Date	
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____		_____
Academic Vice President	Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____		_____
President	Date	
Please forward to Registrar.		
Registrar	_____	Please notify department chair via e-mail that curricular change has been recorded.
	Date entered	

Geography 225: Geography of Latin America

Course Outline

- I. Latin America
 - a. Definition
 - i. Physical Limits
 - ii. Cultural Limits

- II. Physical Environments
 - a. Landforms
 - i. Mountains
 - ii. Plateaus
 - iii. Plains
 - iv. Rivers
 - b. Climate, Flora, Fauna
 - i. Tropical/wet
 - ii. Tropical/Dry
 - iii. Mid-latitude
 - iv. Mountain Zones

- III. Historical Geographies
 - a. Pre-Columbian
 - i. Mesa America
 - ii. Andean America
 - iii. Caribbean America
 - iv. Others
 - b. Europeans
 - i. Spanish
 - ii. Portuguese
 - iii. Others
 - c. Independence

- IV. Population
 - a. Location
 - b. Distribution
 - i. Density
 - ii. Migration
 - iii. National Identities
 - c. Densities
 - i. The Coast
 - ii. Interior
 - iii. Primate Cities

- V. The Economic Structure
 - a. Primary Sector
 - i. Agriculture
 - ii. Mining
 - iii. Fishing and Forestry
 - b. Industry
 - i. Manufacturing
 - c. Services

- i. Government
- ii. Education
- iii. Tourism

VI. Mexico

- a. Physical Landscapes
 - i. Climate, Flora, Fauna
 - ii. Land forms
 - iii. Hazards
- b. Regions
 - i. North
 - ii. The Center
 - iii. Southern Areas
 - iv. Prospects and Problems

VII. Central America

- a. Physical Environments
 - i. Landforms
 - ii. Climates, Flora, Fauna
 - iii. Hazards
- b. Contemporary Countries
 - i. Guatemala
 - ii. Belize
 - iii. Nicaragua
 - iv. Honduras
 - v. El Salvador
 - vi. Costa Rica
 - vii. Panama

VIII. Caribbean

- a. Physical Environment
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Hazards
- b. Greater Antilles
 - i. Cuba
 - ii. Haiti
 - iii. Dominica Republic
 - iv. Jamaica
 - v. Lesser Antilles
 - vi. Countries
 - vii. Problems

IX. Andean America

- a. Physical Environment
 - i. Landforms
 - ii. Climate, Flora, Fauna
- b. Countries
 - i. Colombia
 - ii. Venezuela
 - iii. Ecuador
 - iv. Peru

v. Bolivia

X. Southern Cone

a. Physical Environment

- i. Landforms
- ii. Climate, Flora, Fauna

b. Countries

- i. Argentina
- ii. Chile
- iii. Uruguay
- iv. Paraguay

XI. Brazil

a. Physical Background

- i. Climates, Flora, Fauna
- ii. Landforms
- iii. Amazon Basin

b. Economy

- i. World Power
- ii. Population
- iii. Agriculture
- iv. Industry

Geography 225: Geography of Latin America

Student Competencies – <i>Goal 8: Global Perspectives</i>	Learning Activities	Assessment Plane
Students will be able to describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.	Students will learn of the history of Latin America in its physical and cultural development with an emphasis on both the indigenous and Iberian components. This will analyze the interplay of the cultural and physical components. This will be accomplished through lecture, readings and class discussion. The information will be mapped.	Students will be assessed through a combination of objective, essay and map exams.
Students will demonstrate knowledge of the social, cultural, religious and linguistic differences found in the area.	Students will learn of the basic component of Iberian, French, English, Dutch, American, and the Indigenous cultures found in various parts of Latin America. They will be informed through lectures, readings, discussions, and will map the different aspects of these traits in the region.	The students will be assessed through objective, essay and map examinations.
Students will analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solutions.	Students will be required to understand solutions that come to affect the various countries of the region. These will include political, economic, and cultural events of the near past. They will stress modernizing and the influence of outside nations such as the U.S., USSR, and indigenous ideas. Stress will be on Latin American involvement in the world in food, energy, drug and tourist industries. They will learn through lectures, readings, and will locate the different approaches to analyzing the data.	Assessment will be accomplished through essay, objective, and map exams.
Students will understand the role the world citizens show for their common global future of Latin Americans and others.	Students will be required to note the interconnectedness of Latin America to the world in economic, political, and an environmental way. Lectures, discussions, and readings will cover agriculture, energy produced, rainforest clearing, drug problems, and immigration issues. Topics will be covered by lectures, readings, discussions and maps.	Students will be assessed by the use of objective, essay and map exams.