WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: GEOGRAPHY

Course No.: 225
Course Name: GEOGRAPHY OF LATIN AMERICA
Credits: 3

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)

X5423
Phone

JGERLACH@WINONA.EDU
e-mail address

[Revised 9-6-11]
WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tbody>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>MARCH 18, 2013</td>
</tr>
<tr>
<td><a href="mailto:MNORMAN@WINONA.EDU">MNORMAN@WINONA.EDU</a></td>
</tr>
<tr>
<td>e-mail address</td>
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<tr>
<th>Dean’s Recommendation</th>
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<tbody>
<tr>
<td>Yes</td>
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| Dean of College       |
| 4-4-13                 |

*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
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<td>Approved</td>
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| Chair, General Education Program Subcommittee |
| Date                                             |

<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
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<td>Approved</td>
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| Chair of A2C2        |
| Date                 |

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<tr>
<th>Faculty Senate Recommendation</th>
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| President of Faculty Senate |
| Date                        |

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<th>Academic Vice President Recommendation</th>
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| Academic Vice President |
| Date                     |

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<th>Decision of President</th>
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<tr>
<td>Approved</td>
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| President               |
| Date                     |

Please forward to Registrar.

| Registrar              |
| Date entered           |

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]
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
<table>
<thead>
<tr>
<th>Student Competencies – <em>Goal 8: Global Perspectives</em></th>
<th>Learning Activities</th>
<th>Assessment Plane</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay and map exams.</td>
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<td>Students will demonstrate knowledge of the social, cultural, religious and linguistic differences found in the area.</td>
<td>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.</td>
<td>The students will be assessed through objective, essay and map examinations.</td>
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<td>Students will analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solutions.</td>
<td>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.</td>
<td>Assessment will be accomplished through essay, objective, and map exams.</td>
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<td>Students will understand the role the world citizens show for their common global future of Latin Americans and others.</td>
<td>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.</td>
<td>Students will be assessed by the use of objective, essay and map exams.</td>
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