

## **Culture and Environment: Latin America and the Caribbean GEA 4405 (3 cr.)**

**Term:** Spring xxxx

**Classroom location:** SE 417, Boca Raton (In Class Course).

**Class Meeting Times:** Tuesdays and Thursdays 10-11:15am

**Professor:** Dr. Maria Fadiman

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**Office Hours:** Mon: 10-1, Wed 12-2, 2:30-3:30 and by appointment

### **COURSE DESCRIPTION**

This course explores Latin American and Caribbean environments and peoples. Particular attention is paid to natural regions, culture, colonization, religion, politics, agriculture, art, and globalization. Ideas and concepts are illustrated with PowerPoint presentations and videos.

### **COURSE OBJECTIVES**

The objectives of this course are for students to understand the culture, landscape and their interactions with each other within this region. These goals will be attained through power point, readings, videos and class discussion.

Pre-requisites, Co-requisites, Instructor Permission: None.

### **GRADING**

Exams are structured to test knowledge of locations, concepts, explanations and solutions. The tests contain objective, short-answer, and essay questions. A list of terms will be handed out a week before the exam. The student is responsible for all the material in the readings, videos and lectures.

Map quiz (5%)

Midterm I (20%)

Midterm II (20%)

Final Exam (20%)

Project (10 %)

Reading questions (10%)

*Letter from Amazon* Quiz (5%)

*Tortilla Curtain* Quiz (5%)

Class participation and articles (5%)

### **REQUIRED TEXTS**

1) Boyle, T. Coraghessan. 1995 *The Tortilla Curtain*, Penguin Books.

2) Readings posted on blackboard.

### **RECOMMENDED TEXT**

1) Clawson, D. 2000. *Latin America and the Caribbean: Lands and People 5<sup>th</sup> (ed)* McGraw-Hill.

## **EXAMS, QUIZZES AND PROJECT DATES**

Map Quiz	<b>Jan 22</b>
<i>Letter ... Quiz</i>	<b>Jan 29</b>
Midterm I	<b>Feb 7</b>
Midterm II	<b>March 21</b>
<i>Tortilla Curt Quiz</i>	<b>April 18</b>
Project Due	<b>April 23</b>
Final Exam	<b>April 25</b>

## **CLASS SCHEDULE**

### **INTRODUCTION**

**Jan 8) Introduction-Latin American boundaries and context**

### **PHYSICAL GEOGRAPHY**

**Jan 10) Natural regions**

- 1) *Tropical Nature*, Forsyth and Miyata

**Jan 15) Landforms Regions, Weather and Climate**

- 1) *Erosion Eats Away Bolivia*, Ceasar

### **CULTURAL PATTERNS**

**Jan 17) Iberian Heritage-Colonial Conquest/Settlement (500 yrs)**

- 1) *Spanish and Indigenous Women*, Prince

**Jan 22) Race Ethnicity and Social Class-Pre/Post-Colonial Groups**

- 1) **\*\*MAP QUIZ\*\***

**Jan 24) Race Ethnicity and Social Class-Pre/Post-Colonial Groups (Haunted Land)**

- 1) *I Rigoberta Menchu*, Burgos-Debray

**Jan 29) 1) ARTICLE QUIZ!!! Race Ethnicity and Social Class- Indigenous Rights**

- 1) *Letter from the Amazon: With spears from all sides*, Kane

**Worth 5%!!!!!!!**

**Jan 31) Latin America as a Culture Region-Identity, Power, and Poverty**

- 1) *Child of the Dark*, Carolina Maria de Jesus

**Feb 5) Latin America as a Culture Region-Literature, Art,**

- 1) *One Hundred Years of Solitude*, García Márquez
- 2) *My Art, My life*, Rivera with March

**Feb 7) \*\*\*\*MIDTERM I\*\*\*\***

**Feb 12) Latin America as a Culture Region-Music, Dance**

- 1) *The Embodiment of Salsa.*, Román-Velázquez

**Feb 14) Religion-Non-Catholic Faiths/Syncretism**

- 1) *Popol Vuh*, Tedlock
- 2) *Sacred Leaves of Candomblé*, Voeks

**Feb 19) Religion- Catholicism and Liberation Theology (Romero)**

- 1) *Oscar Romero: Memories in Mosaic*, López Vigil

**Feb 21) Political Change-Panama**

- 1) *Panama Deception*-In class film

**Feb 26) Political Change-Panama**

- 1) *The invasion of Panama was a lawful response to Tyranny*, D'Amato
- 2) Turn in questions for the movie: *Panama Deception*

**Feb 28) Drugs (Traffic)**

- 1) *Colombia: Drugs, War and Democracy*, The Economist

**Mar 5) SPRING BREAK**

**Mar 7) SPRING BREAK**

**Mar 12) Political Change-Argentina (Evita)**

- 1) *Bad Times in Buenos Aires*, France

**Mar 14) Political Change-Argentina**

- 1) *Imagining Argentina*, Thornton
- 2) *The Little School*, Partnoy

**Mar 19) Agriculture and Agrarian Development –Swidden, Raised Fields, Terracing, and commercial**

- 1) *Breakfast of Biodiversity*, Vandermeer and Perfecto

**Mar 21) \*\*\*\* MIDTERM II\*\*\*\***

**ECONOMIC PATTERNS**

**March 26) Mining, Manufacturing, and Tourism- Deforestation and Conservation**

- 1) *Empowering indigenous people*, Kessler

**March 28) Mining, Manufacturing and Tourism-Eco-Tourism, Common Tourism**

- 1) *The Tropical National Parks of Latin America and the Caribbean*, Eyre

**April 2) Urbanization, Population Growth and Migration-Cities and Settlements**

- 1) *Creating a Sense of Community*, Dietz

**April 4) Mining, Manufacturing, and Tourism-Maquiladoras and Markets**

- 1) *Beautiful Flowers*, Iglesias Prieto

**April 9) Work on Projects**

**April 11) Work on Projects**

**April 16) Urbanization, Population Growth and Migration-Immigration**

- 1) *Global Woman*, Ehrenreich

**April 18) BOOK QUIZ!!!Urbanization, Population Growth and Migration/Imm**

- 1) *The Tortilla Curtain*, Boyle-**WHOLE BOOK** (5% of grade)

**April 23) Food**

- 1) *America's First Cuisines*, Coe
- 2) **\*\*\*\*\* Projects Due\*\*\*\*\***

**April 25) Final Exam 10:30-1:00**

## **ARTICLES, READING QUESTIONS, and PROJECT**

### **Articles**

Each day one person will bring in an article from a published media source on Latin America. It can be from a USA paper or from a Latin American paper. The student will discuss the content of the article and explain why he/she found it interesting and why they chose to bring in that particular article.

### **Reading questions**

Each week a list of questions on the reading will be posted on blackboard. The readings are due the day for which they are assigned. The questions are due at the beginning of class. The readings are on BB, except for the book. Your answers should reflect that you have read and reflected on the readings. Use **EXAMPLES and DETAIL** in your answers.

### **Project description**

Each paper should be between 3-5 pages (excluding figures), 12 font, double spaced with 1-1.25 inch margins. Students can include drawings, diagrams and/or photographs. Papers should be written in *paragraph form* (NOT question and answer). Write the ideas you learned from your informant. Only use quotes when they add to your point.

### **PROJECT DETAILS**

#### **Part I) Each student will interview a Latin American or Caribbean immigrant to the United States. The student will devise their own interview criteria including:**

- 1) How you know your informant
- 2) How the informant came to the United States.
- 3) If possible, details on crossing the border.
- 4) Informant's work situation.
- 5) Informant's proximity to family.
- 6) What the informant misses most about their country of origin.
- 7) What the informant appreciates most about the United States.
- 8) The informant's perception of the similarities and differences between their country of origin and the United States.
- 9) Any other topics that the student and/or informant would like to include.

#### **Part II) Analyze your own role in the interview experience.**

- 1) What surprised you most about what you learned?
- 2) What did you learn in the interview that was most different than what you had expected?
- 3) What was the most challenging part of the assignment?
- 4) What was the best part?

**Grading for the project will be on *Content, Grammar and Organization.***

## COURSE POLICIES

### 1) Exams:

There are no make-ups for missed exams. If you know **in advance** that you must miss an exam, you are required to present a valid excuse in writing.

### 2) Late papers:

Late papers and assignments will be graded off 10%. This policy begins as soon as class starts. Papers turned in late the same day they are due, will be counted off 10% until midnight. Papers can only be turned in the day of class. **NO** papers are accepted after that.

### 3) Disabilities

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

### 4) Academic Integrity

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. [http://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)*

### 5) Discussion protocol

All in class discussions will be conducted in a respectful manner.

6) As the University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, **computers, as well as personal communication devices such as pagers, beepers, and cellular telephones are to be disabled in class sessions.**” **NO TEXTING IN CLASS**

## Grading Scheme

94-100 A  
90-93 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+

74-76 C  
70-73 C-  
67-69 D+  
64-66 D  
60-63 D-