

**THE UNIVERSITY OF VICTORIA
DEPARTMENT OF GEOGRAPHY**

Course Outline - Fall 2015 GEOG 388

Regional Geography: SOUTH AMERICA

INSTRUCTOR: Dr. Jutta Gutberlet
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LECTURES:

When: Wednesday and Thursday 3:30 PM to 4:50 PM

Where: Cornett Building B129

Office Hours: WTh: 5:00 PM to 6:00 PM

COURSE OBJECTIVES

This course studies the physical and human characteristics of South America, with specific focus on the Southern Cone countries (Argentina, Brazil, Chile, Paraguay, Uruguay). The course will provide regional insights about history, culture, economy, physical environment and resource basis. The focus will be on specific topics within the recent and contemporary development context of this sub-region. Topics include: cultural diversity, demographics, urban growth and urbanization, migration, gender differences, resource management and environmental issues. Good governance experiences, economic development strategies, social development concerns or sustainable development. Examples will be analysed and discussed. The students will be actively engaged in research, debates, case study presentations and role-playing. The course is problem-based and will explore possibilities for experiential learning. The specific course objectives are to:

- Introduce key characteristics of the regional geography of this sub-region;
- Expand the student's knowledge on specific social, cultural, economic and environmental country specific knowledge;
- Stimulate critical thinking and skills to analysis and solve problems;
- Provide opportunities for examining and interpreting a broad range of current development issues through geographical analysis;
- Enhance report preparation and writing skills;
- Improve the student's debating and presentation skills.

Week	Dates	LECTURE TOPIC
1	09 Sept.	Introduction to course content and requirements Distinguished features of the physical geography (Ch. 3, Ch. 8: 130-140 + 149-153)
	10 Sept.	Distinguished features of the human geography (Ch. 1, Ch. 2)
2	16 Sept.	Pre-colonial cultures (Ch. 5; 7: 113-118) Colonial history and slavery (Ch. 12: 206-218)
	17 Sept.	Contemporary South America (Ch. 5: 77-89)
3	23 Sept.	Economic development and globalization (Ch. 18 + Keeling, 2004)
	24 Sept.	Rural development and agricultural land use (Ch. 12, 231-234)
4	30 Sept.	Migration processes (Durand, J. and D.S. Massey. 2010)
	01 Oct.	Race and demographic development (Ch. 9: pp. 169-177; Ch. 20) <i>Inform about research assignment</i>
5	07 Oct.	Urban growth and megacities (Ch. 7 + Ch. 14)
	08 Oct.	Urbanization and social exclusion: drugs and violence
6	14 Oct.	1st MID TERM
	15 Oct.	Basic infrastructure and services (waste, water, electricity, transport)
7	21 Oct.	Environment and development (Sanchez et al. 2012) <i>Paper proposal due</i>
	22 Oct.	Climate change adaptation Sustainable cities and urban agriculture (Ch. 7 + Ch. 14)
8	28 Oct.	Tourism developments and regional ecotourism (Ch. 10, Ch. 13, Ch. 15, Ch. 17)
	29 Oct.	Marine and river fishing, traditional fishing
9	04 Nov.	Social and solidarity economy (Caruana & Srnec, 2013)
	05 Nov.	Cooperatives and microenterprises (Vuotto, 2012 + Vieta, 2014)
10	11 Nov.	READING BREAK
	12 Nov.	
11	18 Nov.	Social Movements and post-neoliberalism (Ch. 21 + Bebbington et al 2008)
	19 Nov.	2nd MID TERM
12	25 Nov.	Research presentations
	26 Nov.	Research presentations
13	02 Dec.	Research presentations
	03 Dec.	Research presentations <i>Final research assignment due</i>

COURSE TEXT

Kent, R. B. (2006). *Latin America. Regions and People*. New York: Guilford Press¹.

Additional required readings

Bebbington, A., Bury, J., Humphreys-Bebbington, D., Langan, J., Munoz, J.P. and M. Scurrah. 2008. Mining and social movements: struggles over livelihood and rural territorial development in the Andes. *World Development* 36, (12): 2888–2905.

Caruana, M. & Srncic, C. (2013). Public policies addressed to the social and solidarity economy in South America. Toward a new model? *Voluntas*. 24, pp. 713–732. DOI 10.1007/s11266-012-9276-y.

Durand, J. and D.S. Massey. 2010. New World Orders: Continuities and changes in Latin American migration. *The ANNALS of the American Academy of Political and Social Science*, 630(1), 20-53.

Keeling, D. J. 2004. Latin American development and the globalization Imperative: new directions, familiar crises. *Journal of Latin American Geography* 3(1): 1-21.

Sánchez, R., Marchant, C. & Borsdorf, A. (2012) The Role of Chilean Mountain Areas in Time of Drought and Energy Crisis: New Pressures and Challenges for Vulnerable Ecosystems. *J. Mt. Sci.* 9: 451–462. DOI: 10.1007/s11629-012-2243-7.

Vieta, M. (2014). Learning in struggle: Argentina's new worker cooperatives as transformative learning organizations. *Industrial Relations*, 69(1), pp. 186-218. DOI: 10.7202/1024212ar.

Vuotto, M. (2012). Organizational dynamics of worker cooperatives in Argentina. *Service Business*, 6(1), pp. 85-97. DOI 10.1007/s11628-011-0128-4.

Other additional readings and video documentaries will be provided during the course.

Other recommended sources

Gwynne, R.N. & Kay, C. (2004). *Latin America transformed: Globalization and modernity*. (2nd ed.) London: Arnold.

Kent, R. B. (2006). *Latin America. Regions and People*. New York: Guilford Press.

Skidmore, T. E. (2010). *Brazil Five centuries of change*. (2nd ed.) New York: Oxford University Press.

Skidmore, T. E. & Smith, P. H. (2005). *Modern Latin America*. (6th ed.) New York: Oxford University Press

Journals: *The Journal of Latin American Geography (JLAG)*; *Latin American Research Review (LARR)*; *Latin American Applied Research*; *Latin American Perspectives*; among others.

1. The textbook can be acquired as E-book directly from the publisher at:
<http://www.guilford.com/books/Latin-America/Robert-Kent/9781572309098>.

COURSE REQUIREMENTS

It is expected that students actively take part in class discussions and debates. The coursework includes:

a.)

Newspaper review covering a specific news issue on Southern Cone countries (10%):

The student will collect the news of current events on the region during two-weeks and will then analysis the news through the press. The student will present a brief summary of the findings in class. Throughout the semester we will dedicate a few minutes in each class for discussion of the topics the students have raised in class each week.

b.)

Research assignment (Total 40%): Students will prepare a research paper focused on a specific topic and linked to the geography of the Southern Cone. Students have the option to work individually or in pairs. Those working with another student must inform the instructor via email by **Oct. 1st**.

The students are required to hand in a **paper proposal** of 1-2 pages, outlining the proposed topic and research question. Why is the topic relevant and how are you going to address it. This document will give you an early feedback before you start doing the work.

DEADLINE: Paper proposal: **October 21st** (10%). Final paper: **December 2nd** (30%)

Word limit: 2500 words if working individually and 4000 if working in two students. At least **5 (9) peer-reviewed references**. Use APA referencing style.

A list of themes will be distributed with the guidelines for the assignment at the beginning of the course.

c.)

Two **Mid Term Exams**

Extensions will only be granted under exceptional circumstances (e.g. documented medical evidence). Late assignments will result in a grade reduction on the assignment of 5% per day.

Dates of Mid term exams:

October 14th

November 19th

COURSE POLICIES AND STUDENT RESPONSIBILITIES

Lectures and classroom policies

- Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.
- Students are expected to do the assigned readings in advance and be prepared to participate in class discussions and in-class activities. Please note that participation does count towards your grade.
- Etiquette regarding the use of computers and other electronic devices: The use of computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class—ringers, earphones and texting are disruptive and unacceptable.

Written assignments

- **Formatting:** Coursework must be word processed, double spaced, 12 point font size. Assignments should be proofread prior to submission to insure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style. All coursework should include the student's name and student number, the course's code and name, and that of the instructor, in order to avoid loss or improper identification. There is no need to use a cover page to do so.
- **Submission guidelines:** All assignments must be submitted electronically through on the date specified by the instructor.
- **Late submissions:** Work submitted late will be accepted with a 5% daily penalty (including weekend days), up to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate with me if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with the instructor and your reasons have been deemed valid.

MARK ALLOCATION

(i) Newspaper review	10%
(ii) Research paper (Proposal + Final paper)	40%
(iii) Research paper presentation	10%
(iv) 2 Mid term exams (15%, 15%)	30%
(v) Class participation	10%

GEOGRAPHY GRADING SYSTEM

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

The policies of the current *University of Victoria Calendar* will guide our grading of your work. Read *carefully* the sections “Avenues of Appeal” (p. 17), “Plagiarism and Cheating” (p. 19), and “Evaluation of Student Achievement” (pp. 21-22). Please note the following information, in addition to the section on “Plagiarism and Cheating” on page 19 of the Calendar.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via *MyPage* and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

“The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.