Banner/Catalog Information (Coversheet)

1. ____New Course or ___X__Revision of Existing Course

2. Course prefix and number: ____GEG 3080______________________________

3. Short title: _ South America ______________

4. Long title: _ Geography and Culture of South America __

5. Hours per week: __3_ Class      __0_ Lab      __3_ Credit

6. Terms: ___ Fall     ___ Spring     ___ Summer     ___X_ On demand (odd years)

7. Initial term: ___ Fall     ___ Spring     ___ Summer     Year: ___2015___

8. Catalog course description: This course studies the natural and cultural landscapes of South America. Special attention is given to the geographical identity and cultural diversity of the region. Topics include environmental issues, colonial history, natural resources, industrialization, geopolitical contexts, transportation, agriculture, population patterns, urban growth and migration.

9. Course attributes: none

   General education component: ________________________________________

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

10. Instructional delivery

    Type of Course:

    ___X_ Lecture     ___ Lab     ___ Lecture/lab combined     ___ Independent study/research

    ___ Internship     ___ Performance     ___ Practicum/clinical ___ Other, specify: __________________

    Mode(s) of Delivery:

    ___X_ Face to Face     ___X_ On-line     ___ Study Abroad

    ___X_ Hybrid, specify approximate amount of on-line and face-to-face instruction_2/3 online 1/3 face

11. Course(s) to be deleted from the catalog once this course is approved: ___none___

12. Equivalent course(s): ___none________________________________________

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes     ___x_ No

13. Prerequisite(s): ___none______________________________________________

    a. Can prerequisite be taken concurrently? ___ Yes     ___ No

    b. Minimum grade required for the prerequisite course(s)? ___
c. Use Banner coding to enforce prerequisite course(s)?  ___ Yes  ___ No

d. Who may waive prerequisite(s)?
   ___ No one  ___ Chair  ___ Instructor  ___ Advisor  ___ Other (specify)

14. Co-requisite(s):  ___none______________________________

15. Enrollment restrictions  The online sections of this course are restricted to off-campus students unless permission is granted by the Chair of the Department of Geology and Geography.

a. Degrees, colleges, majors, levels, classes which may take the course:  ___________

b. Degrees, colleges, majors, levels, classes which may not take the course:  ___________

16. Repeat status:  ___ May not be repeated  ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:  ___ n.a.

18. Grading methods:  ___ Standard  ___ CR/NC  ___ Audit  ___ ABC/NC

19. Special grading provisions:  none

   ___ Grade for course will not count in a student’s grade point average.

   ___ Grade for course will not count in hours toward graduation.

   ___ Grade for course will be removed from GPA if student already has credit for or is registered in:  ________________________________

   ___ Credit hours for course will be removed from student’s hours toward graduation if student already has credit for or is registered in:  ________________________________

20. Additional costs to students:
   Supplemental Materials or Software  ___ none______________________________

   Course Fee  ___No ___

21. Community college transfer:

   ___ A community college course may be judged equivalent.

   ___ A community college may not be judged equivalent.

   Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1.  ___ Course is required for the major(s) of ____________________

   ___ Course is required for the minor(s) of ____________________

   ___ Course is required for the certificate program(s) of ____________________

   ___ x_ Course is used as an elective
2. **Rationale for proposal:**

Geographic landscapes in South America are dramatic and cultures diverse, often representing descendants of ancient indigenous civilizations, descendants of Spanish and Portuguese conquerors, and people of African, European, and Asian origins. Economically, the region is full of contrasts, ranging from traditional subsistence agriculture to modern multinational corporate activities. Our neighbors to the south, it is important that students understand the rich geography of natural and human resources. The region is developing rapidly, although somewhat unevenly, as sub-regions and urban areas move toward full integration into the global economy. It is important that students understand the historical context of South American cultures and understand current problems of environment, society and culture.

Within our department the Geography and Culture of South America is included in our international studies concentration. The course helps students complete three of the five goals of Geography Assessment: regional studies, understanding spatial patterns of cultural and economic geography, and interpreting past and present spatial patterns. GEG3080 Geography and Culture of South America is an elective in the Latin American Studies minor.

Revising this existing course GEG 3080 will have no impact on the GEG program other than increasing enrollment.

3. **Justifications for (answer N/A if not applicable)**

   **Similarity to other courses:**

   Similar courses include:

   - HIS 3255 Colonial Latin America
   - HIS 3260 Modern Latin America
   - PLS 3333 Politics of Latin America and the Caribbean

   Geography and Culture of South America uses a systematic and regional geographic approach which differs in style and content from the above courses.

   **Prerequisites:** none
   **Co-requisites:** none
   **Enrollment restrictions:** The online course will be offered through the School of Continuing Education and be limited to off campus students unless permission is granted by the Chair of the Department of Geology and Geography.
   **Writing active, intensive, centered:** N/A

4. **General education assurances (answer N/A if not applicable) N/A**

   **General education component:**

   **Curriculum:**
   **Instruction:**
   **Assessment:**

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   **Online or hybrid delivery justification:**
The purpose and rationale for revising this course is to offer it as an online or hybrid option through the School of Continuing Education for students from across the state of Illinois and beyond who desire an asynchronous learning opportunity and for whom the residential campus is not an option. The online course would not be available to on campus students.

**Instruction:**
The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. The technology will be used to assess student achievement by being the vehicle through which all student work is conducted. Specific components of the learning management system (LMS) to be utilized include timed quizzes and exams, discussions (for threaded discussions over specific questions), and Email (for answering additional questions students may have). Presentations will use power points delivered to the drop box online delivery system and/or the discussion board where students may view, comment, discuss and respond to the presentation. Please note, these labels (“discussions,” etc.) may change with another LMS, but the functions will remain the same. This course will be taught by faculty members successfully completing the OCDI training or its equivalent.

**Integrity:**
The course syllabus includes a statement about academic dishonesty. The tests and quizzes are time-restricted, can only be taken once, and must be taken within a limited time frame. Discussions and major course projects require the addition of personal reflection, which discourages plagiarism. Student work can only be submitted through the provided LMS or plagiarism software such as Turnitin.

**Interaction:**
Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and personal feedback on individual exams and discussions.

**Model Syllabus (Part II)**
Please include the following information:

1. **Course number and title**
   
   GEG 3080 Geography and Culture of South America

2. **Catalog description**
   This course studies the natural and cultural landscapes of South America. Special attention is given to the geographical identity and cultural diversity of the region. Topics include environmental issues, colonial history, natural resources, industrialization, geopolitical contexts, transportation, agriculture, population patterns, urban growth and migration.

3. **Learning objectives (Revised University Learning Goals Effective Fall 2014: CR=Critical Thinking; WCR=Writing and Critical Reading; SL=Speaking and Listening; QR=Quantitative Reasoning; RC=Responsible Citizenship, followed by relevant numbers of specific goal.)**
   
   A. Analyze the cultural, geographic, historic, environmental and economic aspects of the people and places of South America in a manner that is organized topically. CT1-6; RC1
B. Discuss and graphically interpret at various scales the cultural, geographic, historic, environmental and economic aspects of the regions and sub-regions within South America. CT1-6; SL1-7; QR1-5; RC1

C. Analyze specific issues for selected locations in South America from an environmental, geographic, historic and cultural perspective. CT1-6; WCR1-7; RC1

D. Apply and synthesize information through the use of case studies found in scholarly journals. CT1-6; WCR1-7; RC1

4. Course materials.


Supplemental readings include articles uploaded to the LMS.

5. Weekly outline of content.

Week 1  Introduction to Physical Environments of South America
           Introduction to course and course policies
           Introduction to maps of South America

Week 2 and 3  Pre-Hispanic Cultures: Inca and Aymara culture overview
              Ancient settlement and transport patterns
              Relationships to natural resources
              Theories of ancient migration

Week 4  European Invasion
           Disease and changing demographics
           Emerging settlement patterns
           Trade relationships

Week 5  Colonial and Modern Transport
           Geography of colonial economics and trade
           Haciendas, plantations, and theories of development

Week 6  Cities in South America
           Demographic transition model
           Urban land use models of South America
           Historic preservation of city centers and plazas

Week 7  Read, review and analyze chapters from Mapping Latin America book
Week 8  Midterm exam

Week 9  Countries of the Andes Mountains
       Map activity: Countries and ethnic groups of the Andes Mountains
       Geographic regions: Coast, mountains, Amazon basin
       Population pyramids, demographic concepts, poverty and housing
       Economic development, immigration, and remittances
       Case study: Galapagos Islands

Week 10 and 11  Brazil
       Map activity: Geography of Brazil
       Historical context and cultural diversity
       Gold, sugar and the role of Jesuits
       Amazon basin, deforestation, and development
       Cities and urban regions
       Case studies: Curitiba and Brasilia

Week 12 and 13  Argentina, Uruguay, Paraguay
       Map activity: Geography of Argentina, Uruguay, Paraguay
       Historical context and European heritage
       Transportation and history of development
       Modern economic development problems and trade
       Case studies: Tri-Border Area, Iguassu Falls, and Itaipu Dam

Week 14  Read, review and analyze chapters from Mapping Latin America book

Week 15  Submit research report and power point presentation about research topic

Finals week:  Final exam

6. Assignments and evaluation, including weights for final course grade.

   Map Activity ..................................................  10 points
   Journal article review and presentation.........  20 points
   Term project (research report).................  40 points
   Midterm and Final exams.......................  30 points

   Total possible .........................................  100 points

7. Grading scale: A 90% or more, B 80-89%, C 70-79%, D 60-69%, F less than 60%

8. Correlation of learning objectives to assignments and evaluation.

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<th>Term Project (research report) 40%</th>
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