

**Geography 27000/LACS 43463**  
**Geography of Mexico, Central America, and the Caribbean**  
**Department of Geography and Environmental Science**  
**SYLLABUS AND COURSE OUTLINE**

Instructor:	Ramiro Campos
Term:	Fall 2020
Office:	ONLINE
Class Meeting Days:	Tuesdays, Fridays
Class Meeting Hours:	2:10 pm – 3:25 pm
E-Mail:	<a href="mailto:rcampos@hunter.cuny.edu">rcampos@hunter.cuny.edu</a>
Class Location:	ZOOM: Please see Announcements for Zoom registration and course link
Office Hours:	Thursdays, 11:00 am – 12:00 pm; other times by appointment ONLY
Course Mode:	Entirely Online
	Blackboard Supported Browsers (desktop)
	<ul style="list-style-type: none"><li>• Firefox 27<sup>®</sup> and later.</li><li>• Chrome<sup>™</sup> 63 and later.</li><li>• Safari<sup>®</sup> 12 and later and later. Edge 42 and later</li><li>• Internet Explorer<sup>®</sup> NOT SUPPORTED</li><li>• For the best experience use Google Chrome<sup>™</sup> or Firefox<sup>®</sup></li></ul>

**Course Description**

This course introduces learners the region of Mexico, Central America and the Caribbean the from a geographic perspective. The course will introduce students into the methods of geographical inquiry by focusing on the environments and societies of Mexico, Central America and the Caribbean. This course will examine the cultural geographies, environmental histories and environmental/social sustainability movements of the region with special emphasis on gender, indigenous peoples and peoples of African descent.

**Course Overview**

This course will introduce learners to look at the world from a geographic perspective. This means that concepts of space, place, location, scale, borders, movement, connections, and regions will shape our inquiry. In turn these concepts will help learners describe major characteristics of natural environments, economies, and cultures of Mexico, Central America and the Caribbean in order to identify the main challenges they face today on the path to sustainability and equity. Having a broad and integrative approach to understanding cultural, economic, political and environmental phenomena will in turn allow for students to develop the critical thinking and reflective skepticism that can lead to environmental and social sustainability.

### **Course Objectives / Student Learning Outcomes (SLOs) for the BA Geography/BA in LACS**

The course is designed to introduce learners to the region of Mexico, Central America and the Caribbean from a geographical perspective. At the end of the course, learners will be able to

1. Identify and define Mexico, Central America and the Caribbean, as a cultural region, as well as understand the racial, gendered and indigenous legacies of the societies of the region
2. Analyze the spatial dimensions of systemic racism and other types of oppression such as those based on gender or religious identity. Students will be able to use scientific evidence and geographic theories to explain spatial patterns of injustice in Mexico, Central America and the Caribbean.
3. Identify and critically analyze models of social and economic development in Mexico, Central America and the Caribbean and how these have changed over time
4. Clearly and effectively communicate about issues associated with social justice and development in Mexico, Central America and the Caribbean in writing and verbal formats

### **Course Objectives / Student Learning Outcomes (SLOs) related to (unofficially) the BA Environmental Studies**

The course is designed to introduce learners to the region of Mexico, Central America and the Caribbean, and Latin America in general from a political ecological perspective. At the end of the course, learners will

1. Be able to identify and define Mexico, Central America and the Caribbean as an environmental region using a systems approach and describe its history, components, functions and interactions at multiple spatial and temporal scales.
2. Analyze the historical and political ecologies that have shaped the region
3. Build knowledge about the environmental dimensions of systemic racism and other types of oppression such as those based on gender or religious identity
4. Clearly and effectively communicate about issues associated with climate injustice and environmental sustainability in Mexico, Central America and the Caribbean in writing and verbal formats

### **Required Texts and Materials**

1. Blouet, Brian W and Olwyn M. Blouet 2015. Latin America and the Caribbean: A Systematic and Regional Survey 7<sup>th</sup> edition. Wiley. ISBN 978-1118729847
2. Ed Morales. 2019. Fantasy Island: Colonialism, Exploitation, and the Betrayal of Puerto Rico. Bold Type Books. ISBN-13: 978-1568588995
3. **Additional Readings: will be posted on Blackboard**

### **Hunter College Policy on Academic Honesty**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. **Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.**

## **Students with Disabilities**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. **It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY**, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you need disability-related accommodations for your work in this course, please let me know.

### **CUNY Assistive Technology Services:**

As we all adjust to instruction in a distance learning environment, the CUNY Assistive Technology Services (CATS) and Media Accessibility Project (MAP) are here to continue to support CUNY students with disabilities. The [CATS website](#) features updates on assistive technology resources, including how-to guides, videos, accessibility resources, and other important information with easy and simple [installation instructions](#) for CUNY students. As a friendly reminder, the following software is available to students for free at-home use, CATS Assistive Technology Lab Package:

**Kurzweil 3000 and WYNN** are reading and writing software programs used primarily by students with learning disabilities.

**ZoomText Magnifier/Reader** is a magnification and reading program tailored for low-vision users.

**JAWS** is a screen reading software program that enables blind or visually impaired users to read the text that is displayed on the computer screen using a speech synthesizer or refreshable braille display.

**Fusion** is a combination of JAWS screen reader and ZoomText Magnifier/Reader primarily

## **Hunter College Policy on Sexual Misconduct**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444) b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) of Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

## Basis for Overall Semester Grade.

Assessment	Percent of Final Grade
Class Participation (Discussion Fridays)	20%
10 quizzes (2% each—some will be map quizzes)	20%
5 Discussion Board Assignments (10% each)	50%
Final Exam	10%
Total	100%

Most of your semester grade will depend on your attendance and participation in class as this will form the basis of the discussion board assignments and quizzes. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment. No late assignments will be accepted past the due date. No grades of "incomplete" or IN will be given except in cases of extreme circumstances. A CR/NC grading option is available as per Hunter College guidelines. CR/NC forms must be submitted to the instructor no later than 15 minutes prior to the final exam. I will not accept CR/NC forms once the final exam has begun. (Subject to revision by the University.)

This is the course grading system: <http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880>

### Grade Dissemination

All grades will be posted on Blackboard in a timely manner. Delays to your grades might occur in cases where I may give an extension (to the whole class) or a weather emergency, etc.

### Course Policies: Grades

There are no individual extensions for blackboard assignments, quizzes, or the final exam UNLESS in the case of a documented medical emergency.

All students must complete the map quizzes in order to pass the class. YOU WILL FAIL if you do not complete them.

### Extra Credit Policy:

There will be no extra credit assignments given for this course. I might be lying about this.

### Grades of "Incomplete":

No incomplete grades will be given.

### Syllabus Grade Change Policy:

**Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Please check Blackboard for these changes.**

### Email:

Please e-mail me ONLY after you have checked Blackboard for any announcements. My e-mail address is

[rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu).

## **Course Policies: Student Expectations**

Rubrics will be used to grade your Blackboard assignments and class/seminar participation. Each Blackboard assignment will be graded for two categories: completing the assignment which will consist of a 500-word reflection piece; and responding to at least **four** peers' assignments in a coherent and constructive manner as to produce more discussion by your peers.

Please check Blackboard for the different rubrics used for the different assessments used in this course.

1. Most of the Discussion Board assignments will require a substantial amount of reading, and much of it from the Morales text. Please make every effort to acquire the second text.
2. The online quizzes will be placed on Blackboard at the end of each chapter/topic during the semester. They are meant to assess your learning. They will be based primarily on text material and lecture notes. "They are low stakes" in terms of how much of the grade they are worth, BUT THEY ARE IMPORTANT.
3. The final exam will be based on the Morales text and in-class discussions. Please pay attention as to how the instructor and your peers discuss the issues presented from the course material.
4. Although the syllabus indicates that the course will go into depth of subregions of Mexico, Central America and the Caribbean in the final three weeks, please rest assured that in the weeks before we will be examining the entire region. **Student interest and participation can, of course, lead the discussions and course material to other areas of the region!!!! Just ask!!!!**
5. Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live.
  - a. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.
  - b. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.
6. Please be aware that the instructor in this course will require that the camera and audio be on during class sessions. Please email me if you URGENTLY need an exception.
7. You should consider yourself a scholar in this course, not just a student. You will be expected to learn how to produce knowledge, not just receive it. Any lecture period can develop into a seminar format at any time. I encourage you to ask questions and I expect you to answer other students' questions. We always learn best from our peers.
8. Should you need to contact me, please email me at [rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu), with GEOG 27000 in subject line and sign your name as it appears in CUNYFirst. I will do my best to respond within 4 hours, between the hours of 8 am and 6 pm and except for the weekends, when I might take longer.
9. Please follow these links for discussion board etiquette and guidelines
  - a. [https://www2.uwstout.edu/content/profdev/rubrics/discuss\\_etiquette.html](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)
  - b. <https://www.youtube.com/watch?v=tVqWcrMPxY>
  - c. <http://online.purdue.edu/comm/masters-in-communication/resources/netiquette-for-graduate-school-students>

### **Other CUNY Policies:**

Online courses are subject to the same CUNY policies as are in-person courses regarding academic integrity, the acceptable use of computer resources, equal opportunity and non-discrimination, sexual misconduct, workplace violence, domestic violence, and reasonable accommodations for persons with disabilities.

- CUNY Academic Integrity Policy: <https://www.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/academic-integrity-policy/>
- CUNY Policy on Acceptable Use of Computer Resources: <https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/cis/itpolicies/ComputerUsePolicy1.pdf>
- CUNY Policy on Acceptable Use of University Data in the Cloud: <https://www.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/cis/information-security/security-policiesprocedures/Acceptable-Use-of-University-Data-in-the-Cloud-2019-8-19a.pdf> (and related Data Classification Standard: <https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/cis/information-security/security-policiesprocedures/Data-Classification-Standard-CUNY-2019-8-19a.pdf>)
- CUNY Intellectual Property Policy: <https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/legalaffairs/policies-procedures/Intellectual-Property-Policy.pdf>
- CUNY information on copyright: <https://www.cuny.edu/about/administration/offices/legal-affairs/intellectualproperty/copyright-materials/>
- CUNY Equal Opportunity and Non-Discrimination Policy: <https://www.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/equal-opportunity-and-non-discrimination-policy/>
- CUNY Policy on Sexual Misconduct: <http://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/legalaffairs/policies-procedures/Sexual-Misconduct.pdf>
- CUNY Campus and Workplace Violence Prevention Policy: <https://www.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/legal-affairs/CUNY-Campus-and-WorkplaceViolence-Prevention-Policy-2.28.11-and-amended-9.26.2011.pdf>
- CUNY Domestic Violence and the Workplace Policy: [http://policy.cuny.edu/generalpolicy/article-v/#policy\\_5.061](http://policy.cuny.edu/generalpolicy/article-v/#policy_5.061)
- CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments: <https://www.cuny.edu/about/administration/offices/legalaffairs/policies-procedures/reasonable-accommodations-and-academicadjustments/>

**Course Outline All Dates Tentative**

<b>WEEK</b>	<b>SUBJECT</b>	<b>Look out for:</b>	<b>READING(S)</b>
<b>Week 1</b> <b>August 28</b>	<u>Introducing Latin America and the Anthropocene</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 1</li> <li>• Please see Blackboard for additional material</li> </ul>
<b>Weeks 2 and 3</b> <b>Sept 1-11</b>	<u>Cultural and Historical Geography in the context of the Anthropocene</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 3</li> <li>• Please see Blackboard for additional material</li> <li>• Morales Ch 1</li> </ul>
<b>Weeks 4, 5, 6</b> <b>Sept 15- Oct 2</b>	<u>Diversifying Economies and their Environmental Impacts</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 6</li> <li>• Blouet/Blouet Ch 4 (79-88 only)</li> <li>• Morales Ch 2 and 3</li> </ul>
<b>Sept 18</b>		<u>No Classes Scheduled</u>	
<b>Sept 29</b>		<u>Classes follow a Monday Schedule</u>	
<b>Weeks 7 and 8</b> <b>Oct 6-16</b>	<u>People and Society; Systemic and Environmental Injustice</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 5</li> <li>• Morales Ch TBD</li> <li>• Please see Blackboard for additional material</li> </ul>
<b>Weeks 8 and 9</b> <b>Oct 22- Nov 1</b>	<u>Changing Physical Environments</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 2</li> <li>• Morales Ch TBD</li> <li>• Please see Blackboard for additional material</li> </ul>
<b>Weeks 10 and 11</b> <b>Nov 3-13</b>	<u>The Contemporary City</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 7</li> <li>• Please see Blackboard for additional material</li> </ul>
<b>Week 12-13</b> <b>Nov 17-25</b>	<u>Mexico</u>		Blouet/Blouet Ch 10
<b>November 25</b>		<u>Classes follow a Friday Schedule</u>	
<b>Week 14</b> <b>Nov 30</b>	<u>Central America</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 11</li> </ul>
<b>Week 15</b> <b>Dec 8</b>	<u>Caribbean Contrasts</u>		<ul style="list-style-type: none"> <li>• Blouet/Blouet Ch 9</li> <li>• Morales Ch TBD</li> </ul>
<b>Dec 15</b>		<b>FINAL EXAM</b>	<b>Details on Blackboard</b>