GEOGRAPHY OF LATIN AMERICA: GEOG / LAS 321

Liberal Education Core Syllabus Language
The UW-Eau Claire Liberal Education (LE) Core curriculum serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the knowledge AND skills AND responsibility that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop the values essential to becoming a constructive global citizen. The outcomes below will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement.

LIBERAL EDUCATION CORE OUTCOMES

KNOWLEDGE GOAL:
Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

Knowledge Outcome 1 (K1): Natural Sciences. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods.
Knowledge Outcome 2 (K2): Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.
Knowledge Outcome 3 (K3): Humanities. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.
Knowledge Outcome 4 (K4): Fine Arts. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

SKILLS GOAL:
Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

Skills Outcome 1 (S1): Written and Oral Communication. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.
Skills Outcome 2 (S2): Mathematics. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.
Skills Outcome 3 (S3): Creativity. Create original work, perform original work, or interpret the work of others.

RESPONSIBILITY GOAL:
Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.
Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Responsibility Outcome 2 (R2): Global Perspectives. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

Responsibility Outcome 3 (R3): Civic and Environmental Issues. Use critical and creative thinking to address civic, social, and environmental challenges.

INTEGRATION GOAL:
Integrate learning across courses and disciplines, and between campus and community life.

Integration Outcome 1 (I1): Integration. Apply knowledge, skills, or responsibilities gained in one academic or experiential context to other contexts.

SERVICE-LEARNING GOAL
Service-Learning. Students will serve their community by applying skills and knowledge gained through university coursework and/or experiences.

This course helps students meet the following Liberal Education Learning Outcome(s):

  LE CORE: IL. A: Student demonstrates a developing sense of self as a learner by connecting academic knowledge to own experiences (Connects and compares own experience and academic knowledge to discern similarities and differences, acknowledge perspectives other than own, and recognize how own values and understanding are formed.)

- Articles: “The American Geographical Society’s Bowman Expeditions seek to improve geographic understanding at home and abroad: Spotlight on México Indígena” and “Zapotec Indigenous People in Mexico Demand Transparency from U.S. Scholar:” LE CORE: R2. B: Analyzes and interprets the nature global systems, institutions, or relationships of power in a historical or geographical context (identifies and describes examples of global systems, institutions, or relationships of power in a historical or geographical context).

- Article: “Drug Trafficking on Indian and Garifuna Lands: Part I” (http://www.hondurasweekly.com/culture/item/17073-drug-trafficking-on-indian-and-garifuna-lands-part-i) LE CORE: R2. A: Student demonstrates knowledge about the world’s diverse cultures, environments, practices, or values (identifies and describes examples of the world’s diversity related to cultures, environments, practices, or values).

- Article: “Behind Closed Doors: The Workers Who Make Our Clothes--University Students Investigate Factories in Central America” LE CORE: IL. B.: Student makes connections across disciplines (Develops basic connections between or among two or more disciplines to convey knowledge or explain problems or issues. Uses examples, facts, or theories from two or more disciplines to convey knowledge or explain problems or issues.)

- Commentary on Article: “Local Caribbean Economies Say They’ve Been Fooled by Cruise Industries’ Empty Promises” to understand and identify the significant role and impacts that U.S. policies and Americans’ cultural practices have on Latin America. LE CORE: IL.
C.: Student applies skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context (Applies skills, knowledge, or methodologies gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues).

- Commentary on “Can You Make Clothes without Sweatshop Labor? This Dominican Factory Is Trying.” Article **LE CORE: R2. C:** Student understands that individual and collective decisions have global implications (Analyzes and interprets the global implications of individual or collective decisions).