Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

**Course Name:**   Peoples & Cultures of Latin America____________________________

**Instructor Name:**   ___Shane J. Macfarlan____________________________

List learning goals for your course, lesson, or activity that highlight new sustainability elements. 

Students will:

1) Define the concepts Human Development Index, GINI Coefficient, Extreme Poverty, and Sustainability.
2) Record for one Latin American country the population size, HDI, GINI Coefficient, percentage of the population living under extreme poverty, and percentage of the population impacted by natural disasters using the UN’s Human Development Reports (http://hdr.undp.org/en/countries)
3) Examine the relationships between poverty, inequality, human development, and environmental sustainability in Latin America.
4) Graph the relationship between Poverty/Inequality and one Human Development and Environmental Sustainability indicator using Gapminder World (https://www.gapminder.org)
5) Explain the ramifications of poverty and economic inequality on human wellbeing and environmental sustainability.
6) Evaluate the causes of poverty and inequality in Latin America.
7) Develop a one-page report that integrates their findings with class readings.

**Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.**

The course introduced sustainability concepts formally through two lectures related to Globalization and one associated assignment (Latin American & Caribbean Poverty/Inequality Assignment). One lecture focused on the relationships between globalization, poverty, and inequality through the lens of World Systems Theory. The second lecture examined NAFTA, the displacement of US manufacturing to Mexico, the gendered nature of this global labor force, and the weak environmental regulations associated with trans-national labor. During the second lecture we watched a portion of the film, *Maquilapolis*, to highlight the interrelationships between globalization, poverty, inequality, environmental degradation, and human wellbeing. The lectures defined key concepts, such as Globalization, Neoliberalism, Poverty, GINI Coefficient (for describing Inequality), Sustainability, and World Systems Theory. Using the tripartite definition of sustainability (Ecological, Economic, & Social Sustainability) we then explored how ecological, economic, and social sustainability are often inter-twined. Students were then tasked with completing the activity. They collected primary data from the UN Human
Development Indicators website related to a single Latin American/Caribbean country. Students gathered information on population size, HDI score, the percentage of the population living in extreme poverty, household inequality, human wellbeing (e.g. Mean Years of Education and Life Expectancy), and environmental sustainability indicators (e.g. number of deaths per year due to natural disasters, percentage of population living on degraded land, percentage of national energy consumption from fossil fuels). Student then graphed the relationship between either Poverty/Inequality and 1) one Human Wellbeing Indicator and 2) one Environmental Sustainability Indicator using the website, GapMinder.org. Last, they wrote a 1-page summary of the causes of poverty and inequality in Latin America; the linkages between poverty/inequality, human wellbeing, and environmental sustainability; and the human suffering associated with poverty/inequality using course material.

These elements are related to sustainability as they incorporate the three pillars of sustainability research (economic, ecological, and social dimensions) and explicitly highlight the inter-relationships among all three.

Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet. Both are attached.

What motivated you to change your course?
The course was a “new prep” and I wanted 1) to introduce students to sustainability concepts and research; 2) to introduce students to legitimate websites that aggregate primary data related to sustainability and poverty/inequality; 3) to explore these concepts with students for my own personal benefit (gain knowledge).
ANTH 3140: PEOPLES & CULTURES OF LATIN AMERICA (3 credits)

Instructor: Dr. Shane J. Macfarlan  
Email: shane.macfarlan@anthro.utah.edu

Office: 106 ST (Stewart Hall)  
Office Hours: Mon & Wed 3-4 PM

Class Room: 205 ST  
Class Time: Mon & Wed 1:25-2:45 PM

Course description
Latin America is a fascinating world region that is home to tremendous cultural, linguistic, and biological diversity. Despite its great diversity, the peoples and cultures of Latin America have been shaped by the unifying experiences of colonialism and globalization. This class is an introduction to the peoples and cultures of Latin America, including Mexico, Central and South America, and portions of the US and Caribbean. The course will examine early settlement, population history, cultural adaptations, family and gender roles, religious ideology, political and economic systems, modern social changes, and contemporary Latin American issues. Emphasis is placed on dispelling stereotypic images, both past and present. Textbooks, supplemental readings, videos, interviews, and class discussion will shed light on local movements, sustainable development, poverty, gender inequality, health, and migration. An underlying theme is anthropological knowledge can be used to address contemporary Latin American issues. The course will be taught in Standard American English and no previous knowledge of Spanish, Portuguese, French, or other Latin American languages are required.

Bachelor Degree Requirement
This course meets the International (IR) requirement
This course addresses the following Essential Learning Outcomes: Inquiry and Analysis, Problem Solving, and Intercultural Knowledge and Competence.

Learning Outcomes
1) Identify & describe characteristics of cultural traditions outside of the dominant US American culture system.
2) Specify how colonialism and globalization processes affect Latin American peoples.
3) Employ anthropological approaches to highlight contemporary Latin American problems, such as poverty, gender inequality, environmental sustainability, and food security.
4) Analyze how Latin American and Caribbean ideas and behavior are shaped by local, regional, and international constraints and opportunities.
5) Assess how Latin American peoples and cultures influence or contribute to global cultural, scientific, or social processes.
6) Develop an understanding of how perspectives can change depending on cultural or historical contexts.

Texts:
Chavez, Leo R.  
2013  
*Shadowed Lives: Undocumented Immigrants in American Society*, 3rd Ed.  
Wadsworth: Belmont, CA.

Quinlan, Marsha  
2004  
Thompson-Wadsworth: Belmont, CA.
Sanabria, Harry  
2007  *The Anthropology of Latin America and the Caribbean.* Pearson: Boston, MA.

**Evaluation**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3 Quizzes (30 points each)</td>
<td>90</td>
<td>45%</td>
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<tr>
<td>Integrative Assignment</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Latin American/Caribbean Poverty Assignment</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Latin American Experience</td>
<td>30</td>
<td>15%</td>
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<tr>
<td>Participation</td>
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<td>10%</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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</table>

**QUizzes**
The exams consist of multiple choice, true/false, definitions, and short answer questions. Questions are based upon lectures, films, assignments, and classroom discussions. Make-ups are not allowed, except for instructor-approved excuses. You must contact me prior to missing an exam.

**INTEGRATIVE ASSIGNMENT**
The integrative assignment is a 1-page paper that links the concepts you learned in this course to your major (if you have one) or your life/career goals, and one current social issue facing Latin American peoples/cultures (e.g. immigration, economic inequality, racism). Students will locate their previous conceptions on the current social issue, identify potential causes for the social issue learned throughout the course, and highlight how their major or life/career goals might be applied to solve the issue. Furthermore, students will highlight how the concepts learned during the course has helped the student to differently view the problem space and grow as a global citizen. Details to be handed out in class.

**LATIN AMERICAN POVERTY ASSIGNMENT**
Students will be responsible for handing in a 1-page report that summarizes the state of poverty in Latin America, generally, and one country, specifically. Additionally, students should discuss how the experience of poverty affects choices Latin American peoples make concerning subjects such as labor, child mortality, migration, medicine/health, or environmental sustainability. Reflect on how your own particular experiences or context may cause you to see the world differently/similarly. Students will be responsible for gathering poverty related data from different sources, including the textbooks, course readings, and online databases. Useful databases for poverty statistics include:


Details of the assignment will be handed out in class.

**LATIN AMERICAN EXPERIENCE**
Students will be responsible for participating in a Latin American experience. At a minimum, the experience will involve two components:
1) **Interview** an individual or group from an organization (university sponsored, non-governmental, etc.) that promotes Latin American/Caribbean cultural values, life-ways, and perspectives.

2) **Participate** in an activity sponsored by an organization that promotes Latin American/Caribbean cultural values, life-ways, and perspectives; or you may choose to participate in a culinary and film experience that promotes understanding of Latin American cultural values, life-ways, and perspectives (approved by me).

The interview should identify: 1) the organization you chose to examine and the reason it exists; 2) the major institutional/social obstacles this organization faces; and 3) activities/services the organization performs to promote community engagement. Following the interview/participation process, students will be responsible for handing in a 1-page document that summarizes the experience. Additional information will be handed out in class.

**Additional Readings**

**Anemone, Robert L.**

**Baegert, Johann Jakob.**

http://ark.cdlib.org/ark:/13030/ft5r29n9xv/

**Crosby, Harry**

**Kephart, Ronald**

**Lewis, William**

**Macfarlan, S.J., Remiker, M., and Quinlan, R.**

**Macfarlan, S.J. and Lyle, H.**

**Rouse, Irving**

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Primary Topics Covered and Reading Assignments</th>
</tr>
</thead>
</table>
| 1    | **Aug 22: Course Introduction, Course Goals, Student Goals**  
  - Read: Sanabria Chapter 1  
**Aug 24: Intro to Cultural Anthropology & The Anthropology of Latin America**  
  - Read: Sanabria Chapter 2 |
| 2    | **Aug 29 Latin American Landscapes and Culture Areas**  
  - Read: Sanabria Chapter 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignments/Activities</th>
</tr>
</thead>
</table>
| Aug 31    | Society and Culture Before the Europeans                              | • Read: Sanabria Chapter 4  
• Read: Rouse (1992)                                                                 |
| 3         | Sept 5: Labor Day NO CLASS                                            |                                                                                       |
|           | Sept 7: Contact, Conquest, & Colonialism I                           | Distribute Latin American Experience Assignment  
• Read: Baegert (1979)                                                                 |
| 4         | Sept 12: Contact, Conquest, Colonialism, II                          | • Video: Guns, Germs, and Steel (Part 2)                                               |
|           | Sept 14: Resistance                                                  | • Video: Egalite for All  
• Read: Sanabria Chapter 5  
• Read: Kephart: Chapter 13 Latin American and the Caribbean |
| 5         | Sept 19: Cultural Politics of Race & Ethnicity I                     | • Read: Anemone Chapter 6: History of the Race Concept                                |
|           | Sept 21: Cultural Politics of Race & Ethnicity II                    | • Video: Race: Power of an Illusion  
• Read: Sanabria Chapter 6                                                                 |
| 6         | Sept 26: Cultural Constructions of Gender & Sexuality                | • Read: Sanabria Chapter 7  
• Lewis (1993) “Soul Rebels”                                                                 |
|           | Sept 28: Religion & Everyday Life                                    |                                                                                       |
| 7         | Oct 3: Quiz I                                                        | • Read: Quinlan Chapter 2-3                                                             |
|           | Oct 5: Intro to Dominica and Bwa Mawego                              | • Read: Quinlan Chapter 1  
• Read: Sanabria Chapter 8                                                                 |
| 8         | Oct 10: Fall Break NO CLASS                                           |                                                                                       |
|           | Oct 12: Fall Break NO CLASS                                           |                                                                                       |
| 9         | Oct 17: Health & Illness                                             | • Video: Magic Death  
• Read: Quinlan Chapters 4-5                                                                 |
|           | Oct 19: Disease, Illness, and Religion in Dominica                   | • Read: Quinlan Chapters 6-7, 9                                                        |
| 10        | Oct 24: Dominican Health Care                                         | • Read: Macfarlan et al. 2012, 2015 (Study Site and Discussion sections)                |
|           | Oct 26: Dominican Labor, Gender, and Wellbeing                       | • Due: Latin American Experience Assignment  
• Distribute Latin American and Caribbean Poverty Assignment |
| 11        | Oct 31: Quiz II                                                      | • Read: Sanabria Chapter 10                                                            |
|           | Nov 2: Globalization I: World Systems and Inequality                 | • Read: UN Development Program: Latin America and the Caribbean  
http://www.latinamerica.undp.org/content/rblac/en/home/regioninfo/  
• Read: UN SDGs                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Activities</th>
</tr>
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<tbody>
<tr>
<td>12</td>
<td><strong>Nov 7: Globalization II: Gender</strong></td>
<td>• Video: Maquilapolis</td>
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<td></td>
<td></td>
<td>• Read: Crosby Chapters 1-2</td>
</tr>
<tr>
<td>13</td>
<td><strong>Nov 9: Cultural Geography of Baja California Sur I: Historical Perspectives</strong></td>
<td>• Due: Latin American and Caribbean Poverty Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read: Crosby Chapter 3</td>
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<tr>
<td>14</td>
<td><strong>Nov 14: Cultural Geography of Baja California Sur II: Contemporary Peoples</strong></td>
<td>• Distribute: Integrative Assignment</td>
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<tr>
<td></td>
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<td>• Video: Los Otros Californios</td>
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<td></td>
<td>• Read: Crosby Chapter 4</td>
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<tr>
<td>15</td>
<td><strong>Nov 16: Cultural Geography of Baja California Sur III: TEK</strong></td>
<td>• Read: Chavez Introduction &amp; Chapter 1</td>
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<tr>
<td>16</td>
<td><strong>Nov 21: Undocumented Immigrants in the US</strong></td>
<td>• Read: Chavez Chapters 2-3</td>
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<td><strong>Nov 23: Migration</strong></td>
<td>• Video: PBS Frontline – Guatemala: In the Shadow of the Raid</td>
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<td>• Read Chavez Chapters 4-5</td>
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<tr>
<td>15</td>
<td><strong>Nov 28: Life as an Undocumented Immigrant</strong></td>
<td>• Read: Chavez Chapters 6-7</td>
</tr>
<tr>
<td>16</td>
<td><strong>Nov 30: Networks, Families, &amp; Cultural Adaptations</strong></td>
<td>• Read: Chavez Chapters 8-9</td>
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<td></td>
<td><strong>Dec 5: Incorporation</strong></td>
<td>• Video: The Ballad of Esequiel Hernández</td>
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<td></td>
<td>• Due: Integrative Assignment</td>
</tr>
<tr>
<td>16</td>
<td><strong>Dec 7: Quiz III</strong></td>
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**Department and University Policies**

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-
For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.
Activity Sheet

Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

Activity Name: Latin American Poverty Report

Instructor Name: Shane J. Macfarlan

State the activity learning goal(s).
Students will:
1) Define the concepts Human Development Index, GINI Coefficient, Extreme Poverty, and Sustainability.
2) Record for one Latin American country the population size, HDI, GINI Coefficient, percentage of the population living under extreme poverty, and percentage of the population impacted by natural disasters using the UN’s Human Development Reports (http://hdr.undp.org/en/countries)
3) Examine the relationships between poverty, inequality, human development, and environmental sustainability in Latin America.
4) Graph the relationship between Poverty/Inequality and one Human Development and Environmental Sustainability indicator using Gapminder World (https://www.gapminder.org)
5) Explain the ramifications of poverty and economic inequality on human wellbeing and environmental sustainability.
6) Evaluate the causes of poverty and inequality in Latin America.
7) Develop a one-page report that integrates their findings with class readings.

Summarize activity.
This assignment concerns poverty, inequality, and wellbeing in Latin America and the Caribbean. Latin America is one of the most economically unequal places in the world. The effects of inequality and poverty are profound on both human wellbeing and environmental sustainability. This assignment introduces students to the state of poverty and inequality in Latin America and the Caribbean and its consequent effects on human wellbeing and environmental sustainability. Students will be responsible for preparing a datasheet and 1-page report concerning the state of poverty, inequality, and human wellbeing for one Latin American/Caribbean country. The 1-page report should integrate information from the data sheet with class readings and videos on how poverty and inequality affect the choices Latin American peoples make concerning subjects such as labor, child mortality, migration, medicine/health, or environmental management. At a minimum, students will be responsible for 1) evaluating one cause of poverty and inequality in Latin America; 2) explaining the ramifications of poverty and inequality on human wellbeing and environmental sustainability; 3) graphing the relationship between poverty/inequality and one human development and environmental sustainability indicator (using Gapminder World); and 4) integrating course readings/videos into the report to support their argument. Students should reflect on how their own particular experiences or context may cause them to see the world differently/similarly.
At what point in your course is this activity delivered?
Students will perform this research between October 26th and Nov 9th during our course section on World Systems Theory, Globalization, and Poverty.

Provide teaching tips to help other instructors implement your activity in their courses. After handing out the assignment, instructors should demonstrate how to use the following websites:

3) Gapminder World: [https://www.gapminder.org](https://www.gapminder.org)

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments. Students will be assessed using the following criteria

1. Filled out data sheet completely and correctly: __ /5 pts
2. Articulates a complex understanding of the causes of poverty/inequality __ /5 pts
3. Demonstrates sophisticated understanding of the relationships between poverty/inequality, human wellbeing, and environmental sustainability __ /5 pts
4. Articulates insights from course readings, videos, and personal experiences to enhance narrative __ /5 pts
5. Interprets intercultural behaviors from the perspective of own and other cultural groups’ constraints and opportunities __ /5 pts
6. Conclusions are logical and reflect informed evaluation __ /5 pts

How effective was the activity? What are your ideas for improvement in the future?
LATIN AMERICA POVERTY/INEQUALITY ASSIGNMENT

This assignment concerns poverty, inequality, and wellbeing in Latin America and the Caribbean. Latin America is one of the most economically unequal places in the world. The effects of inequality and poverty are profound on both human wellbeing and environmental sustainability. Students will be responsible for preparing a datasheet and 1-page report concerning the state of poverty, inequality, and human wellbeing for one Latin American/Caribbean country. The 1-page report should integrate information from the data sheet with class readings on how poverty and inequality affect the choices Latin American peoples make concerning subjects such as labor, child mortality, migration, medicine/health, or environmental management. At a minimum, students will be responsible for 1) evaluating one cause of poverty and inequality in Latin America; 2) explaining the ramifications of poverty and inequality on human wellbeing and environmental sustainability; 3) graphing the relationship between poverty/inequality and one human development and environmental sustainability indicator (using Gapminder World); and 4) integrating course readings/videos into the report to support their argument. Students should reflect on how their own particular experiences or context may cause them to see the world differently/similarly.

Go to the UN International Human Development Indicators: http://hdr.undp.org/en/data/profiles/

1) Latin American or Caribbean Country Name:

2) Population Size (use the CIA World Fact Book)
   https://www.cia.gov/library/publications/the-world-factbook/?

   Click on the “Poverty” tab.

   3a) What percentage of the population lives below the income poverty line, PPP $1.25 a day (U.S. Purchasing Power Parity $1.25/day)?

   3b) Define “Poverty”

   Click on the “Inequality” tab.

   4a) What is your country’s GINI coefficient (income inequality)?

   4b) Define GINI coefficient?

   4c) How does the GINI coefficient of the country you chose compare to the US?
5a) What is your country’s Human Development Index Score?


Click on “Health” tab.
6a) What is the Life Expectancy at Birth for your country?

6b) Click on the “Life Expectancy at Birth” tab. Has your country’s life expectancy at birth changed since 1980? If so, by how many years has it changed?

Click the “Education” tab.
7) What is the Mean Years of Schooling for your country?

Click on the “Sustainability” tab.
8a) What is the impact of Natural Disasters in terms of # of Deaths?

8b) What percentage of the population lives on degraded land?

8c) What percentage of the country’s primary energy supplies rely on fossil fuels?
Go to Gapminder World (https://www.gapminder.org). Using the interactive map, graph the relationship between: a) poverty, extreme poverty, or inequality; and b) one human development indicator and one environmental sustainability indicator. What is the relationship between these variables?
1) Latin American or Caribbean Country Name:___Dominican Republic

2) Population Size (use the CIA World Fact Book)

Click on the “Poverty” tab.
3a) What percentage of the population lives below the income poverty line, PPP $1.25 a day (U.S. Purchasing Power Parity $1.25/day)? 2.3

3b) Define “Poverty”
In 1955 at the World Summit on Social Development in Copenhagen, Denmark, a group of countries defined poverty as “a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income, but also on access to services.” The UN adds that “It means susceptibility to violence, and it often implies living on marginal or fragile environments.” It is a “violation of human dignity” and means that those in poverty can’t “participate effectively in society.”

Click on the “Inequality” tab.
4a) What is your country’s GINI coefficient (income inequality)? 45.7%

4b) Define GINI coefficient.
The GINI coefficient/index “measures the extent to which the distribution of income (or, in some cases, consumption expenditure) among individuals or households within an economy deviates from a perfectly equal distribution.” It is commonly used to measure inequality since it pulls a number to represent the gap between the rich and the poor. It doesn’t show whether a country is wealthy or not, but whether there is a large disparity between the richest and the poorest.

4c) How does the GINI coefficient of the country you chose compare to the US?
The U.S. has a GINI coefficient of 41.1%, so the DR is ahead but only by a little bit.

5a) What is your country’s Human Development Index Score? 0.715

5b) What is the Human Development Index? What three dimensions comprise HDI? Use:
http://hdr.undp.org/en/content/human-development-index-hdi

The Human Development Index is a statistic used to assess the development in a country through different means other than economics. The three dimensions are “a long and healthy life, being knowledgeable and have a decent standard of living.” Health is measure through life expectancy at birth, education by years of schooling, and the standard of living uses gross national income
per capita. By taking in three different criteria, it gives us a better picture of how that country is developing compared to others.

Click on “Health” tab.
6a) What is the Life Expectancy at Birth for your country? _____73.5_____

6b) Click on the “Life Expectancy at Birth” tab. Has your country’s life expectancy at birth changed since 1980? If so, by how many years has it changed?

Yes, by 10.5 years.

Click the “Education” tab.
7) What is the Mean Years of Schooling for your country? _______7.6_____

Click on the “Sustainability” tab.
8a) What is the impact of Natural Disasters in terms of # of Deaths_____4,057.1

8b) What percentage of the population lives on degraded land?_____7%____

8c) What percentage of the country’s primary energy supplies rely on fossil fuels? 89.3%____

Go to Gapminder World (https://www.gapminder.org). Using the interactive map, graph the relationship between: a) poverty, extreme poverty, or inequality; and b) one human development indicator and one environmental sustainability indicator. What is the relationship between these variables?

a) There is a positive correlation between income per person and mean years in school for men and women ages 25+.

b) As the income per person increases, there is no obvious increase or decrease in yearly CO2 emissions. Emissions for this country are relatively low compared to others.
I chose to report on the state of poverty in the country of the Dominican Republic, since I lived there for a year and a half and saw the stark difference between living conditions here and the DR. Part of the reason much of Latin America has great levels of poverty and economic inequality is because of its history of colonization. Particularly in the Dominican Republic, where plantation farming was the principal mode of economic subsistence after Europeans began to colonize the area. The Western powers defined the economy for these people, not themselves. While no longer colonies, Latin American countries are still dependent on first world countries because they purchase materials and food from Latin American countries at minimum cost, turn it into merchandise, and then sell it back. In one lecture, we learned how sugar shortages can happen in the Caribbean even though they produce the majority of the world’s sugar.

As it says in Harry Sanabria’s “Anthropology of Latin America,” colonialism established a system of economic inequality because the Spaniards were rich and the indigenous and African slaves were poor. “This profound disparity in turn partly accounts for the difficulties post-independence Latin American elites faced in forging a unified national identity” (104). Racial divisions emerged from this colonial background as well, increasing differences between darker Dominicans and lighter ones, because “race” and color of skin have become tied to economic status.

One of the biggest ramifications of poverty on human wellbeing that I witnessed myself was people living almost on top of one another. They would live in these streets called callejones and build cardboard homes with tin roofs that were susceptible to disasters such as monsoon rains. Once, there was a fire in one of the homes and the entire community burned down in an hour, about 30 homes in total. They are usually close to rivers, and all the human waste goes into those water sources. The rivers are filled with trash.

The numbers for those living on degraded land is relatively low, especially comparing them to their neighbors in Haiti, who have over double the percentage than Dominicans do living on degraded land. Still, living conditions are very poor, which means high levels of mortality, especially when there are epidemic outbreaks. Hospitals are treacherous, but improving. Infant mortality rate is at 23.6%. To put that in perspective, Haiti is at 54.7% and the U.S. is at 5.9%. It’s decreasing, but still has a way to go.

Haiti and the Dominican Republic are interesting case studies to observe, because they are on the same island and had similar beginnings. As we saw in the documentary “Egalite for All,” Haiti suffered years of economic isolation because the slaves revolted and big European powers and the U.S. refused to do business with them for years. This is just proof that the leading first world countries really rule the game as far as which countries are doing ok economically and which are not. Globalization has linked us in irreversible ways.

I found it interesting that the GINI coefficient over time has gone up and down in the Dominican Republic, and is actually decreasing right now. When graphing GINI coefficient with income per person, the graph jumped up and down too. Sometimes, as income went up, so did GINI but other times there was a negative correlation. This is similar to trends in Latin American countries such as Peru and Columbia, and I wonder if it is due to political and economic instability, as most Latin American countries have had periods of dictatorships.

Overall, the Dominican Republic is similar to many other Latin American countries, but it has low levels of education, high levels of infant mortality, and low income per household. There has been no significant growth in the past few decades, but for the most part, poverty, health, and education are moving in a positive direction.