

# Geography 4100: Development and Environment in Latin America

Fall 2009

Professor Joe Bryan  
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Class meetings: MW 3-4:15 MCOLL E155

Office Hours: Tuesday 1-3, or by appointment • Guggenheim 309

## Course Description:

Why are people poor and what is to be done about it? Who makes decisions about what to do about poverty? Who benefits? What does a geographical approach contribute to addressing these questions?

These questions lie at the heart of notions of 'development,' animating a diverse range of efforts to improve peoples' lives and the conditions in which they live. Those commitments both motivate efforts addressing issues of poverty at the same time that defining just what development means remains incredibly difficult. This course will develop your ability to form your own informed, critical perspective on what development means. Accordingly, this course will focus on a critical engagement with the theory and practice of development. We will explore the role that the idea of development has played in forming understandings of "Latin America" as a region as well as the specific practices through which people have pursued development. We will also think through the difficulties and challenges of producing knowledge about development in the classroom and beyond.

## Class format:

This course will consist primarily of lectures. Lectures will relate major themes from the assigned materials with broader issues in development. You are required to read or watch all assigned materials, and are strongly encouraged to ask questions during class meetings. You should be aware of the amount of time required to prepare for each class and plan your time accordingly.

There are a number of ground rules for participation in this course:

1. Please turn off all cell phones before entering class. I do not allow you to answer phone calls or text during class.
2. You may use a laptop to take notes *only*, unless otherwise permitted by me. If you do use a laptop, you must do so quietly with all sounds turned off. Using the internet during class, unless otherwise stated, is prohibited. Breaking this rule may result in losing your privilege to use a laptop in class.

- Repeated offenses will negatively affect your class participation grade.
3. Please be sure to always bring paper and pen with you to class for taking notes and completing in-class assignments.
  4. You may disagree or even take offense to points of view expressed in readings, films, class discussions, and other course materials. Whatever your reaction, you need to remember that those perspectives are being expressed by thoughtful people like yourself and need to be engaged with respectfully.
  5. You must show up on time for class meetings and stay until the end of class.
  6. Any exceptions to the rules must be cleared with me *IN ADVANCE*.

### **Requirements:**

You are expected to **attend all lectures and complete all assigned readings, and watch all assigned videos**. You will also be expected to turn in four unit commentaries (described below) and a final research paper.

**\*\*\*\* This is a reading and writing intensive course. Please consider this in making your enrollment decision.\*\*\*\***

### **Assignments:**

- 1) There will be an **in-class exam** due on September 16<sup>th</sup> that will consist primarily of identifications and definitions of key terms and concepts presented in the introductory unit of the course. This exam will be worth 15% of your grade.
- 2) You are responsible for turning in **two** (out of three) **unit commentaries** in which you are expected to present your perspective on the material covered in an essay format. Your essay will address a theme or question from a list provided by me the week before your essay is due. Your essay should be no more than five pages long, double-spaced, in Times New Roman 12 point font and checked for spelling and grammatical errors. All pages should be numbered and references should be properly attributed. You will need to turn in a hard copy of your commentary at the start of the class when it is due. These commentaries will be worth 40% of your grade.
- 3) You will complete a **research paper** discussing a current issue in Latin America that engages questions of environment and development. You will need to clear your topic with me. Your paper should be 13-15 pages long, double-spaced, in Times New Roman 12 point font. All pages should be numbered and references should be properly attributed. A hard copy of your paper is due in my office at 12 noon on December 14. This paper will be worth 30% of your grade.
- 4) **Class participation** will constitute the remaining 15% of your grade. Participation is based on a) attendance, b) completion of short in-class assignments (small group projects, short written pieces, and quizzes), and c) your level of preparation and involvement in class meetings.

- a) *Attendance*: I expect you to arrive on time to every class meeting. More than two unexcused absence will significantly lower your grade. Three or more unexcused absences will be considered grounds for failing the course. I also expect that you will stay for the entire class. Only under extraordinary circumstances should you contact me about leaving early.
- b) *In-class assignments*: Periodically I ask you to complete short assignments in-class. These may include short written answers to questions given in-class, written identifications of key terms, small group presentations, and quizzes. *There will no make-ups for in-class assignments.*
- c) *Preparation*: In order to participate in class, you must read all assigned materials carefully and arrive in class able to articulate your thoughts on the readings. You should come to class with at least two questions prepared regarding the materials assigned for that day.

**Key assignment dates** – all assignments due at beginning of class unless otherwise noted.

Participation (15%)	Each class meeting
In-class exam (15%)	September 16
Unit Commentary #1 (40%, do 2 of 3)	October 12
Unit Commentary #2 (40%, do 2 of 3)	November 9
Unit Commentary #3 (40%, do 2 of 3)	November 18
Final Paper (30%)	December 14, 12pm

***Late papers are subject to grade deductions.***

**Course readings:**

Two required texts are available from the bookstore.

- 1) Jaffee, D. 2007. *Brewing justice: Fair Trade coffee, sustainability, and survival*. Berkeley: UC Press.
- 2) Sawyer, S. 2004. *Crude chronicles: indigenous politics, multinational oil, and neoliberalism in Ecuador*. Durham, NC: Duke University Press. This book is also available electronically through the CU Library website.

Digital copies of articles will be posted on the course website.

[http://www.colorado.edu/geography/class\\_homepages/geog\\_4100\\_f09/geography4100.htm](http://www.colorado.edu/geography/class_homepages/geog_4100_f09/geography4100.htm)

**CU Boulder campus policies and procedures**

Accommodations for students with disabilities

If you qualify for accommodations because of a disability, please submit to the professor letter from Disability Services as soon as possible, and definitely by September 29 (the fifth class meeting) so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, <http://www.colorado.edu/disabilityservices> )

#### Religious observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students who have serious religious obligations which conflict with assignments or required attendance must notify the professor as soon as possible, and definitely no later than the third class meeting (September 15). If this is the case, the student and professor will meet and work out a mutually satisfactory agreement for the particular situation. CU's campus policy is available in full at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

#### Classroom behavior policy

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

#### Policy on discrimination and harassment:

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

#### Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

#### Plagiarism

According to the university: "Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet." Please note that copying from another student's work counts as plagiarism! If you are plagiarize, you will be reported to the Honor Code Council.

## **Course Schedule**

### **Part 1: Introduction**

- 1) Week 1: Introduction – Why are people poor? What is to be done?
  - a. August 24: Course overview
    - i. *Lecture: What is development?*
  - b. August 26: Development – A geographical perspective

- i. United Nations. 2005. "The Millennium Development Goals: a Latin American and Caribbean Perspective." Chapter 1, pp. 1-22. Santiago, Chile.
- ii. United Nations. Millennium Development Goals website. <http://www.unmillenniumproject.org/index.htm> \*\*\*Be sure to familiarize yourself with the 8 goals of this initiative.\*\*\*
- iii. Sachs, et al. 2001. "The Geography of Poverty and Wealth." *Scientific American* 284(3): 70-75
- iv. VIDEO: World Bank. 2008. "World Development Report 2009." <http://www.youtube.com/watch?v=P6ihEQtCSss>
- v. *Lecture: What can geography offer to understanding development?*

2) Week 2: Theories of development

- a. Aug 31: Formative ideas about development
  - i. Marx, K. and F. Engels. 2000 (1848). "The Communist Manifesto." In Roberts, J.T. and A. Hite, eds. *From modernization to globalization: perspectives on development and social change*. Malden, MA; Blackwell. Pp. 25-34.
  - ii. Rostow, W.W. 2000 (1960). "The stages of economic growth: a non-Communist manifesto. In Roberts, J.T. and A. Hite, eds. *From modernization to globalization: perspectives on development and social change*. Malden, MA; Blackwell. Pp. 47-55.
  - iii. *Lecture: Overview of theories of Development*
- b. September 2: Critical perspectives on Development
  - i. Escobar, A. 1997 (1995). "The Making and Unmaking of the Third World through Development." In Rahnema, M. and V. Bawtree, eds. *The Post-Development Reader*. London: Zed Press. Pp. 85-93
  - ii. Gunder Frank, Andre. 1989 (1966). "The development of underdevelopment." *Monthly Review* 41(2): 37-52.
  - iii. Esteva, Gustavo. 1992. "Development." In W. Sachs, ed., *The Development Dictionary*. London: Zed Books. Pp. 6-25.
  - iv. *Lecture: Beyond development? Critical interventions*

3) Week 3:

- a. September 7: Labor day – no class
- b. September 9: natural resources
  - i. Liverman, D. and S. Vilas. 2006. "Neoliberalism and the Environment in Latin America." *Annual Review of Environmental Resources*. 31:327-63
  - ii. Inter-American Development Bank. 2003. "Environment: strategy document." Washington, D.C.
  - iii. *Lecture: Integrating issues of economy and environment under neoliberalism*

4) Week 4: Natural resources, reconsidered

- a. September 14: Whose Nature?
  - i. A. Escobar. 1998. "Whose knowledge, whose nature? Biodiversity, conservation, and the political ecology of social movements." *Journal of Political Ecology* 5: 53-82.

- ii. "Indigenous Peoples' Earth Charter (The Kari-Oca Declaration)" 1992.  
<http://www.dialoguebetweennations.com/IR/english/KariOcaKimerberley/KOCharter.html>
- iii. *Lecture: Alternative natures*

- b. September 16:
  - i. **In-class exam**

## Part II: A Rich Realm of Nature Made Poor?

### 5) Week 5: Agrarian production

- a. September 21: Agrarian Questions
  - i. de Janvry, A. and C. Garrámon. 2000 (1977). "The Dynamics of Rural Poverty in Latin America." In Roberts, J.T. and A. Hite, eds. *From modernization to globalization: perspectives on development and social change*. Malden, MA; Blackwell. Pp. 179-189.
  - ii. *Lecture: Agrarian production and the roots of development*
- b. September 23: Coffee
  - i. Jaffee pt. 1: pp. 1-57
  - ii. *Lecture: The Coffee Crisis: A colonial redux in a neoliberal age?*

### 6) Week 6: Niche markets, cont'd

- a. September 28:
  - i. Jaffee, pt. 2: 58-132
  - ii. *Lecture: Commodity chain analysis*
- b. September 30:
  - i. Jaffee, p. 3; pp. 133-164.
  - ii. Gleissman, S. 2008. "Agroecological foundations for designing sustainable coffee agroecosystems." In Bacon, et al., eds. *Confronting the Coffee Crisis: Fair trade, sustainable livelihoods, and ecosystems in Mexico and Central America*, pp. 27-41. Cambridge, MA: MIT Press.
  - iii. *Lecture: integrating ecology and production*

### 7) Week 7: Niche Markets, cont'd

- a. October 5: Coffee
  - i. Jaffee, pt. 4; pp. 165-198.
  - ii. Lewis, J. and D. Runsten. 2008. "Is Fair Trade-Organic Coffee Sustainable in the Face of Migration? Evidence from a Oaxacan Community." *Globalizations* 5(2): 275-290.
  - iii. *Lecture: Globalization, coffee, and alternative markets*
- b. October 7: Coffee
  - i. Jaffee, finish; pp. 199-266.
  - ii. *Guest lecture: Conscious Coffees* <http://consciouscoffees.com/>

## October 12: Unit Commentary #1 due

8) Week 8: Forests

a. October 12

- i. Frances Putz, "Are you a conservationist or a logging advocate?" In Zarin, D. eds. *Working forests in the Neotropics: conservation through sustainable management?* New York: Colombia University Press. Pp. 15-30
- ii. VIDEO: The World Bank. Amazon Region Protected Areas Project – ARPA.  
<http://www.youtube.com/watch?v=fJ2Bblc0Fw8>
- iii. Rohter, L. 2007. "In the Amazon: Colonialism or Conservation?" *The New York Times*,  
<http://www.nytimes.com/2007/07/27/world/americas/27amazon.html?scp=3&sq=amazon+conservation&st=nyt>
- iv. *Lecture: Working landscapes*

b. October 14: Conservation as Development

- i. Fearnside, Philip 2003 "Conservation Policy in Brazilian Amazonia: Understanding the Dilemmas", *World Development*, 31(5): 757-779.
- ii. Goeschl, T. and D. C. Iglioni. 2006. "Property rights for biodiversity conservation and development: extractive reserves in the Brazilian Amazon." *Development and Change*, 37(2): 427-451.
- iii. *Lecture: Making conservation pay*

9) Week 9: Oil, cont'd

a. October 19:

- i. Sawyer, pt. 1: pp 1-26.
- ii. *Lecture: Indigeneity*

b. October 21:

- iii. Sawyer, pt. 2: pp. 27-90.
- i. *Lecture: Nature and nationalism*

10) Week 10

a. October 26:

- i. Sawyer, pt. 3: pp. 91-117.
- ii. Karl, TL. 1999. "The Perils of the Petro-State: reflections on the paradox of plenty." *Journal of International Affairs*, 53(1):31-48.
- iii. *Lecture: A resource curse?*

b. October 28:

- i. Sawyer, pt. 4: pp. 118- 181
- ii. *Lecture: Resource concessions and environmental governance*

11) Week 11:

a. November 2

- i. Sawyer, pt. 5: pp. 182-210
- ii. *Lecture: Race, nature, and the geography of justice*

b. November 4:

- i. Langewiesche, W. "Jungle Law." *Vanity Fair*, May 2007.  
<http://chevrontoxico.com/assets/docs/jungle-law.pdf>
- ii. Stelter, B. "When Chevron hires ex-reporter to investigate pollution, Chevron looks good." *The New York Times*, May 10, 2009.  
[http://www.nytimes.com/2009/05/11/business/media/11cbs.html?\\_r=1&partner=rss&emc=rss](http://www.nytimes.com/2009/05/11/business/media/11cbs.html?_r=1&partner=rss&emc=rss)
- iii. VIDEO: 60 Minutes piece on Chevron,  
<http://www.cbsnews.com/video/watch/?id=4988079n&tag=related;photovideo>
- iv. VIDEO: Chevron on Chevron,  
<http://www.chevron.com/ecuador/?VideoId=EcuadorLong>
- v. *Lecture: Texaco/Chevron on trial*

**November 5: See "Crude: The Real Price of Oil" at the Boulder International Film Series, <http://www.internationalfilmseries.com/>. Time and loc, TBA.**

### Part III: A region in flux

#### November 9: Unit Commentary #2 topic due.

- 12) Urban ecologies
  - a. November 9
    - i. Swyngedouw, E. "The city in a glass of water." Pp. 27-50.
    - ii. *Lecture: Urban Ecology*
  - b. November 11
    - i. Swyngedouw, E. *Social power and the urbanization of water: flows of power*. Pp. 51-115
    - ii. *Lecture: Scarcity and markets*

#### November 16: Research Paper topic due (One page).

- 13) Water, cont'd.
  - a. November 16
    - i. Swyngedouw, 116-184
    - ii. *Lecture: Market solutions*

#### November 18: Unit Commentary #3 due

- b. November 18 – Water Wars
  - i. Selections from *iCochabamba!*
  - ii. *Lecture: Remaking commons*

#### November 23 – 27 Fall Break

### Part IV: What's next?

- 14) Shifting grounds

- a. November 30: Climate Change
    - i. VIDEO The World Bank. Climate Change, Peru.  
<http://www.youtube.com/watch?v=y0qDc4hXUSY>
    - ii. De la Torre, A, et al. 2009. *Low Carbon, High Growth: Latin American responses to climate change*. Washington, DC: The World Bank. Selections.
    - iii. *Lecture: REDD and the impacts of climate change for development policy*
  
  - b. December 2: Carbon Markets and other adaptations
    - i. Readings – TBA
    - ii. *Lecture: Adaptation, markets, resources: Old solutions to new problems?*
- 15) Wrap-up
- a. December 7: Financial crisis
    - i. Readings TBA
    - ii. *Lecture: The Financial Crisis and the outlook for the future*
  - b. December 9: Wrap-up

**Research Paper due December 14**