

# Development, Conservation, and Social Movements in Latin America

**IAFS 3000, Fall 2014**  
**University of Colorado at Boulder**

Mondays 4-6:30 Hellem's Room 237  
Dr. Colleen M. Scanlan Lyons

**Office Hours:** Thursdays 1-2:30

I will reserve a table at Innisfree Café on the corner of Pennsylvania and 13<sup>th</sup>. If you need a private meeting that is not in a public place please let me know and I will accommodate.



## Course Overview

“Development, Conservation, and Social Movements in Latin America” will introduce students to some of the most pressing challenges and promising approaches related to complex conservation and development in Latin America today. Students will learn about the relationship between development and conservation in theory as well as in practice. They will also explore the critical role social movements and civic engagement can play in inciting and promoting change. The theoretical approaches we will study will be directly related to contemporary, on-the-ground realities in a variety of regions in Latin America, such as natural resource extraction, infrastructure development, parks and protected area expansion, agricultural development and land tenure debates. Students will also be exposed to the ways in which specific strategies—mapping and territorial delineation, community-based conservation, payment for ecosystem services, and collaborative cross-sector agreements—intersect with the broader goals of sustainable development, environmental conservation, and civil society mobilization. The course will take a broad geographic and interdisciplinary approach to the study of conservation, development, and social movements by incorporating theories, methodologies, and perspectives from diverse fields including history, economics, anthropology, sociology, geography, political science, environmental studies and, of course, international affairs.

**Course Objectives:**

1. Students will gain knowledge about key theoretical aspects of development, conservation, and social movements in the Latin American context and will be able to analyze the strengths and weaknesses of these approaches.
2. Students will learn ways to analyze and critically think about the complex, challenging, and dynamic relationships *among* development, conservation, and social movements.
3. Students will be able to identify the actors and institutions that integrally shape development, conservation, and social movements, and will learn to discern how race, class, gender, and power shape these actors and their interests.
4. Students will examine contemporary issues and practical strategies for addressing conservation, development, and social movements challenges in Latin America.
5. Students will gain skills in developing an integrated approach to a particular problem that considers the realities of and relationships among development, conservation, and social movements.
6. Students will learn how to access, assess, and employ sources of information and resources beyond those presented in the course.
7. Students will develop their skills in analyzing problems, thinking critically, conducting primary and secondary-source research, writing and making an argument, and presenting analyses and findings.

**Course Assignments and Grading Breakdown:****Summary of Assignments and Grading**

Assignment	Percentage of Your Grade
Group Reading Presentations and Quiz Development	10%
Book Group Projects (discussion participation, group interview and presentation)	25%
Two Position Papers (15% each)	30%
Final Project (Pechakucha Presentation 10%, Final 20%)	30%
Class Participation	5%

**Reading Presentations** (Meets course objectives 1, 2, 3, 4, 6)

Each week we will read several articles, book excerpts, or other scholarly works that will help to illuminate the thematic topic. The authors of these articles comprise an interdisciplinary group of scholars from the fields of Geography, Human Ecology, Political Science, Languages and Culture, International Studies, Anthropology, Global Studies, Journalism, Sociology, History, and Planning and Urban Affairs (and probably more!). To better understand and process the material, you will be divided into reading groups of 3-4 people. Each reading group will be in charge of leading a 20-minute class period during which your group presents some aspect of the readings of the week and engages the class in some form of processing the material. Presentations should be structured in the following format: (1) 5 minute overview of the reading presenting the main points (you can use visuals), (2) an interactive component - engaging people in a group discussion, an activity or game, a writing exercise, etc.

Each group is also responsible for assigning a very short (1/2 to one page) “quiz” that will be posted on D2L each week the day of class. This quiz will test your colleague’s mastery of the course readings you are presenting on and should be multiple choice questions that draw upon the readings of the week. Your group must provide the quiz and answer key via email to me by 5:00 pm on the Friday before your class presentation. Your fellow students are responsible for completing the quiz BY NOON each day before class in order to assist us in reading discussions.

**Book Groups, Interviews, and Group Presentations** (Meets course objectives 1, 2, 3, 4, 6)

Early in the semester you will be divided into six “book groups” of approximately 7 people per group. Each group will read a different book that is listed in our syllabus. I will make every effort possible to place you into groups based on your geographical and/or topical interests and your requests. While addressing specific regional and topical challenges throughout Latin America, the books you will read are intended to reveal different ways of thinking about, analyzing, and integrating issues pertaining to development, conservation, and social movements. The topics in these books will also provide the foundation for the topics of your final projects (outlined below). In other words, you will be called to draw upon and integrate lessons from these books in a final project of your choosing. Your involvement in your book group will have several components:

- DISCUSSIONS: You will periodically meet in class to discuss the material you are collectively reading (group assessment of your discussion participation = 5% of your grade)
- INTERVIEW: You will plan, conduct, and analyze a whole-group interview of a community expert (CU professor, community leader in the nonprofit, business, governmental sector) who is knowledgeable about the subject matter of your book (group assessment of your participation = 10% of your grade)
- PRESENTATION: You will deliver a 20-minute group presentation of the book (including time for questions) during the final weeks of class (group assessment of your participation and your presentation part = 15% of your grade). Each member of the team will have a defined role in this presentation.

**Two Position Papers** (Meets course objectives 1, 2, 3, 6)

You will write—and deliver—a position paper due at the end of our first and second units. One paper will be delivered in a written format, and another paper will be delivered in an audio format, meaning that you will record yourself reading this paper to me. Each paper will be 5 pages, double-spaced. You will be divided into writing groups of 3 people that last the entire semester. This will allow you to become familiar with other people’s work and writing style. Before each paper is due we will conduct an in-class writing workshop before each paper is due to critique your papers and to reduce their length if need be.

Both of these papers will provide you with the chance to start thinking about elements that will be included in your final project. You are not allowed to replicate (cut and paste) these position papers for your final project, but should use these papers to begin working through your thinking around your final project topic and to begin honing your topic for your final paper. While detailed instructions will be provided early on in each unit to get you thinking about the topics, in sum:

- The first paper will be a theoretical exploration of some aspect of development, conservation, or social movements
- The second paper will focus on a specific group of actors and the strengths and limitations of these actors.

**Final Project** (Assesses course objectives 1-6)

As a means for bringing the course material together around an issue, region, and development/conservation/social movement challenge that you are interested in, you will choose a final project topic and medium that aligns with the book you are reading in some way, meaning it explores a related issue in the same country that the book focuses on or examines a related topic covered in the book. The goal of this assignment is to guide you in creating a written document or creative project (film, etc.) that allows you to delve deeper into the course material, that complements the theoretical and practical lessons we are learning in the course, and that can serve as a sound example of the analysis you are capable of doing as advanced undergraduates.

Examples of this final written project include a grant proposal, a conference paper, a short film, or a regular term paper that advances your thinking on a topic of your interest and is intended toward eventual publication. The length requirement for this final project is 10 double spaced pages or the equivalent (and no more). All final project choices will be reviewed and approved by Professor Scanlan Lyons, and the other written assignments in the course will work to support this final project. You will be asked to hand in a ½ page summary of your final project mid-way through the course. Before deciding on your project and medium, ask yourself: “What will serve you well at this point in your academic career?” “What genre of writing do you want to develop?” “What will be both challenging and interesting for you?” Examples of past projects range from papers to films to a creative writing piece that integrates development, conservation, and social movement themes.

Near the end of the semester, we will have one whole class period and part of another class period devoted to your project presentations, called “Development, Conservation, and Social Movements ‘Pecha Kucha’ Style.” You will have 5 minutes during which you can present 20 slides in rapid succession (they need to be on a timer). This is kind of like a “commercial” for your project; a way to quickly share it with the class to provide a snapshot of what you have done and discovered in your final project. You will need to be strategic on what you present and say. Furthermore, practice for this format is absolutely essential (it moves fast and it will be painfully obvious if you haven’t practiced!). You will receive 10% of your grade on this presentation and 15% on the project.

**Class Participation** (Assesses course objectives 1, 2, 3, 4, 6)

You are advanced undergraduate students and will be treated respectfully like adults in this class. I expect your behavior towards this learning opportunity to be equally respectful. That means you are expected to come to class, to complete the readings prior to each class, to complete required assignments on time, and to actively engage with your peers, professor, and guest speakers during class. While you are allowed to use computers to take notes, please turn off your Facebook, phones and texting capabilities please. Failure to do any of these actions will impact your participation grade negatively.

**Extra Credit Opportunities**

**Speaker Introductions:** We will have a sign-up sheet for a student to introduce the weekly guest speakers. This is an easy opportunity to earn extra credit. If you sign up for this, you are expected to research, prepare and professionally deliver this introduction to the class. Up to 2% points extra on your participation grade.

**Boulder Latino Festival:** September 11-15<sup>th</sup>, 2014 Boulder is home to the Eco-Latino Festival. This is an amazing event, with an impressive line-up of social-environmental leaders (Jean-Michel Cousteau, Bianca Jagger, etc. See <http://americaslatinoecofestival.org/>). If you choose to attend a portion of this festival, please write a 1 page, double-spaced review of the session for extra credit. Up to 5% points extra on your participation grade.

### Readings:

All readings are to be completed by the class day that they are listed. Book excerpts and articles will be posted on D2L. Additionally, you are responsible for obtaining **one** of the following books (based on your book group division), which can be ordered online or purchased at Innisfree Poetry Bookstore and Café on Pennsylvania and 13<sup>th</sup> Street (across from the Sink). Innisfree is one of three exclusively-poetry bookstores in the country and a great place to frequent for libations and studying.

1. Black and Green: Afro-Colombians, Development and Nature in the Pacific Lowlands; Kiran Asher (2009)
2. Living with Oil: Promises, Peaks, and Declines on Mexico's Gulf Coast; Lisa Breglia (2013)
3. Last Resorts: The Cost of Tourism in the Caribbean; Polly Patullo (2005, Second Edition)
4. Where Rivers Meet the Sea: The Political Ecology of Water; Stephanie Kane (2012)
5. Black Women Against the Land Grab: The Fight For Racial Justice in Brazil; Keisha-Kahn Perry (2013)
6. The Last Forest: The Amazon in the Age of Globalization; Mark London and Brian Kelly (2007)

### Weekly Course Format:

This is an advanced undergraduate course that is run seminar-style for 2.5 hours a week. The course will involve lectures by the professor, invited guests, and (when possible) Skype calls with academics, activists, and practitioners around the world. It will also have ample large and small-group discussions, short video segments, group-work, and in-class activities to help to present as and process the course material. Though this is a relatively large class of nearly 40 people, we will work to create more of a salon atmosphere with lively and interactive discussions and small group work at times. We will also have two people from class bring a light snack each week for our break time. You will only be asked to bring snack one time per semester, however this is entirely optional.

### Course Instructor:

Dr. Scanlan Lyons is a cultural anthropologist who specializes in social impact assessment and strategic planning for social inclusion in development and conservation initiatives. She serves as a Research Associate with the Environment and Society Group of the University of Colorado's [Institute of Behavioral Science](#) and an Assistant Professor Adjunct in the Anthropology Department at the University of Colorado. She also consults with diverse social-environmental institutions and organizations including the Climate Reality Project and the Inter-American Development Bank and has worked at the Global Greengrants Fund, the City of Boulder Open Space Department, the American Forum for Global Education, and the National Institute for Research in the Amazon (INPA). Dr. Scanlan Lyons has expertise in project development and management pertaining to the social aspects of climate resilience, forest conservation, network building and community-level participation, mobilization, and empowerment. She collaborates with social-environmental leaders and social entrepreneurs and serves as a liaison among the academic, civil society, governmental, and private sectors. While her geographic expertise lies in Brazil, where she has over twenty years of experience working with organizations in the Amazon and Atlantic Forests, she has also developed collaborative projects in Belize, Costa Rica, Indonesia, Uganda, and the United States.

<b>Unit One – The Issues: What is at Stake?</b>
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**Week One (August 25): Critically Engaging with Development, Conservation, and Social Movements in Latin America, An Overview of the Course and Your Role in this Learning Experience**

**Purpose:** The purpose of this course is to provide an overview of the themes, content, and layout of the course. What do development, conservation, and social movements have to do with each other? Why are these important concepts, issues, and practices in the context of Latin America? What reason do International Affairs students have for studying these topics? What are you bringing into this course, and what do you want to get out of it?

**Readings:**

Read syllabus in class, review for clarity and questions

**Week Two (September 1<sup>st</sup>): CU HOLIDAY, Happy Labor Day**
**Week Three (September 8): The Past, Present and Future (?) of Development**

**Purpose:** The purpose of this class is to provide an overview of the concept of development and to examine development pitfalls and potential across different contexts. Who defines “development”—what does development mean, particularly across different geographical regions and cultures? How does development contribute to or hinder conservation? How does it relate to social movement actions? How can the concept of citizenship, on both a local as well as a global level, be a useful lens for examining development?

**Readings:**

- Thoroughly read the syllabus and jot down any questions
- Gunder Frank, Andre. 1970 (1966). “The Development of Underdevelopment” in Imperialism and Development. New York: Monthly Review Press. (pp. 4-16)
- Kay, Christobal. 2010. Latin American Theories of Development. New York: Routledge (excerpts)
- Bresser-Pereira, Carlos. 2009. “From Old to New Developmentalism in Latin America” in Handbook of Latin American Economics. Oxford: Oxford University Press.
- Cohen, Michael, Maria Figueroa Kupçu and Parag Khanna. 2008. “The New Colonialists” in Foreign Policy. July-August. (pp. 74-79)
- Leach, Melissa et al. 2012. “Transforming Innovation for Sustainability” in Ecology and Society 17 (2): 11 (pp. 1-6)

**Guest Speaker**

Paul Chinowsky, Mortenson Professor of Sustainable Development and Director, Mortenson Center in Engineering for Developing Communities, University of Colorado

**Week Four (September 15): Enter the Natural World: Relations between Development, Conservation, and Social Movements, From Political Ecology to Resilience Theory**

**Purpose:** The purpose of this class is to begin connecting conservation issues to what we have learned about in terms of development. What are key ecological concepts that form the

foundation for conservation and how do issues of power, history and place come into play? How do conservation considerations intersect with and challenge broader regional, national, and global development strategies? Can conservation and development go hand-in-hand or are these concepts contradictory?

### Readings

- Robbins, Paul. 2004. "The Hatchet and the Seed" in Political Ecology. Malden, MA: Blackwell Publishing. (pp. 3-16)
- Andelman, Sandy. 2011. "Conservation Science Outside the Comfort Zone" in Nature. Vol 475. (pp. 290-291)
- Pimm, Stuart L. et al. (2001) "Can We Defy Nature's End?" in Science. Vol. 293. (pp. 2207-2208)
- Walker, Brian and David Salt. 2006. Forward and "Living in a Complex World" (pp. 1-14), Case Study #3 "Losing the Jewel in the Crown: The Coral Reefs of the Caribbean" (65-74) and section entitled 'What Would a Resilient World Be Like' in Chapter 6 (pp. 145-151) in Resilience Thinking: Sustaining Ecosystems and People in a Changing World. Washington: Island Press.
- Westley, Francis. 2013. "A Theory of Transformative Agency in Linked Social-Ecological Systems" in Ecology and Society 18(3): 27 (pp. 1-16)

### Guest Speaker:

Chris Allan: Social Change Evangelist with Picher Allan Associates, LLC and the Institute for Social-Environmental Transition

## Week Five (September 22): The Rise, Development, and Dynamics of Social Movements in Latin America

**Purpose:** The purpose of this week is provide an introduction to the rise, organization, and strategies of social movements in a variety of contexts. How are social movements defined, developed, and dynamic? How are they rooted in deeply held realities like race, nature, and power? What actions are specific to each particular geographical and topical context, and are there certain strategies that extend across social movements?

### Readings:

- Moore, Donald et al. 2003. "The Cultural Politics of Race and Nature: Terrains of Power and Practice" in Race, Nature and the Politics of Difference, Moore et al eds. Durham: Duke University Press. (pp. 1-47)
- Escobar, Arturo. 2010. "Latin America at a crossroads: alternative modernizations, post-liberalism, or post-development?" Cultural Studies 24:1 (pp. 1-65)
- Blog post: <http://chrisblattman.com/2013/07/02/you-want-to-know-why-revolutions-happen-because-little-by-little-by-little-things-get-worse-and-worse/>

### DRAFT OF FIRST POSITION PAPER CIRCULATED TO WRITING GROUP BY NOON TODAY

### Guest Speaker:

Carol Conzelman, Associate Director, Global Studies Residential Advisory Program and Academic Program Director, Bolivia Global Seminar

**Unit Two - The Actors and Their Interests, “Seeing Like a \_\_\_\_\_”\***

\* With all credit due to James Scott’s *Seeing Like a State* (1988: New Haven: Yale University Press).

**Week Six (September 29): Seeing Like a Local: Indigenous People, Conservation, and Development**

**Purpose:** The purpose of this week is to examine the realities and responses of indigenous living in a globalized world. How are indigenous people included—or excluded—from contemporary conservation and development projects? How are they strategically using identity, territoriality, and activism to reverse long-standing power imbalances?

**Readings:**

- Dove, Michael. 2006. “Indigenous People and Environmental Politics in *Annu. Rev. Anthropol.* 35 (pp. 191-208)
- Painemilla, Kristen Walker et al., eds. 2010. *Indigenous Peoples and Conservation: From Rights to Resource Management*. Washington DC: Conservation International (excerpts from document)
- Chapin, Mac. 2004. “A Challenge to Conservationists” in *World Watch Magazine*. November/December 2004. (pp. 17-30)
- Athayde, Simone and Marianne Schmink, 2014. “Adaptive Resistance,” Conservation, and Development in the Brazilian Amazon: Contradictions of Political Organization and Empowerment in the Kaiabi Diaspora” in *Ethnohistory* 61:3 (pp. 549-574)
- Earle, Lucy. 2007. “International NGOs and Indigenous Social Movements” *International NGO Training and Research Centre: Policy Briefing Paper* 15

**Guest Speaker:**

Mac Chapin, Anthropologist, Adjunct Professor CU Boulder, and Founder of the Center for the Support of Native Lands

**FIRST POSITION PAPER DUE IN CLASS**

**Week Seven (October 6): Seeing Like an Industry: Do Industry-Community Agreements Really Work?**

**Purpose:** The purpose of this class is to examine cutting-edge efforts to work with natural resource extraction companies, local communities, and national governments in the crafting of agreements that potentially shift the balance of power around resource extraction. Can communities really have a say against mining companies? What do these processes look like and how do they work in practice? How are national governments involved in private-sector monitoring, particularly when governments have both national development interests as well as long-term environmental and community integrity responsibilities?

**Readings:**

- Review the Model Mining Agreement posted on D2L
- Esteves, A. M. 2008. "Mining and social development: Refocusing community investment using multi-criteria decision analysis." in *Resources Policy* 33:1 (pp. 39-47)
- Whitmore, Andy. 2006. "The emperors new clothes: Sustainable mining?." In *Journal of Cleaner Production* 14:3 (pp. 309-314)



- Warnars, Ximena S. and Anthony Bebbington. 2014. "Negotiable differences? Conflicts over mining and development in South East Ecuador" in Natural Resource Extraction and Indigenous Livelihoods: Development Challenges in an Era of Globalization, Gilberthorpe, Emma, and Gavin Hilson, eds. Ashgate Publishing, Ltd. (pp. 109-128)

**Guest Speaker:**

Chet Tchozewski, President Emeritus and Founder of Global Greengrants Fund and Founder of RTC Impact Fund and Kristi Disney (Director of International Programs) of the Sustainable Development Strategies Group (SDSG) (TBC)

**Week Eight (October 13): Seeing Like an Entrepreneur: The Private Sector's Relationship(s) to Development, Conservation, and Social Change**

**Purpose:** The purpose of this week is to look at the role of the private sector in relationship to development (and, in a related vein, environmental conservation). Beyond Corporate Social Responsibility, what new strategies are developing in the business sector to spur development in ways that governments and civil society often can't? What is social entrepreneurship, is it changing the world, and, if so, how? Are market-based solutions to development and conservation issues effective, do they have limitations?

**Readings:**

- Santos, Felipe. 2012. "A Positive Theory of Social Entrepreneurship" in *Journal of Business Ethics*. 111 (pp. 335-351)
- Peter A. Dacin et al. "Social Entrepreneurship: Why We Don't Need a New Theory and How We Move Forward From Here" in *Academic Management Perspectives*. 24:3 (pp. 37-57)
- Porter, Michael E., and Mark R. Kramer. 2011. "Creating shared value" in *Harvard Business Review* 89.1/2 (pp. 62-77)
- Hall, Jeremy, et al. 2012. "Entrepreneurship and innovation at the base of the pyramid: a recipe for inclusive growth or social exclusion?" in *Journal of Management Studies* 49. 4: 785-812.

**Guest Speaker:**

Teju Ravioloan, CEO and Co-Founder of The Unreasonable Institute

**Week Nine (October 20): Seeing Like a Techie: The Power of Technology and the Challenges of Utilizing Technology for Conservation and Development**

**Purpose:** The purpose of this week is to begin to think about and analyze the power of technology and how this can be harnessed around salient development, conservation, and social issues. How is technology shaping these fields? Is it effective – why or why not? What tools and skills do practitioners from the global north need when working in the global south on integrated technology for development projects?

**Readings:**

- Toyama, Kentaro. 2010. "Can Technology End Poverty?" in *New Democracy Forum*, Boston Review. Nov.-Dec. (pp. 12-29)
- Hall, Jeremy, and Harrie Vredenburg. 2012. "The challenges of innovating for sustainable development." *MIT Sloan Management Review* 45.1

- Dodson, Leslie, S. Revi Sterling, and John K. Bennett. 2013. "Considering failure: Eight years of ITID research." Information Technologies & International Development 9.2
- Sterling, Revi, and Sophia Huyer. 2010. "89.1 FM: The Place for Development: Power shifts and participatory spaces in ICTD" in The Journal of Community Informatics 5.3-4
- Other readings TBA

**Guest Speaker:**

Revi Sterling, Director of the Master of Science Program in Information and Communication Technologies for Development (MS-ICTD), CU Boulder

**DRAFT OF SECOND POSITION PAPER CIRCULATED TO WRITING GROUP BY NOON TODAY**

**Unit Three – The Approaches, From Action to Transformation**

**Week Ten (October 27): Activism on the Front Lines: What Would You Fight For?**

**Purpose:** We will examine the every-day actions of social movement actors in Latin America and the ways they negotiate not only identity, power, and culture but also how their actions work for broader development and conservation goals. How do people within particular movements define themselves? What strategies are social movement actors employing to further their cause? How are they joining forces within their movements as working with governmental agencies, funding sources, and nongovernmental organizations, and to what effect?

**Readings:**

- Schwartzman, Stephan et al. 2010. "Social Movements and Large-Scale Tropical Forest Protection on the Amazon Frontier: Conservation From Chaos" in Journal of Environment & Development 19(3) (pp. 274–299)
- Excerpts from Until the Rulers Obey: Voices from Latin American Social Movements
- O'Connor, Colleen. "Nun's dream lives on" Denver Post 7/20/2008.
- Watch: "They Killed Sister Dorothy" (link on class website) and browse the site: <http://theykilledsisterdorothy.com/flash.html>– **DO NOT FAIL TO WATCH THIS FILM OR YOU WILL BE UTTERLY LOST AND EMBARRASSED IN CLASS**

**Guest Speaker:**

David Stang: Brother of Sister Dorothy, Former Catholic Priest and Current Social Activist

**SECOND POSITION PAPER DUE IN CLASS**

**Week Eleven (November 3): Perspectives from the Global South on Contemporary Social-Environmental Dilemmas and Popular Mobilization**

**Purpose:** The purpose of this week is to examine some contemporary and cutting-edge issues - and responses – from a variety of perspectives and, most importantly, from the perspective of different communities in Latin America. For example, how have rural family farmers mobilized to assert their own development trajectory? How are urban residents planning for a sustainable future in some of the largest cities in Latin America where mega-

events, violence, and class separation have become realities in their lives ? What strategies are these different groups using and to what effect?

**Readings:**

- Curi, Martin, Jorge Knijnik, and Gilmar Mascarenhas. 2011. "The Pan American Games in Rio de Janeiro 2007: Consequences of a sport mega-event on a BRIC country." in International Review for the Sociology of Sport (pp. 1-17)
- Wolford, Wendy. 2010. "Mobilization within Movements" in This Land is Ours Now: Social Mobilization and the Meanings of Land in Brazil. Durham: Duke University Press. (pp. 1-35)
- Wolford, Wendy. 2011. "Making a Difference: Sebastião Salgado and the Social Life of Mobilization" in Sociological Forum. Vol. 26, No. 2, 2011 (pp. 444-450)

**Guest Speaker:**

In lieu of a guest speaker today you are required to attend Theresa Williamson's talk on urban development, mega-events, and social movements in Rio de Janeiro. Exact date TBA.

**Week Twelve (November 10): Gender and Development: Innovative Strategies for Increasing Inclusion**

**Purpose:** The purpose of this week is to examine the ways in which gender shapes conceptions and practices pertaining to development, conservation, and social movements. How does gender affect people's positionality? How do gender relations affect the ways in which certain groups of people are able to participate—or not participate—in development and conservation strategies employed by state, private sector, and NGO actors? What are some innovative approaches for combatting gender inequity and how effective are these approaches?

**Readings:**

- Osnes, Beth. 2014. "Introduction" in Theatre for Women's Participation in Sustainable Development. New York: Routledge (1-35)
- First half of your Book Group book

**Guest Speaker:**

Beth Osnes, Assistant Professor and Director of Graduate Studies, Department of Theater and Dance, CU Boulder

**Week Thirteen (November 17): Market Mechanisms: Payment for Ecosystem Services and REDD+**

**Purpose:** The purpose of this class is to examine market-based mechanisms for conservation and social development. Do new strategies like payment for ecosystem services really work, and, if so, from whose perspective and how? How do states, businesses, and local communities work together and where do their interests and responsibilities diverge?

**Readings:**

- Daily, Gretchen and Katherine Ellison. 2002. "Costa Rica: Paying Mother Nature to Multitask" in The New Economy of Nature: The Quest to Make Conservation Profitable. Washington DC: Island Press. (pp. 165-188)
- Larson, Anne M. and Elena Petkova. 2011. "An Introduction to Forest Governance, People and REDD+ in Latin America: Obstacles and Opportunities" in Forests. (pp. 86-111)

- Arsel, Murat and Bram Buscher. 2012. "Nature™ Inc.: Changes and Continuities in Neoliberal Conservation and Market-based Environmental Policy" in *Development and Change*. Vol 43:1. (pp. 53-78)
- Alston, Lee J., and Krister Andersson. 2011. "Reducing greenhouse gas emissions by forest protection: the transaction costs of REDD" No. w16756. *National Bureau of Economic Research*, 2011.
- Linkie, Matthew and Robert J. Smith. 2010. Box 15.4: "Measuring the effectiveness of conservation spending" in *Conservation Biology for All*, Navjot S. Sodhi and Paul R. Ehrlich, eds. Oxford: Oxford University Press (pp. 293-307)

**Guest Speaker:**

Krister Andersson, Associate Professor of Political Science, CU Boulder

**Week Fourteen (November 24<sup>th</sup>): NO CLASS, CU FALL BREAK – Happy Thanksgiving**

**Week Fifteen (December 1st): Pecha Kucha Project Night #1 (20 project presentations)**

**Purpose:** The purpose of this class is to provide each student with a chance to learn about and constructively critique each other's projects before the final project is turned in at the end of the semester. Projects will be presented "Pecha Kucha style" (20 slides, 15 seconds per slide).

**Readings:**

- Final Half of your Book Group book

**In lieu of a guest speaker we will have small reading group discussions of your books and/or a whole-class discussion on crosscutting themes from each of the books.**

**Week Sixteen (December 8th): Pecha Kucha Project Night #2 (20 project presentations) and Wildcard Day #2 (to be developed based on the class interest and what we decide we still need to cover)**

**Purpose:** The purpose of this class is to provide each student with a chance to learn about and constructively critique each other's projects before the final project is turned in at the end of the semester. Projects will be presented "Pecha Kucha style" (20 slides, 15 seconds per slide).

**Readings:** TBA based on themes we still need to explore further at this point in the semester

**Week Seventeen (December 15th): Integration, Moving Forward, Doing Good Work in the World**

**Purpose:** The purpose of this week is both to recap our learning and to have students begin to think about how this course informs their future work in their disciplines as well as in the field of international relations. What have been the large lessons of the course? How will you use the new knowledge and skills you have gained in this course in your future studies and work? How do you now think about the balance among development, conservation, and social activism?

**Readings:**

- Conzelman, Caroline. 2013. "International Affairs as if Compassion and Cooperation Mattered." In Yale Journal of International Affairs. Summer 2013 (pp. 12-22)

**BOOK GROUP PRESENTATIONS IN CLASS**

**University of Colorado Policies**

**Disability Policy:**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

**Religious Observance:**

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. In this class, please inform Dr. Scanlan Lyons by September 10<sup>th</sup>, 2013 of any religious observance conflicts you have that may affect your participation in class.

See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**Creating and Fostering an Open and Safe Learning Environment**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) 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://hr.colorado.edu/dh/>

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional

courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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)

### **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); 303-735-2273). 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://honorcode.colorado.edu>

**WORD!**