Contamination at the World Bank-financed Colquechaquita Mine, Potosi, Bolivia, July, 2006. The mine was owned by ousted Bolivian President Gonzalo Sanchez de Lozada’s company COMSUR. Professor’s photo.

Course Overview:
This course aims to give you an introduction to salient issues in Latin America, based on literature written by scholars and practitioners working in the region. As you might be aware, Latin America is undergoing transformative social and environmental change, with significant repercussions both within the region and around the world, particularly given increased global linkages. In addition to drawing from the readings you will have the chance to relate to issues that are particularly relevant to Oregon, given the significant ties it has to Latin America. Topics will include development challenges, debt cycles, Latinos in the U.S., neoliberalism, populism, socialism, gender and the environment, environmental politics, US-Latin America relations, ecotourism and drug geographies.
In addition to the readings, I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. A variety of resources are listed at the end of the syllabus.

Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I do not want to discourage you from expressing your view, I expect that you will be courteous to others, respect different views, and refrain from personal attacks. Through this dialogue, you will encounter perspectives that are different from your own, which will enable you to explore new ideas, challenge your own assumptions, and develop a well-informed position. As a result of such discussion and assignments, you will improve your critical thinking and writing skills--tools that you will carry with you beyond this class.

**Course Requirements and Grading:**

The success of this course depends on your attendance and participation. The following is the breakdown for your course grade:

**Undergraduate Students**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
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</thead>
<tbody>
<tr>
<td>10%</td>
<td>Attendance and participation</td>
</tr>
<tr>
<td>15%</td>
<td>Weekly 1 page summary and analysis of readings (based on 1 reading per week). See below for details (credit/no-credit)</td>
</tr>
<tr>
<td>15%</td>
<td>Group Debates / Consensus Building (5 total, details TBA)</td>
</tr>
<tr>
<td>20%</td>
<td>Research paper (15% paper, 5% presentation)</td>
</tr>
<tr>
<td></td>
<td>A detailed description will be posted on the course website.</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>20%</td>
<td>Final Exam (on material since the midterm; non-cumulative)</td>
</tr>
</tbody>
</table>

**Graduate Students**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component Description</th>
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<tbody>
<tr>
<td>10%</td>
<td>Attendance and participation</td>
</tr>
<tr>
<td>15%</td>
<td>Weekly summary and analysis of readings (based on 2 readings per week). See below for details</td>
</tr>
<tr>
<td>15%</td>
<td>Group Debates / Consensus Building (5 total, details TBA). Graduate students will be asked to evenly distribute themselves across debates and facilitate debate development</td>
</tr>
<tr>
<td>60%</td>
<td>Research paper (tailored towards developing your thesis or dissertation, incorporating course readings; no presentation). A detailed description will be posted on the course website.</td>
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</table>

There will be various discussions and debates that will help you develop a critical understanding of disparate viewpoints. Since we will be discussing the readings each week, you will need to have done the readings before class (readings are listed in the course schedule). This will work to your own benefit, because you will get more out of the lecture, and will divide your workload evenly throughout the quarter, thereby avoiding “surprises” come exam time. Please focus on major concepts. For example, you might skim each reading rapidly, extract the major points, and then read the piece more carefully with the major points in mind. The class suffers if you’re not prepared and don’t participate to your fullest. Plus, you’ll understand lectures and discussions better.

***If you are an undergraduate please visit the GTF in office hours within the first five weeks to finalize a topic for your research paper. All graduate students are to meet with me.*** Come prepared having done some preliminary research. Please be sure to email the GTF and me a rough outline of your paper, with a list of five academic sources you’ve perused before the meeting.

I prefer that you come to office hours or see me after class rather than emailing me.

The GTF and I look forward to working with all of you throughout the course, and encourage you to give us feedback at any time. We will do our best to incorporate your suggestions.
Write-ups
Weekly write-ups are always due prior to the first class meeting of each week, except for the first write-up, which is due by Friday of week 1. However, during the first week please complete the week’s readings by the second class meeting. For week 2, for example, you should have done all the readings and finished your write-up on them by the first day of class of week 2, before class meets. The idea is to have you read the readings before we discuss them. Please just email me AND the GTF electronic copies, and save paper. Label the subject of your email according the week # of the write-up, e.g. “Week 1 Write-up” Please type the write-up within the body of your email message rather than as an attachment. Formatting is not critical, just content. Undergraduate students should keep them to a maximum of 1 page, single spaced, 12 point font, 1 inch margins, and a minimum of 300 words. Graduate students may take up to a maximum of 2 pages, if necessary, and a minimum of 600 words. Each week choose at least one of the week’s readings for your write-up (graduate students must choose two). This does not imply that you are to gloss over readings you don’t choose, but simply gives you a chance to focus on two. Detailed written feedback will be provided on your first write-up. Subsequently, if you would like feedback please feel free to stop by office hours any time.
Please use the following structure for your write-ups:

1. First section: Summary

   Simply write a short summary of the key points raised in the readings you selected. Don’t get lost in the details. Think big picture. This can be essay format or in understandable bullet points.

2. Second section: Critical analysis and your own assumptions

   Critically analyze the readings. The easiest way to do this is to re-read what you wrote for the summary, and then ask yourself whether or not you agree with arguments put forth, and why. Base your analysis on facts. Consider the authors’ deeper, underlying assumptions. These are usually unstated, and implicit. A good way of getting at these deeper assumptions is by figuring out the author(s)’ approach, or paradigm. Include a sentence describing your own underlying (deeper) assumptions. As with the summary paragraph, this can be essay format or in understandable bullet points.

Course Policies:
- **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all write-ups on time (you will not be permitted to work on them during class).
- **Attendance Policy:** I expect you to attend class regularly and participate in the class discussion. If you miss a class it is your responsibility to obtain notes from a fellow student. Credit for missed classes will only be granted if documented and if you do an additional writeup on a reading of your choice for the topic of that day.
- **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. Plagiarism software “SafeAssign,” provided by University of Oregon, will be used to ensure compliance.
- **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted me before the scheduled date, with a documented serious excuse.

Required Materials:
- All readings will be posted to the course website on Blackboard, under “Course Documents”: blackboard.uoregon.edu

Online Collaboration Tools
Using Blackboard you can set up a group under ‘tools’ and invite specific members. It allows you to collaborate online with one another, hold meetings, and share files.
Laptop and Texting Policy:
It is fine to bring laptops, just please be courteous to me and classmates and refrain from non-class use. No checking social media websites like Facebook. No texting etc.

Students with Special Needs:
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office (346-1155; http://ds.uoregon.edu/) as early in the quarter as possible. Students with physical or learning disabilities should see me to discuss what modifications are necessary.

Additional Resources
Also, always feel free to come to office hours if you need additional help. That said, I do expect that you attempt to learn the material on your own first and come prepared to office hours.

Below, I have pasted a number of online resources to help you keep informed. Beyond this, I encourage you to peruse the library’s physical and online holdings related to the course. In addition there are also some excellent multimedia resources available at the Library as well (videos, DVDs, and CDs).

COURSE SCHEDULE AND READINGS
- once again, all readings will be posted on Blackboard under “Course Documents”: blackboard.uoregon.edu
You are expected to have done the readings for each week prior to our first class meeting (except for Week 1, by our second class meeting).

* Weekly discussion groups are indicated by G1, G2 etc. These are NOT the same as the debate groups. During the first week we will divide the class into discussion groups that will be used for small group activities throughout the course. You are expected to pay extra attention to the reading that appears next to your discussion group each week. You can choose to do your weekly write-up on the same reading, although you do not have to. This makes for more substantive discussions. YOU MUST bring notes from the readings your discussion group is assigned to in order to jog your memory. Also, each time you meet in discussion groups YOU MUST appoint a spokesperson(s) to report what your group comes up with, and decide who will say what when the group reports their findings back to the class. However, please note that you are expected to do all readings each week.

Week 1: (1/7, 1/9): Course Intro; a Historical and Geographical Overview of Development in Latin America


• G5-G8. Hindery, Derrick “Cuiabá under Morales,” In From Enron to Evo: Pipeline politics, Global Environmentalism and Indigenous Rights in Bolivia. Forthcoming in June 2013 with University of Arizona Press as part of the First Peoples publishing initiative (please do not circulate).

Week 2: (1/14, 1/16) cont’d: a Historical and Geographical Overview of Development in Latin America; Film "Life and Debt"; Impacts of Neoliberalism in Latin America

1/16 brief presentation by our guests from IE internships
- **G3** Escobar, Arturo (1999). The Invention of Development. *Current History*, pp. 382-386, [in Dushkin Annual, 00/01].

**Optional**
- Summaries of economic globalization, neoliberalism, World Bank, IMF, Trade Agreements and impacts on communities & environment, NAFTA and immigration, resistance movements (note “Global Exchange’s” political slant, but nonetheless some important critiques):
  - [http://www.globalexchange.org/campaigns/](http://www.globalexchange.org/campaigns/)
  - A Short History of Neoliberalism, by Susan George
  - Exporting Misery to Haiti: How Rice, Pigs, and US Policy Undermined the Haitian Economy
  - Rowe: Grossly Distorting Perception (criticizes GDP as a measure of development)

**Week 3: (1/21 HOLIDAY/NO CLASSES (Martin Luther King, Jr.), 1/23)** Latin American Social Movements


**Optional:**
• Politics In Venezuela: An Interview with Julio Chavez, September 22, 2008 By Michael Albert,

Week 4: (1/28, 1/30) US-Latin America Affairs; Immigration

** Debate #1 (1/30)


Optional:
• Tinker Salas, Miguel (2009) Latin America, Obama and the Year Ahead. Latin American Perspectives Exclusive
• An interesting article on the "new" Daniel Ortega, president of Nicaragua: http://www.coha.org/2008/02/04/nicaragua-the-second-coming-of-daniel-ortega/

Week 5: (2/4, 2/6) Debate #2 and Midterm

** Debate #2 (2/4)
** Midterm (2/6)

Week 6: (2/11, 2/13) Sustainable Development, Ecotourism and Environmental Justice in Latin America

** Debate #3 (2/13)


Optional:


**Week 7: (2/18, 2/20)** Drug Geographies; Film “Coca Mama’ (~60 mins)

** Debate #4 (2/20)


• **G3, G4** Halkett, Kimberly (2013) 1 page summary and 25 minute online discussion called “Has Bolivia's coca-growing scheme worked?” featuring John Walsh, the senior associate for Drug Policy and the Andes at the Washington Office on Latin America; Eric Farnsworth, the vice-president of the Council of the Americas; and Sanho Tree, the director of the Drug Policy Project at the Institute for Policy Studies.


Optional:

• Transcript from the film “Coca Mama”
• U.S. Drug and Coca Eradication Policies in Bolivia, Spring 2005, Revista, Harvard Review of Latin America, Michelle Garza

Week 8: (2/25, 2/27) Gender, Justice and Development

**Debate #5 (2/27)

Optional:

Week 9: (3/4, 3/6) Alternative models of development and social movements in Latin America; Presentations begin


Optional:

**Week 10: (3/11, 3/13) Presentations**

--You do not need to do a write-up this week

** Final Research Paper due 11:59pm Friday of week 10 by email only. No hardcopies will be accepted. Please email both the GTF and me.

-Final exam: March 20 (Wednesday), from 3:15pm to 5:15pm, same classroom

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**Online Resources**

UO Latin American Studies guide [https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html](https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html)

The Latino Information Network at Rutgers (LIN@R), a Latino-focused research center and digital think-tank with a wealth of information on immigration, politics, art & culture, education, demographics, technology etc.: [http://linar.rutgers.edu](http://linar.rutgers.edu)

University of Oregon guide to International Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources): [http://libweb.uoregon.edu/guides/intlstudies/general.html](http://libweb.uoregon.edu/guides/intlstudies/general.html)

**Jobs/Internships**

[http://people.emich.edu/rstahler/](http://people.emich.edu/rstahler/)

**News**

Manchester Guardian Weekly (international news): [http://www.guardian.co.uk/](http://www.guardian.co.uk/)

National Public Radio: [www.npr.org](http://www.npr.org)

IRC Americas Program: [http://americas.irc-online.org](http://americas.irc-online.org)

Pacific Network News: [www.kpfk.org](http://www.kpfk.org)

World News Network (click on region, then Latin America): [http://www.wn.com/](http://www.wn.com/)


The Nation (Unconventional wisdom since 1865) [www.thenation.com](http://www.thenation.com)

The Ecologist: [www.ecologist.org](http://www.ecologist.org) (provides broad analysis on politics and economics, as well as social and environmental issues worldwide)

*Mainstream news outlets (often oriented towards business, finance and national security)*


[http://news.bbc.co.uk/2/hi/americas/default.stm](http://news.bbc.co.uk/2/hi/americas/default.stm)


Mainstream, country-specific news outlets:
http://english.eluniversal.com/ (Venezuela)
http://www.livinginperu.com/news/ (Peru)
http://www.uruguaydailynews.com/ (Uruguay)
http://www.santiagotimes.cl/santiagotimes/ (Chile)

Organizations and other Resources
EcoLogic Development Fund (sustainable community development in Latin America)
http://ecologic.org/en/who-we-are/results
IFOAM, the International Federation for Organic Agriculture Movements. http://www.ifoam.org/
The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel
Altieri are based: http://www.agroecology.org/
CISCAP-Committee in Solidarity with Central American People (now LASC). There are also links on this page
to country-specific solidarity groups and news links: http://www.efn.org/~ciscap/
Partners in Solidarity - A Eugene-based nonprofit doing work in Guatemala:
http://www.partnersinsolidarity.com/
Just the Facts: "a citizen effort to oversee and understand the United States' military relationship with the
Western Hemisphere." justf.org
Grupo Fenix - A nonprofit working with land mine survivors and renewable energy in northern Nicaragua.
http://www.grupofenix.org/
Flowers of Hope (Eugene, OR): non-profit dedicated to community development in 5 communities in Esteli,
Nicaragua, led by local women: www.flowersofhope.org
Centro Latino Americano (Eugene): http://www.cla1.org/abouteng.htm
Aprovecho: non-profit based in Cottage Grove, OR; does appropriate technology, sustainable forestry, organic
agriculture, permaculture: http://www.aprovecho.net/
International Labor Organization Convention 169 concerning Indigenous and Tribal Peoples
http://www1.umn.edu/humanrts/instree/r1citp.htm
Chief George Manuel Library - Fourth World Documentation Project Home Page:
http://www.cwisd.org/fwdp/fwdp.html
Undocumented workers:
http://www.guardian.co.uk/international/story/0,3604,528746,00.html
Amazon Watch www.amazonwatch.org
Communities for a Better Environment (Environmental Justice): http://www.ebecal.org/
The Guide to Going Local:
http://startsomethinggood.com/Venture/center_for_a_new_american_dream/Campaigns/Show/the_guide_to_ going_local
South Central Farmers (Los Angeles urban farm/env. justice): http://www.southcentralfarmers.org/story.html
Mapuche (Chilean indigenous group) international link: http://www.mapuche-nation.org/english/frontpage.htm

Technical Resources: Directories of non-governmental organizations (NGOs)
EPA Environmental Justice Mapping Tool http://www.epa.gov/enviro/ej/
http://www.wango.org/resources.aspx?section=ngodir
http://www.google.com/Top/Society/Organizations/Development/