Extraction of medicinal copaibo oil in the heart of Bolivia’s Chiquitano Dry Forest, the last best conserved tall dry tropical forest in the world. Chiquitano communities are producing the oil to sustain their livelihoods, prevent emigration and protect the forest. Professor’s photo, December 2015.

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.

Learning objectives

Through this course you will learn about:

- competing paradigms or approaches for understanding “development,” social change and the environment in Latin America
- the basic principles of neoliberalism as well as social and environmental impacts of neoliberal economic policies in Latin America.
- linking policies to their impacts and considering how different social groups benefit or are harmed.
- key features of the following historical eras: 1) modern/liberal (1880s-1930s) 2) Import-Substitution (1940s-1970s) 3) Neoliberal (1980s-?) 4) Anti-neoliberal (or hybrid) late 1990s-present
  - Key “errors” (or failures) in each “era”
- how farmers in Latin America have been affected by cheap imports and food “aid”
- how neoliberal policies implemented in the Caribbean are a form of neocolonialism, and how they foster dependencies
- key elements of the Banana War as well as the role of the U.S. and World Trade Organization (WTO) in the conflict.
- what Maquiladoras are and their pros/cons
- capital mobility (e.g. transnational capital seeking lower regulations, law regulations) and its effects
- relation between market capitalism and democracy
- what Escobar means by the invention of the concepts of “development” and “poverty” and what this caused
- alternatives to neoliberalism
- definitions & examples of place-based social movements in Latin America, being aware of categorizing as material (e.g. over natural resources or social services) versus ideal (e.g. over ideologies), or a combination of the two.
- how change happens according to various scholars and practitioners
- similarities and differences between the MST and Zapatista movements with regards to participatory democracy
- key characteristics of Latin American social movements
- linking neoliberal economic policies such as NAFTA and U.S. foreign policy in general with migration within Latin America and from Latin America to the U.S.
- experiences of immigrants from Latin America in Oregon since the 1980s (e.g. racial hierarchies, trends in length of residency, legal status, social capital and place of origin)
- impacts of US foreign policy in Latin America under Obama
- challenges and promises of ecotourism in Latin America
- the concept of environmental justice / environmental injustice and be able to come up with real-world examples in which environmental justice (or injustice) relates to Latino(a) communities in the U.S. and Latin America
- the main reasons why Salvadoran coffee smallholders have limited participation in Fair Trade markets and be able to describe alternative marketing solutions such as direct trade and selling organic coffee domestically
• the effects of aerial fumigation on crops, health and livelihood as well as the role of Monsanto and Plan Colombia
• putting yourself in the shoes of a political advisor to the U.S., Bolivia, Peru, Colombia or Mexico and then outline key policies to reduce narcotrafficking that are effective, sustainable and humane
• key U.S. drug policies (e.g. Plan Colombia, the Merida Initiative) and their effects on local populations and the environment in Bolivia, Colombia, Mexico, Peru
• the cultural and economic significance of the coca leaf for some Andean indigenous populations and be able to comment on the effectiveness of Bolivia’s current coca regulation scheme
• key advances for gender-equity achieved in Chile under Bachelet, also noting limitations and challenges
• the prospects for alternative models of development and social movements for creating a more just society in Latin America
• how indigenous peoples in Colombia have employed “the law” to gain recognition of their rights
• tactics used by the Colombian communities in achieving peace and sustainable resource use

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

**Graduate Students**
10% Attendance and participation
15% Weekly summary and analysis of readings (based on 2 readings per week). See below for details
15% Group Debates / Consensus Building (5 total, details TBA). Graduate students will be asked to evenly distribute themselves across debates and facilitate debate development
60% Research paper (tailored towards developing your thesis or dissertation, incorporating course readings, 80% paper, 20% presentation). A detailed description will be posted on the course website.

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 or me in office hours within the first 3 weeks to finalize a topic for your research paper. All graduate students are to meet with me. Come prepared having done some preliminary research and having re-read the research paper guidelines. 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.

We 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 writeups 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 Canvas, under “Modules”: canvas.uoregon.edu

Online Collaboration Tools
Using Canvas 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.

**Classroom Etiquette:**
- Please treat our class as you would a small seminar. Talking, texting, Facebooking, etc are very visible and distracting for the other students, the professor and us. It’s an hour and 20 minutes, twice a week. Please just be present in the class.
- Cell phones should be tucked away, not laying out on the desk in front of you.
- If you need to leave lecture early, please tell us before class. It should be a rare occurrence if ever.
- Packing up before class ends sends the message that you’ve stopped listening, and it also creates a lot of noise and distraction. Your notebook should be open until the class is over.

**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 Canvas under “Modules”: canvas.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. next to each reading on Blackboard. 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:** Course Intro; a Historical and Geographical Overview of Development in Latin America

**Week 2:** cont’d: a Historical and Geographical Overview of Development in Latin America; Film “Life and Debt”; Impacts of Neoliberalism in Latin America

**Week 3:** Latin American Social Movements

**Week 4:** US-Latin America Affairs; Immigration
** Debate #1

Week 5: Midterm

-No writeup is due this week. Please study for the midterm and work on your research paper

** Debate #2

Week 6: Sustainable Development, Ecotourism and Environmental Justice in Latin America

** Debate #3

*in class we’ll watch a four minute video on a hazardous waste site at Kettleman City, CA which disproportionately affects Latinos: [http://www.mycuentame.org/toxicwasteland](http://www.mycuentame.org/toxicwasteland)

Week 7: Drug Geographies; Film “Cocaine Unwrapped” and optional “Coca Mama’

**Debate #4

Week 8: Gender, Justice and Development

*watch “WE WOMEN WARRIORS (TEJIENDO SABIDURIA)” - 10 minute trailer: In Colombia’s war-torn indigenous villages, three brave women use nonviolent resistance to defend their peoples’ survival. [http://vimeo.com/60987543](http://vimeo.com/60987543)

**Debate #5

Week 9: Alternative models of development and social movements in Latin America

** 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.

Week 10: Presentations

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

-Final exam: same classroom

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/
National Public Radio: www.npr.org
IRC Americas Program: http://americas.irc-online.org
Pacific Network News: www.kpfk.org
World News Network (click on region, then Latin America): http://www.wn.com/
Common Dreams Newscenter: http://www.commondreams.org/
The Nation (Unconventional wisdom since 1865) www.thenation.com
The Ecologist: 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)
Miami Herald http://www.miamiherald.com/ (focuses on Latin America)
http://news.bbc.co.uk/2/hi/americas/default.stm
http://www.osac.gov/

Mainstream, country-specific news outlets:
http://english.eluniversal.com/ (Venezuela)
http://www.livinginperu.com/news/ (Peru)
http://www.uruquaydailynews.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/
Just the Facts: "a citizen effort to oversee and understand the United States' military relationship with the Western Hemisphere." justf.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.clai.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.cwits.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.cbecal.org/
The Guide to Going Local:
http://startsomegood.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/
EnviroAtlas is an online decision support web-based tool that communities can use to help inform their policy and planning decisions.
Decision Analysis for a Sustainable Environment, Economy, and Society (DASEES) is a web-based decision analysis application that helps decision-makers and stakeholders evaluate science and technical information with an economic and societal values context to support sustainable decision making.
National Stormwater Calculator and Climate Adjustment Tool
Watershed Management Optimization Support Tool (WMOST)
Green Infrastructure Wizard (GIWiz)
Managing and Transforming Waste Streams -- A Tool for Communities
Village Green Stations are real-time air monitoring stations designed to increase community awareness of local air quality conditions.

http://www.wango.org/resources.aspx?section=ngodir
http://www.google.com/Top/Society/Organizations/Development/