

Environmental Studies 143-Winter 2008

Sustainable Development: Economy, Policy and Environment *Course Focus-Environment and Development in Latin America*

Class Meeting Times: MW 5.00-6.45 PM—ISB 221
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Course TA: Ana Spalding, Office-449 ISB
TA Office Hours: 2:00-3:00 M and 3:30-4:30 W

Course Description

The purpose of this class is to investigate the ways in which environment and development are interacting throughout Latin America. In order to accomplish this goal we will examine processes of ecological, economic, political, social and cultural change that have occurred during the second half of the twentieth century across Latin America. The class will leave participants with a sensitivity for, and understanding of critical themes focused upon environmental change in Latin America, society and development. In addition, the course seeks to cultivate a sense of interest in and passion for the region and its complex geographies. Finally, this course will develop skills that will be of use as students move into other upper division courses in environmental studies, LALS, international business, environment and development, political economy and other related fields.

Course Content and Focus

The first section of the course will begin with a review of what and where Latin America is, examine and review the complex nature of Latin American environments and then, through a focus on hazards and climate change in Latin America, examine the ways in which natural processes have affected human societies in the region. The second section of the course will then focus upon the conquest and its legacy for the peoples and environments of Latin America. We will examine the question of the pristine myth and then briefly trace environmental and economic change up through the period of independence in the region. After the midterm we will direct our attention towards general perspectives on environment and development. The third section of the course will focus on models of economic change, which include modernization, dependency theory and neoliberalism and globalization. Subsequently, we will then focus on environmental challenges related to these perspectives, focusing primarily on the extractive industries sector. The fourth section of the course then interfaces with current environmental and economic change through an examination of contemporary alternative development strategies, beginning with an assessment of free versus fair trade in Latin America. From there we will examine ecotourism, coffee, cocaine, bananas and other products as avenues for or challenges to the promotion of sustainable and just development. The course concludes with an examination of revolutions, land reform and counter-movements as well as addresses questions of where to next in Latin American environment and development.

Course Learning Objectives:

1. A broader and more refined understanding of the physical and human geographies of Latin America.
2. Increased familiarity with a range of theories and measures related to environment and development in Latin America, including dependency approaches, modernization, neoliberalism and globalization.

3. An enhanced awareness of major issues in Latin America including environmental change and degradation, alternative development, drugs, violence, natural hazards, livelihoods, poverty, land reform, political upheaval and gender relations.
4. Strengthened critical thinking abilities and writing and analysis skills in studying Latin America.

Course materials

Over the course of the semester we will use a variety of materials as we work through the course themes. Much of the class will revolve around lectures. We will also make good use of films, videos and slides - this will be important in conveying a visual image of the themes we are addressing. The course will also rely upon student participation in order to draw upon our own diverse interests and perspectives on the region.

Course text and readings:

There is one primary text you should to buy for this class.

R. Gwynne and C. Kay (eds.) 2004. *Latin America Transformed: Globalization and Modernity*. London. Edward Arnold. Second Edition.

In addition to the texts, several other readings and chapters will be placed on the WebCT system for the course-Referred to as WEBCT on the course schedule:

Bee, Anna. 2000. "Globalization, grapes and gender: Women's Work in the Traditional and Agro-Export Production in Chile", *The Geographic Journal* 3(166): 255-265.

Blouet, B. and O. Blouet (eds.) 2007. *Latin America and the Caribbean: a Systematic and Regional Survey*. New York. John Wiley and Sons. Fifth Edition. (Selected Chapters)

Bryant, Raymond and Michael Goodman. 2004. "Consuming narratives: the political ecology of 'alternative' consumption," *Transactions of the Institute of British Geographers* 29: 344-366.

Bury, Jeffrey. 2005. "Mining Mountains: Neoliberalism, Land Tenure, Livelihoods and the New Peruvian Mining Industry in Cajamarca," *Environment and Planning A* 37(2) pp. 221-239.

Davis, G. and J. Tilton. 2002. *Should Developing Countries Renounce Mining? A Perspective on the Debate*.

Denevan, William. 1992. "The Pristine Myth: The Landscape of the Americas in 1492," *Annals of the Association of American Geographers* 82(3): 369-385.

Fagan, Brian. 1999. "Guano Happens," pp. 23-38 in *Floods, Famines and Emperors: El Nino and the Fate of Civilizations*. New York. Basic Books.

Guerron-Montero, C. 2006 Tourism and Afro-Antillean Identity in Panama. *Journal of Tourism and Cultural Change* 4(2): 65-84.

Honey, Martha. 2003. "Giving a Grade to Costa Rica's Green Tourism," *NACLA Report on the Americas* 36(6): 39-47.

Josling, T.E. and T.G. Taylor. 2003. *Banana Wars: The Anatomy of a Trade Dispute*. CABI Publishing. Ebrary Access on-line through CRUZCAT or MELVYL.

Labrousse, Alain. 1990. "Dependence on Drugs: Unemployment, Migration and an Alternative Path to Development in Bolivia," *International Labour Review* 129 (3): 333-348.

Lazare, Daniel. 1997. "Drugs and Money," *NACLA Report on the Americas* 30(6): 37-43.

[Lost Crops]. Report of an ad hoc panel of the Advisory Committee on Technology Innovation, Board on Science and Technology for International Development, National Research Council. 1989. Lost crops of the Incas: little-known plants of the Andes with promise for worldwide cultivation. Ebrary Access on-line through CRUZCAT or MELVYL.

Maldonado, Victoria. 1999. "Surviving Mitch," *NACLA Report on the Americas* 33(2): 11-43.

Mann, Charles. 2002. *1491. The Atlantic Monthly*. March 2002.

Moberg, Mark. 2005. "Fair Trade and Eastern Caribbean Banana Farmers: Rhetoric and Reality in the Anti-Globalization Movement," *Human Organization* 64(1): 4-15.

NACLA Drug Report. 2002. Various Articles. Sept-Oct 2002.

Painter, J. (2007). *Deglaciation in the Andean Region*. UNDP, Human Development Report 2007/2008.

Reid, C.. (1980). *Memorias de un Criollo Bocatoreño: Light in dark places*. Asociación Panameña de Antropología, Panama.

Ross, M. 2001. *Extractive Sectors and the Poor*. Oxfam America.

Shifter, Michael. 2007. "Latin America's Drug Problem," *Current History*, February: 58-63.

Stewart, Sarah. 1996. "The Price of a Perfect Flower: Environmental Destruction and Health Hazards in the Colombian Flower Industry" pp. 132-139, in H. Collinson, ed., *Green Guerrillas: Environmental Conflicts and Initiatives in Latin America and the Caribbean* (Selected Chapters).

Thrupp, Lori. 1995. *Bittersweet Harvests for Global Supermarkets: Challenges in Latin America's Agricultural Export Boom*. World Resources Institute. (Selected Chapters).

Wallace-Wells, Ben. 2007. "How America Lost the War on Drugs" *Rolling Stone*, November 27, 2007.

Young, Emily. 2003. "Balancing Conservation with Development in Marine-Dependent Communities: Is Ecotourism an Empty Promise?" In K. Zimmerer and T. Bassett (eds.) *Political Ecology: An Integrative Approach to Geography and Environment-Development Studies*. New York: Guilford Press.

Class requirements

1. *Class attendance, participation and completion of the readings*

I expect you to attend all classes, unless for reasons of ill health of *force majeure*. I also expect you to participate in class discussions to the best of your ability and often when I ask you questions.

Likewise I expect you to have completed the readings for a given class prior to its meeting time. I will call on you at times to comment on the readings. **PLEASE BE CERTAIN TO CONTACT ME BEFORE YOU MISS ANY CLASS PERIOD/ASSIGNMENT/ETC.**

2. *One mid-term examination*

There will be one mid-term examination. The exam will assess your knowledge of material covered in the first section of the class.

3. *Critical Reaction Papers*

Three critical reaction papers are required in the course. These papers are related to readings assigned in addition to the textbook. These papers will ask you to critically evaluate each of the readings.

They will be due on the first day of our thematic discussion. All papers should be typed and double spaced. Paper guidelines will be distributed once the course is underway.

4. *Final Exam*

The final requirement for the course is a final exam. The exam will assess your knowledge of material covered in the second half of the class.

Grading

Your final grade will be made up as follows:

Attendance and Participation	15%
Mid term examination	25%
Summary Papers	30%
Final Exam	30%

Course Policies:

I encourage independent thought and student participation to the fullest of my ability. However, you should be aware of a few brief conditions and qualifications that I would like you to observe. I encourage you to be curious, participate in a mature manner and treat your colleagues with the highest degree of respect and professionalism. We, in turn, will treat you and the opinions/beliefs you may hold in an equal manner. Please raise your hand if you have a question/comment. We will moderate all discussions and grade in a fair and equal manner.

Students who need special accommodations are required to contact me the first week of the course and we will work with the Disability Resource Center (<http://www2.ucsc.edu/drc>) to make arrangements. Any other special accommodations/questions/situations should be directed to me the first week of course.

Academic Integrity:

The University has established codes concerning proper academic conduct and the consequences resulting from improper behavior. Please be aware of these policies. The most important of which are academic misconduct (outside of classroom conduct-see above). Please be aware of these codes, which can be found at the following web locations.

Official University Policy on Academic Integrity for Undergraduate Students

http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/

Class Schedule

***All topics/dates/assignments are subject to revision/change based on instructor decisions and any other *force majeure* that may take place during the semester.

Week	Theme	Readings/Assignments
1 January 7-11	Introduction to class	Chapter 1, Gwynne and Kay
	What and where is Latin America?	Movie-Gringo in Mañanaland
2 January 14-18	Environments of Latin America	Chapter 2, Blouet and Blouet (WEBCT)
	Environmental Change I: Natural Hazards in Latin America-El Nino	Fagan, 1999 (WEBCT) Maldonado, 1999 (WEBCT)
3 January 21-25	Monday, January 21-Holiday MLK	
	Environmental Change II: Glacier Recession in the Andes	Painter, 2007 (WEBCT)
4 January 28-31	The Pristine Myth?	
	<i>Critical Reaction Paper 1 Due (Monday)</i>	<i>Mann, 2002 (WEBCT)</i>
	The Conquest and its Heritage	Chapter 3, Blouet and Blouet (WEBCT); Recommended: Denevan, 1992 (WEBCT)
5 February 4-8	<u>Midterm Exam (Monday, February 4)</u>	
	Environment and Development: Models Of Economic Change	
	Part I: Modernization and Dependency Part II: Neoliberalization and Globalization	Chapters 1-5 Gwynne and Kay Review, Chapter 4, Blouet and Blouet (WEBCT)
6 February 11-15	Environment and Development: Environmental Challenges	Chapter 6, Gwynne and Kay
	Mining: The New El Dorados of Latin America	Bury, 2005 (WEBCT)
	Movies and Debates: <i>Choropampa: The Price of Gold</i> vs <i>Mine your own Business</i>	Ross, 2001 (WEBCT) Davis and Tilton, 2002 (WEBCT)
7 February 18-22	Monday, February 18-Holiday MLK	
	Sustainable Development: From Free to Fair Trade?	
	<i>Critical Reaction Paper 2 Due (Wed)</i>	<i>Taking Sides 07, FTAA (WEBCT)</i>
8 February 25-28	Alternative Trade and Development	

	Part 1: Coffee, Nontraditional Fruits and Flowers	Bee, 2000 (WEBCT) Bryant and Goodman, 2004 (WEBCT) Thrupp, 1995. (WEBCT) Stewart, 1996 (WEBCT)
	Part 2: Bananas and Lost Crops	Moberg, 2005 (WEBCT) Review: Banana Wars-Josling and Taylor, Chapters 5-7 (Access On Line) Review: Lost Crops of the Incas (Access on-line)
9 March 3-7	Part 3: Ecotourism: An Empty Promise?	Honey, 2003 (WEBCT) and TBA
	<i>Critical Reaction Paper 3 Due (Monday)</i>	Young, 2004 (WEBCT)
	Case Study: Ecotourism in Panama	Guerron-Montero, 2006 (WEBCT) Reid, 1980 (WEBCT)and TBA
10 March 10-14	Part 4: The Cocaine Connection	<u>Absolutely Required:</u> <u>Wallace-Wells, 2007 (WBCT)</u> Shifter, 2007 (WEBCT) Lazare, 1997 (WEBCT) Review: NACLA Drug Report 2002 (WEBCT) Recommended: Labrousse, 1990 (WEBCT)
	Revolutions, Land Reform and Counter-Movements: Reactions to Environment and Development; Where to Next?	Chapter 9, Gwynne and Kay Chapter 10, Gwynne and Kay Chapter 12, Gwynne and Kay Chapter 13, Gwynne and Kay
11 March 17	Revolutions and Change: A New Left In Latin America?	Movie: The Revolution Will Not Be Televised
	Course Wrap-up	
	<u>Final Exam: Thursday, March 20 4-7 PM</u>	