

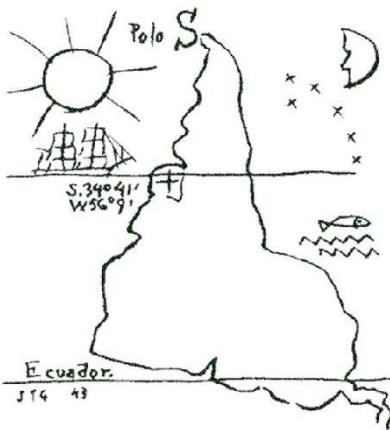
450:336 GEOGRAPHIES OF LATIN AMERICA

Spring 2020

Mon/Wed 3:20PM-4:40PM

Lucy Stone Hall B112, Livingston Campus

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Office Hours: Thursday, 2:30-4:30. Book online:
<https://marston-office-hours.youcanbook.me>
Course website: <https://rutgers.instructure.com/courses/38519>
<https://app.tophat.com/e/572798>



“Inverted America,” by Uruguayan artist Joaquín Torres-García

COURSE DESCRIPTION

From both a physical and human geographical perspective, Latin America is one of the most dynamic regions on earth. This is truer than ever in the contemporary moment, when Amazonian forest fires, right-wing coups, glacier melts, and violent protests vie for attention in international news outlets. What are the historical and geographical processes behind this dynamism? How do changing patterns of land use, rainfall, and other “natural” processes relate to economic, political, and sociocultural transformations?

This course offers an introduction to Latin American environments and societies from a geographical perspective. We will be considering apparently local events in relation to natural and social processes that traverse regional, national, and international scales. The emphasis in this course will be on the human dimensions of change, but we will also trace interactions between political processes (such as border making and free trade agreements) with biophysical processes (such as watershed and erosion dynamics). As we will see, many of these processes have been fundamentally violent: colonial dispossession, ongoing resource extraction, and racist forms of exploitation and/or exclusion have all constituted Latin America as it exists today. On the other hand, Latin Americans

have innovated and collaborated to build some of the most radically *inclusive* communities in the world. Understanding these patterns of violence and solidarity will be a key emphasis of this course.

Overall, our goal is to develop a comprehensive understanding of human-environment relations in Latin America over time (historically) and over space (geographically). By the end of the course, you should have a clear sense of how the region was shaped through natural-physical, political economic, and sociocultural processes. You will also develop your critical reading, writing, research, and public speaking skills – skills that will support your success well beyond college.

There is ONE required book for this course, which is available in the bookstore:

- Jackiewicz, E. & Bosco, F.J. (2016) *Placing Latin America: Contemporary Themes in Human Geography*, 3rd Edition. Lanham, MD: Rowan & Littlefield Publishers.

All other readings for the course are either linked in this syllabus or posted on TopHat (see Course Mechanics below).

COURSE REQUIREMENTS

Requirements and Percentage of Grade Associated with Each Requirement

1. Participation	15 percent
2. Reading Quizzes	10 percent
3. Midterm	20 percent
4. Final Exam	20 percent
5. Research Paper Proposal	5 percent
6. Research Paper	20 percent
7. Research Presentation	10 percent

Participation

Participation is based on both attendance and thoughtful contributions to classroom discussion. I will provide many opportunities for you to speak in both small and large group discussions.

Students should attend all classes. Please use the TopHat attendance system to check in at the beginning of class. If you expect to miss one or two classes, please use the University absence-reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. I will automatically receive an email from this system.

Reading Quizzes

In addition to thoughtfully reading everything assigned, you will be expected to take short quizzes about the readings. There will be ten quizzes in total, assigned randomly over the course of the semester at the beginning of lecture. Each quiz is worth 1% of your course grade.

Exams

There will be one midterm and a final exam, both of which will be based on: 1) material discussed in class, and 2) required readings. *Make-up exams will not be given except in the event of religious observance, documented illness, documented family emergency, or documented Rutgers team event.*

Research Assignment

The research assignment has three parts: a proposal, a presentation, and a paper. To begin, you will identify a contemporary conflict/issue/challenge in a specific Latin American country that you would like to research. The issue you choose should be related to at least one or more of the geographically-informed themes we will cover in class, such as resource extraction, popular protest and revolution, economic production, Indigenous territorial claims, urbanization, migration, etc. You will conduct independent research about this topic, drawing on primarily academic resources (journal articles and books).

Proposal – March 23

Early on in the semester, you will write a short proposal (one page single-spaced) that 1) explains your chosen issue, 2) sketches preliminary answers to the questions below, and 3) states in 1-2 sentences what you will argue are the root causes of the issue (i.e. your thesis statement). Your thesis statement should relate in some way to the geographical and historical dimensions of the problem. The proposal should be uploaded to Canvas by 9AM on March 23. Please also print a copy to bring to class.

The questions are:

- How has geography (either physical or produced, e.g. urban space or infrastructure) shaped the issue?
- How have regional and national histories shaped the issue (paying particular attention to histories of colonialism, economic exchange, and social inequality)?

Presentation – April 20 & 22

The last week of class is dedicated to student presentations. I will assign your presentation date (either April 20 or April 22) randomly the week beforehand. Given time constraints, presentations will have to be limited to 5 minutes, so you will not have time for slides. Instead, practice speaking telling the story of your case succinctly, without any notes. You will be graded on content and presentation.

Paper – April 24

The most important part of the research assignment is the paper, which should be approximately 8 pages long double-spaced, not including references. You must have at least six references, at least four of which must be academic sources (books or journal articles). In the paper, you should clearly state an argument about the causes of the issue you have researched, incorporate concepts discussed in class, and support your argument with facts from your research. This paper should be uploaded to Canvas by 9AM on Friday, April 24th.

Grading

Below is the standard undergraduate grade scale. Note that I will give grades as percentages, but they will appear as letter grades in your final report. All grades will be posted on TopHat.

<u>Letter</u>	<u>Percentage</u>	<u>Grade Point</u>
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D	60-69	1.0
F	Below 60	0.0

Key Dates

- **Wednesday, March 4:** Midterm Exam
- **Monday, March 23:** Research proposals due by 9AM
- **Monday April 20 & Wednesday April 22:** Student research presentations
- **Friday, April 24:** Research papers due by 9AM
- **Wednesday, April 29:** Final Exam (in class)

CLASSROOM POLICIES, MECHANICS, AND SUPPORT

Communication: If you have a quick question that I can answer in 1-2 sentences, please email me at andrea.marston@rutgers.edu. I will do my best to respond within 24 hours, except on weekends. If you have any other questions or concerns, I encourage you to sign up for my office hours, which are on Thursdays between 2pm and 4pm. Please book online: <https://marston-office-hours.youcanbook.me>. If your schedule does not permit you to meet during office hours, email me to schedule another meeting time.

TopHat: We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Top Hat costs \$20 per semester, regardless of how many classes you are taking at Rutgers. This is a required expense for the course.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/572798>.

Note: our Course Join Code is 572798.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Safe Space: I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the classroom. Disruptive behavior, offensive comments, and personal attacks will not be tolerated.

Academic Honesty: This course has a zero-tolerance policy for cheating, plagiarism, and other forms of academic dishonesty. Any evidence of academic dishonesty will be grounds for failing the assignment and, under certain conditions, the course. I will discuss appropriate citation practices in class before you submit your research project. **However, if you have any questions about how or what you should cite, please do not hesitate to ask.** You can also visit Rutgers Academic Integrity cite for more information and citation guides: <http://academicintegrity.rutgers.edu/resources-for-students/>

Generally, please follow these rules:

1. If the ideas are not yours, CITE them.
2. If the words are not yours, QUOTE and CITE them.
3. When in doubt, QUOTE and CITE.

Writing Support: Please check out the following resources for academic support:

Rutgers Learning Center: <https://rlc.rutgers.edu/>

Rutgers Writing Centers: <https://wp.rutgers.edu/writingcenters/writingcenters>

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS):

University is stressful, particularly when you are juggling many courses, jobs, and other responsibilities. CAPS can help support your academic success. <http://health.rutgers.edu/medical-counseling-services/counseling/>

Special Accommodations: If you have any special circumstances that may affect with your work in this course, please come see me as soon as possible. If something unforeseen happens during the semester, let me know right away. I can be much more helpful if you talk to me well in advance of assignment deadlines.

COURSE AGENDA

PART 1: HISTORICAL & GEOGRAPHICAL GROUNDWORK

Week 1: Introduction to course

- Wed, Jan 22: Welcome

Week 2: Latin America Today

- Mon, Jan 27: What's going on in Latin America?

- *Placing Latin America*, pp. 1-4
- Phillips, T. (2019) “An explosion of protest, a howl of rage – but not a Latin American spring.” *The Guardian*, 24 Oct 2019. Online: <https://www.theguardian.com/world/2019/oct/24/latin-american-spring-protests-chile-ecuador-bolivia-haiti>
- Research one Latin American country’s basic facts & current events for sharing
- Wed, Jan 29: What is Latin American geography?
 - Massey, D. (1994). “Global sense of place.” Chapter 6 in *Space, place, and gender* (pp. 146-156). Minneapolis: University of Minnesota Press.
 - Boelhower, W. (1988). Inventing America: The Culture of the Map. *Revue française d'études américaines*, 36(1), 211-224.
 - Adorno, R. (2011). Andean Empire. In *Mapping Latin America*, edited by Dym, J., & Offen, K. Chicago: Chicago University Press. pp. 74-78.

Week 3: Making of a Region

- Mon, Feb 3: Physical Geography
 - *Placing Latin America*, pp. 9-24
 - Lave, R. et al. (2014). Intervention: Critical Physical Geography. *The Canadian Geographer/Le Géographe canadien* 58(1): 1-10.
- Wed, Feb 5: Colonialism and Power
 - *Placing Latin America*, pp. 25-38
 - Hall, S. (1992). The West and the Rest: Discourse and power (pp. 184-227)

Week 4: Colonialism & Nature

- Mon, Feb 10: Resources of Empire
 - Galeano, E. (1971) *Open Veins of Latin America: Five Centuries of Pillage*. New York: Monthly Review Press. Chapter 1: Lust for Silver, Lust for Gold (pp. 11-50)
- Wed, Feb 12: Science and Empire
 - Pratt, M. L. (2007). *Imperial eyes: Travel writing and transculturation*. New York: Routledge. Introduction and Chapter 1 (pp. 1-36).

Week 5: Nation & Race

- Mon, Feb 17: Creole Nationalism
 - Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso books. Introduction & Chapter 4 (pp. 1-8, 49-59).
 - Pratt, M. L. (2007). *Imperial eyes: Travel writing and transculturation*. New York: Routledge. Chapter 8 (pp. 172-197)
- Wed, Feb 19: Race, Ethnicity, Indigeneity
 - La Cadena, M. D. (2001). Reconstructing race: Racism, culture and mestizaje in Latin America. *NACLA Report on the Americas*, 34(6), 16-23.
 - Wade, P. (2008). Race in Latin America. *A companion to Latin American Anthropology*, 177-192.

Week 6: Political Economy

- Mon, Feb 24: Liberalism to Dependency Theory
 - *Placing Latin America*, pp. 39-51

- Frank, Andre Gunder. "The development of underdevelopment." *Monthly Review* 41, no. 2 (1989): 37-52.
- Grosfoguel, R. (2000). Developmentalism, modernity, and dependency theory in Latin America. *Nepantla: Views from South*, 1(2), 347-374.
- Wed, Feb 26: Debt Crisis and Neoliberalism
 - *Placing Latin America*, pp. 77-94
 - Taylor, L. (1997). "The Revival of the Liberal Creed: The IMF and the World Bank in a Globalized Economy." *World Development* 25(2):145-152.
 - Perreault, T., & Martin, P. (2005). Geographies of neoliberalism in Latin America. *Environment and Planning A: Economy and Space*. 37 (191-201).

Week 7: Urbanization

- Mon, Mar 2 – Cities & Review
 - *Placing Latin America*, pp. 53-76
- **Wed, Mar 4: MIDTERM EXAM**

PART 2: CONTEMPORARY THEMES

Week 8: Contested Geographies

- Mon, Mar 9: Coca and Cartels
 - *Placing Latin America*, pp. 133-146
 - McSweeney, K., Wrathall, D. J., Nielsen, E. A., & Pearson, Z. (2018). Grounding traffic: The cocaine commodity chain and land grabbing in eastern Honduras. *Geoforum*, 95, 122-132.
 - Grisaffi, T., Farthing, L., & Ledebur, K. (2017). Integrated development with coca in the Plurinational State of Bolivia: shifting the focus from eradication to poverty alleviation. *Alternative development: practices and reflections*, 61, 131.
- Wed, Mar 11: Borders and Transnationalism
 - *Placing Latin America*, pp. 205-250 (3 chapters – choose any 2)
 - Berg, U. D. (2010). El Quinto Suyu: Contemporary nation building and the political economy of emigration in Peru. *Latin American Perspectives*, 37(5), 121-137.

SPRING RECESS: NO CLASSES MEETINGS MARCH 16 OR 18

Week 9: Social Movements

- Mon, Mar 23: NGOs & Scales
 - *Placing Latin America*, pp. 147-174 (2 chapters)
 - **RESEARCH PROJECT PROPOSAL DUE. Upload to Canvas & bring copy to class.**
- Wed, Mar 25: Social Movements in Action
 - *Placing Latin America*, pp. 175-188
 - Zibechi, R. (2012). *Territories in Resistance: A Cartography of Latin American Social Movements*. Oakland: AK Press, pp. 91-158

Week 10: Post-Neoliberalism?

- Mon, Mar 30: The "New Left"

- Grugel, J., & Riggirozzi, P. (2012). Post-neoliberalism in Latin America: Rebuilding and reclaiming the State after Crisis. *Development and change*, 43(1), 1-21.
- Sader, E. (2009). Postneoliberalism in Latin America. *Development Dialogue*, 51(1), 171-179.
- Wed, Apr 1: Commodity Boom & Neo-Extractivism
 - *Placing Latin America*, pp. 113-132
 - Bebbington, A. (2009). Latin America: Contesting extraction, producing geographies. *Singapore Journal of Tropical Geography*, 30(1), 7-12.
 - Gudynas, E. (2010). The new extractivism of the 21st century: Ten urgent theses about extractivism in relation to current South American progressivism. *Americas Program Report*, 21, 1-14.

Week 11: Research Week

- Mon, Apr 6: Introduction to library resources
- Wed, Apr 8: No class, independent research

Week 12: Old Conflicts and the New Right

- Mon, Apr 13: Extraction & Indigenous Territories
 - Anthias, P. (2018). Indigenous peoples and the new extraction: from territorial rights to hydrocarbon citizenship in the Bolivian Chaco. *Latin American Perspectives*, 45(5), 136-153.
 - Arsel, M., Hogenboom, B., & Pellegrini, L. (2016). The extractive imperative and the boom in environmental conflicts at the end of the progressive cycle in Latin America. *The Extractive Industries and Society*, 3(4), 877-879.
- Wed, Apr 15: Repression and Hope
 - Anderson, J.L. (2019). "Jair Bolsonaro's Southern Strategy" *The New Yorker*. March 25, 2019. Online: <https://www.newyorker.com/magazine/2019/04/01/jair-bolsonaros-southern-strategy>.
 - Fabricant, N. (2019). "The Roots of the Right-Wing Coup in Bolivia." *Dissent*. Online: https://www.dissentmagazine.org/online_articles/roots-coup-bolivia-morales-anez-camacho.
 - Rivera Cusicanqui, S. (2019). "Bolivia's Lesson in Triumphalism." *Toward Freedom*. Online: <https://towardfreedom.org/blog-blog/silvia-rivera-cusicanqui-bolivias-lesson-in-triumphalism/>

Week 13: Presentation Week

- Mon, Apr 20 - Research Presentations I
- Wed, Apr 22 – Research Presentations II
- **Fri, Apr 24 - RESEARCH ASSIGNMENTS DUE BY 9AM**

Week 14: Review & Exam

- Mon, Apr 27 - Review
- **Wed, April 29 – FINAL EXAM IN CLASS**