

**Natural Resources, Natural Resistance:
Environmental Social Movements in Latin America
LAS 4953(3018)/ANT 4930(05C7)**

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Class: Mondays 9:35AM – 12:35PM (P3-5)

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Course Overview:

Much of Latin American social, political and economic history is related to the use and control of natural resources. Since the 1500s, the struggle over control of resources in Latin America has been an issue of great importance not only for citizens of Latin America, but also for those from overseas seeking to reap the benefits of these resources. During the past two decades, developments in the region and globalization of the world economy have introduced greater competition for limited natural resources. Whether it be the oil-rich fields of the western Amazon, the fertile agricultural land and rushing rivers of Central America, the gold and silver that lays beneath the towering Andes of South America, or the coveted timber resources of Chile and Brazil, contestation over how these resources should be managed is an integral part of the politics, economics and social fabric of these places. From Mexico to Chile, the valuable natural resources in Latin America are seen as both a blessing and a curse, depending on your perspective. This incongruence has led to social mobilizations that range from local to international, peaceful to deadly. This course examines the interests, values and responses of a range of actors (such as governments, international development planners, indigenous representatives, activists, and academics) who have vested interests in the future use and management of natural resources in Latin America.

The goal of the course is to provide students with a working knowledge of current issues in the study of social movements associated with development and changing management of natural resources in Latin America. To achieve this goal, we will examine a variety of natural resources from South America, Mexico, Central America, and the Caribbean and investigate how these resources are being managed or developed, who is managing them, and what social responses and movements have responded to these development initiatives. Due to the nature of these issues, this course will take a highly interdisciplinary approach, drawing on historical, economic, political, ecological and anthropological perspectives. The course will introduce students to a political ecology framework, allowing the exploration of relationships involved in natural resource governance at the local, national, Latin American and global levels.

Course Objectives:

At the conclusion of this course, students will:

- Understand the historical context of natural resource management in Latin America and apply this lens to contextualize the use and contestation accompanying present-day management decisions. Were the long-term effects of historical resource management activities positive, or did they engender conflict? Do present-day practices mimic historical practices, and if so, why do they continue? If not, why not?
- Identify the stakeholders involved in natural resource management issues as well as groups missing from the dialogue using a political ecology framework. Are women's and men's interests represented equally? Are indigenous populations included in the conversation?
- Elucidate the complexity of a multifaceted issue, then choose a perspective and present a convincing argument in support of this perspective in written and verbal forms

- Critically examine recent and current movements in Latin America related to natural resource management using an interdisciplinary approach. Who is leading the movement and what are their reasons for mobilization? What are the impacts of the movement on how these resources are being used? What positive lessons can be learned from these movements? What tactics or aspects of the movement inhibited their success? What have been (or could be) some long-term effects of these movements in the region?
- Create and present a conference-style research poster on a topic related to course content

Course Policies and Expectations:

This class will be held in a modified seminar style that requires active participation on your behalf. Since we are covering topics that are not black and white, the only real way to understand these problems on a deeper level is to dialogue about them as much as possible. This begins by attending class regularly, asking thought-provoking questions, and coming to class prepared. Both physical and mental attendance is expected and necessary to get the most out of this class.

As you will see from this syllabus, the readings are very important to this class, however the debates, videos and classroom dialogue are equally important. Absences will be excused if accompanied by appropriate paperwork, and preferably with advanced notice if possible. Tardiness is extremely distracting in seminar classes. If you must arrive late or leave early, please alert the instructor beforehand and do so very quietly. If you are late on a day you are scheduled to debate, your tardiness will be reflected in your debate grade. Assignments are to be turned in at the beginning of class on the day they are due, with the exception of the debate position paper. One point will be deducted per day that an assignment is late.

The instructor is very open to discussing course content and assignments with you at any time. His goal is to ensure that you have every opportunity to learn the material and think in new and creative ways about course content. Open office hours are a great opportunity to do this; if you cannot make it during those hours, please email with your questions or to make an appointment.

Course Content:

This course will be made up of the following three main units:

- **Unit One** is an introduction to the two foundational concepts for this course—the environmental context and social movements of Latin America.
- **Unit Two** is an introduction to one of the analytical frameworks that can be used to dissect environmental conflict—political ecology.
- **Unit Three** consists of case studies from across the region. We will analyze these case studies to uncover the various aspects of environmental, social and political problems that have resulted in social and political mobilizations in Latin America.

Following is an overview of each week's themes, instructional input and class activities.

UNIT ONE: Environmental Context and Social Movements in Latin America (Weeks 1-5)

Week 1: Introduction to the Course

8/22/11	<i>Lecture:</i>	Overview of the course
	<i>Activities:</i>	Student and instructor introductions; Life-cycle resource analysis: Links to Latin America

Week 2: Environmental Geography of Natural Resources

8/29/11 *Lecture:* A *brief* environmental history of Latin America
Activity: Mapping Resources, Politics, & Instability

Week 3: NO CLASSES – LABOR DAY

9/5/11

Week 4: Political History of Resource Use and Development

9/12/11 *Lecture:* Two ways forward: Agenda 21 and Corporate Social Responsibility (CSR)
Activities: Critical discussion—*Open Veins* and the current agendas;
 “Seeing like a CEO” – Create a CSR activity for your company and explain why it
 is beneficial

Week 5: Social Movements in Latin America

9/19/11 *Lecture:* Forms of social mobilization & antecedents to environmental movements
Activity: Fishbowl Discussion: What do we know about social movements in Latin
 America and how do you define “success”?

UNIT TWO: Analytical Framework—Political Ecology (Weeks 6-7)

Week 6: What is Political Ecology?

9/26/11 *Lecture:* Introducing Political Ecology
Activities: Short video on political ecology of Paynes Prairie controversy;
 Discussion—How do people make nature social, political and cultural?

Week 7: Examples of Political Ecology Analysis

10/3/11 *Lecture:* Is Political Ecology too Political? What PE can and can’t do for us
Activities: Discussion—Readings and review of Political Ecology framework;
 Small Group Activity—Practicing Political Ecology with *Avatar*

UNIT THREE: Case Studies of Social Movements (Weeks 8-16)

Week 8: Introduction to Case Studies; Urban Pollution & Contamination

10/10/11 *Lecture:* Why case studies work and how to analyze them;
Activities: Small Group Activity—Practicing Case Analysis;
 Discussion—Rising up in the city: Social movements in response to urban
 pollution & contamination

Week 9: Agricultural Revolutions

10/17/11 *Lecture:* Hungry for Change: Policy and for agricultural revolutions in Latin America
Activity: Think, Pair, Share Activity—Using a political ecology framework, learn how our
 actions and appetites (in)advertently support different agricultural movements

Week 10: Forest Resources

10/24/11 *Lecture:* Successful, but Sustainable? Finicky social movements & changing priorities
Activities: Movie—*The Killing of Chico Mendes (55 min)*;
Discussion—Knowing what we know now, did Chico Mendes die in vain?

Week 11: Hydroelectric Energy

10/31/11 *Lecture:* Power planning and the human rights argument
Activity: Debate #1 and Follow-up discussion;
Discussion—Should and how do human rights factor into decisions about hydroelectric power development?

Week 12: Water

11/7/11 *Lecture:* Bolivian water management now: Long-term effects of the ‘Water Wars’
Activities: Debate #2 and Follow-up discussion;
Discussion—What do *FLOW* and *Leasing the Rain* tell us about human values of water and how water differs from other resources?

Week 13: Mining & Mineral Exploration

11/14/11 *Lecture:* Small- vs. large-scale mining: High stakes tug-of-war on a global scale
Activities: Debate #3 and Follow-up discussion;
Small Group Activity—Political ecology analysis of mineral extraction: Who wins, who loses, and do the ends justify the means?

Week 14: National Parks & Nature-based Tourism

11/21/11 *Lecture:* Protesting parks and conservation-based displacement
Activity: Role Play Activity—Global Environmental Fund and the Nicaraguan Biosphere Reserves

Week 15: Oil & Hydrocarbons

11/28/11 *Lecture:* State vs. Private Extraction: Does one make the masses happier than the other?
Activities: Debate #4 and Follow-up discussion;
Movie and Discussion—*Flames in the Forest (44 min)*

Week 16: Poster Presentations and Course Wrap-Up

12/5/11 *Activities:* Poster presentation event;
Final reflections, discussion and wrap-up

Course Readings and Assignments:

You are required to purchase one book for this course. The rest of the readings will be compiled by the instructor and available on E-Learning at the beginning of the semester.

Galeano, Eduardo. 1973. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press. pp. 313

The following table includes all course readings and assignments. Note that all assignments (readings, written assignments, multimedia viewings) must be completed in advance of the class session indicated.

Week	Theme	Readings	Assignment Due
UNIT ONE: Environmental Context and Social Movements of Latin America			
1	Course Intro		
2 8/29	Environmental Geography of Natural Resources	Galeano, E. <i>Open Veins of Latin America</i> , (Part 1)	
4 9/12	Political History of Resource Use and Development	Galeano, E. <i>Open Veins of Latin America</i> , (Parts 2 & 3)	
5 9/19	Social Movements in Latin America	Escobar, A., D. Rocheleau, and S. Kothari. 2002. Environmental Social Movements and the Politics of Place. <i>Development</i> 45(1): 28-36. Kaimowitz, D. 1997. 'Social Pressure for environmental reform in Latin America Pgs 20-32 in Collinson, H. <i>Green Guerrillas: Environmental conflicts and initiatives in Latin America and the Caribbean</i> . Buffalo, NY: Black Rose Books. Petras, J. and H. Veltmeyer. 2001. 'Are Latin American peasant movements still a force for change? Some new paradigms revisited.' <i>Journal of Peasant Studies</i> 28(2):83-118.	
UNIT TWO: Analytical Framework – Political Ecology			
6 9/26	What is Political Ecology?	Paulson, S., L. L. Gezon, and M. Watts. 2003. 'Locating the political in political ecology: An introduction.' <i>Human Organization</i> 62(3): 205-217. Robbins, P. 2004. 'Environmental identity and social movements' Chapter 5 in <i>Political Ecology: a critical introduction</i> . Malden, MA, Blackwell Pub.	Paper topic, 1-page description & bibliography

7 10/3	Examples of Political Ecology Analysis	<p>Faber, D. 2009. 'A Revolution in Environmental Justice and Sustainable Development: The Political Ecology of Nicaragua' Pgs. 39-70 in J. Byrne, L. Glover & C. Martinez. <i>Environmental Justice: Discourses in International Political Economy</i>. New Jersey: Rutgers University Press.</p> <p>Zimmerer, K.S. 2000. 'Rescaling Irrigation in Latin America: the cultural images and political ecology of water resources.' <i>Cultural Geographies</i> 7(2):150-175.</p>	Movie: <i>Avatar</i>
UNIT THREE: Case Studies of Social Movements			
8 10/10	Introduction to Case Studies; Urban Pollution & Contamination	<p>de Mello Lemos, M.C. 1998. 'The Politics of Pollution Control in Brazil: State actors and social movements cleaning up Cubatão.' <i>World Development</i> 26(1):75-87.</p> <p>Guevara, A. 'Pesticide, Performance, Protest: Theatricality of flesh in Nicaragua' On-line: http://www.yorku.ca/intent/issue1/articles/albertoguevara.php</p>	Take-home Midterm
9 10/17	Agricultural Revolutions	<p>Desmarais, A-A. 2002. 'PEASANTS SPEAK - The Vía Campesina: Consolidating an International Peasant and Farm Movement', <i>Journal of Peasant Studies</i> 29(2): 91-124</p> <p>Grain Report. 2010. 'Haiti's farmers call for a break with neoliberalism.' <i>Seedlings</i> July 2010:21-24.</p> <p>Howard, P.N. and T.F. Homer-Dixon. 1996. 'Environmental Scarcity and Violent Conflict: The case of Chiapas, Mexico.' <i>Project on Environment, Population, and Security</i> (AAAS Occasional Paper) January 1996:1-37.</p> <p>Zamosc, L. 1994. 'Agrarian Protest and the Indian Movement in the Ecuadorian Highlands.' <i>Latin American Research Review</i> 29(3): 37-68.</p>	
10 10/24	Forest Resources	<p>Brown, K. and S. Rosendo. 2000. 'Environmentalists, Rubber Tappers and Empowerment: The Politics and Economics of Extractive Reserves.' <i>Development and Change</i> 31(1):201-227.</p> <p>Hall, A. 'Did Chico Mendes Die in Vain? Brazilian Rubber Tappers in the 1990s' pgs 93 -102 in <i>Green Guerillas</i>.</p> <p>Keck, M.E. 1995. 'Social Equity and Environmental Politics in Brazil: Lessons from the rubber tappers of Acre.' <i>Comparative Politics</i> 27(4):409-424.</p>	

11 10/31	Hydroelectric Energy	<p>Aylwin, J. 2002. 'The Ralco Dam and the Pehuenche People In Chile: Lessons from an ethno-environmental conflict.' Paper presented at Conference 'Towards Adaptive Conflict Resolution: Lessons From Canada and Chile'. British Columbia, Canada.</p> <p>Bagcigalupo, A.M. 2004. "Shamans' Pragmatic Gendered Negotiations with Mapuche Resistance Movements and Chilean Political Authorities.' <i>Identities</i> 11(4):501-541.</p> <p>Richards, P. 2010. 'Of Indians and Terrorists: How the State and Local Elites Construct the Mapuche in Neoliberal Multicultural Chile.' <i>Journal of Latin American Studies</i> 42:59-90.</p> <p>SUPPLEMENTAL: Fletcher, R. 2001. 'What are we fighting for? Rethinking resistance in a Pewenche community in Chile.' <i>Journal of Peasant Studies</i> 28(3):37-66.</p>	Draft Research Paper Debate #1
12 11/7	Water	<p>Bustamante, R. 2004. 'The water war: resistance against privatization of water in Cochabamba, Bolivia.' <i>REGA</i> 1(1):37-46.</p> <p>Kohl, B. 2002. 'Stabilizing neoliberalism in Bolivia: popular participation and privatization.' <i>Political Geography</i> 21:449-472.</p> <p>Schultz, J. 2002. 'Bolivia's War Over Water' Democracy Center, Cochabamba, Bolivia. Pp 1-24.</p>	Debate #2 Videos: <i>FLOW and Leasing the Rain</i>
13 11/14	Mining & Mineral Exploration	<p>Arellano-Yanguas, J. (forthcoming). 'Aggravating the resource curse: Decentralisation, mining and conflict in Peru'. <i>Journal of Development Studies</i>.</p> <p>Bebbington, A., D. Humphreys Bebbington, J. Bury, J. Lingán, J.P. Muñoz, M. Scurrah. 2008. 'Mining and social movements: struggles over livelihood and rural territorial development in the Andes' <i>World Development</i> 36(12): 2888-2905.</p> <p>Bury J. 2004. 'Livelihoods in transition: Transnational gold mining operations and local change in Cajamarca, Peru.' <i>Geographical Journal</i> 170(1):78-91.</p> <p>Garcia Perez, A. 2008. The Dog in the Manger Syndrome, <i>El Comercio</i>, 28 Oct, 2008 (in Spanish but will be provided in English).</p>	Debate #3

14 11/21	National Parks & Nature-based Tourism	<p>Chicchon, A. 2009. 'Working with Indigenous Peoples to Conserve Nature: Examples from Latin America.' <i>Conservation and Society</i>, 7(1): 15-20.</p> <p>Horton, L.R. 2009. 'Buying Up Nature: Economic and Social Impacts of Costa Rica's Ecotourism Boom.' <i>Latin American Perspectives</i> 36(3): 93-107.</p> <p>Macleod, D. 2004. 'Selling Space: Power & Resource Allocation in a Caribbean Coastal Community' Pgs 31-48 in James G. Carrier (ed). <i>Confronting Environments: Local Understanding in a Globalizing World</i>. Walnut Creek, CA: Altamira Press.</p>	Final Research Paper
15 11/28	Oil & Hydrocarbons	<p>Correa, R. 2007. <i>Cadena Radial</i>, 2 December. On-line: http://redamazon.wordpress.com/2007/12/05/ecuadorian-president-call-ecologists-terrorists</p> <p>Kimerling, J. 1997. 'Oil, Lawlessness and Indigenous struggles in Ecuador's Oriente' Pgs 61-73 in <u>Green Guerrillas</u></p> <p>Morales, E. 2009. 'Morales denuncia estrategias para evitar exploración de hidrocarburos en Bolivia.' <i>Agencia Boliviana de Información</i>, 10 July. (In Spanish but will be provided in English)</p> <p>Rénique, G. 2009. 'Law of the jungle in Peru: Indigenous Amazonian uprising against neoliberalism'. <i>Socialism and Democracy</i> 23(3), 117-135.</p> <p>Spitzer, M. 2010. "'Avatar" in the Amazon'. <i>Public Radio International</i> On-line: http://www.pri.org/arts-entertainment/movies/avatar-in-the-amazon1863.html</p>	Debate #4
16 12/6	Final Discussion and Reflections		Printed Poster

Grading of Assignments:

- 1) Attendance and Active Participation (15%):** As stated earlier, your participation and active engagement in class is imperative in facilitating your learning and the learning of your classmates. Ensure that you have all of readings completed before coming to class. Reading assignments are listed on the dates that you should begin reading them in anticipation of the next week's class. Absences accompanied by supporting paperwork or with prior consent with instructor will be excused. Unexcused absences will result in a reduction of attendance and participation points.
- 2) Question Responses (15% total):** Each week, I will pose a question on Sakai intended to help you reflect upon the coming week's readings and theme. You are responsible for responding to a minimum of 5 weekly questions. You must respond to at least one question in each unit and two others anytime during the semester. While only 5 responses are required, you are strongly encouraged to respond to as

many questions as possible, as this will aid in your reflection and understanding of course material and help you prepare for class discussions. Responses should be posted to **SAKAI** by **end of the day on FRIDAY** before next week's class. All students are encouraged to read and respond to others' postings. Responses should be 300-500 words.

- 3) Take-Home Midterm (15%):** A take-home midterm exam will be distributed at the end of Week 6. Students will have one week to complete this exam and will turn it in at the beginning of class on Week 7. This exam will address the foundational concepts and key ideas addressed in Units 1 and 2, which will be integral to our analysis of case studies in Unit 3.
- 4) Debate and Position Paper (10% each; 20% total):** During Unit 3, students will be expected to participate in at least one debate on a controversial case of natural resource management contestation in Latin America. Debates will take place during the following weeks: Week 10 (Hydroelectric Energy), Week 11 (Water), Week 12 (Mining & Mineral Exploration), and Week 14 (Oil & Hydrocarbons). I will do my best to accommodate your preferences and interests when assigning debate topics. I will provide you with guidelines for the debate format at the beginning of Unit 3.

For each debate, I will outline some of the main stakeholder perspectives and assign groups of two students to present particular perspectives. In advance of your assigned debate, you will independently research the case in question and develop a position paper that supports your assigned perspective. Position papers should double-spaced, 500-750 words in length and turned in after the debate. Specific instructions for position papers will be provided, and sample position papers will be available for reference.

After conducting your own research, you will then come together with your partner to: 1) discuss your position, 2) think critically about what other stakeholders might present, and 3) formulate a plan to present your perspective in debate format. You will act as your stakeholder in the debate (not as yourself). Both partners should participate equally in the debate.

In a debate on logging, for example, one group might represent the government of Chile and make a case for the large economic benefits of logging activities, while another group would represent an opposition movement, such as an indigenous coalition opposing such timber management activities in their territories.

You are encouraged to consult with the instructor as early as possible and throughout the debate planning process.

- 5) Research Paper (20%):** You will complete a research paper that integrates concepts from throughout the course using analytic tools to investigate a specific case of natural resource management contestation in Latin America. Your topic is up to you (with instructor's approval) and can be historical or present-day. Start thinking about this right away; you are required to turn in your idea for a paper topic, along with a 1-page description and bibliography (at least 15 references; MLA format), by Week 5 of the class. You are required to turn in a full draft of your paper by Week 10, which will count 5% of your research paper grade. You will receive comments from the instructor the following week and turn in your final paper at the beginning of class Week 13.

Unlike the debate position papers, in this research paper you are expected to look at the natural resource management conflict from a holistic perspective, applying a political ecology framework and

incorporating all sides of the argument. In your writing, you should address the following topics/questions:

1. The history of use of the resource in the region, and how historical management is related to the conflict at hand;
2. A political ecology overview of the issue. How is this natural resource management and associated conflict influenced by and influencing local, national, Latin American and global contexts?
3. A clear description of all stakeholders involved in the management conflict, and what points of view they represent (is their argument social, political, economic in nature?);
4. What have been social/popular reactions to the management decisions and what have been the accomplishments, struggles and/or failure of the movement?
5. A summary of the outcome (projected or actual) of the struggle, and what that reveals about: a) the direction of natural resource use and b) the effectiveness of certain mobilization strategies and movements in the region.

The majority of the paper should incorporate primary sources and testimonial and resistance literature on Latin America, not just your personal opinion. An exception is #5 above, your assessment of the reasons for success or failure of a social movement to resolve the management conflict.

Papers should be 9-11 pages (double-spaced, 1" margins, Times New Roman font), excluding title page and bibliography. Papers are due at the beginning of class on Week 13. I will read these papers and respond with comments within one week, allowing you to incorporate changes into your final poster due Week 15.

- 6) Final Poster Presentation Event (15%):** Poster presentations are becoming an increasingly popular way to communicate information at both academic and professional conferences. This assignment is designed to simulate poster sessions you will encounter at professional conferences in the future.

As a culminating activity for the course, you will create a printed poster based on your research paper. Your research paper will be reviewed by the instructor and returned to you in advance of the poster deadline. During our final week of class, we will host a poster session to which students and faculty in the Center for Latin American Studies, Master of Latin American Studies students, the Tropical Conservation and Development Student Forum, and affiliated departments will be invited. The idea is to give students the opportunity to not only learn how to make a poster presentation, but to interact with experts and other interested members of the University on their research topics. You may be asked questions by attendees, and you should feel free to ask your own questions of others as well. Who knows, you may even have the chance to speak with someone about your case study who was there!

Instructions on how to create an effective poster will be handed out and explained in detail during class. You are encouraged to solicit input about draft posters from your classmates before the poster session, and as always, the instructor is available to assist with both technical and content-oriented questions. Your grade on this assignment will be based on your physical poster as well as your active participation in the poster session. Outstanding posters may remain on display in the Center for Latin American Studies.

Grading Summary:

Attendance and Active Participation in Class Activities	15%
Question Responses	15%
Take-Home Midterm	15%
Debate Presentation	10%
Debate Position Paper	10%
Case Study Research Paper	20%
Poster Presentation	15%
Total	100%

<i>Grading</i>	A	94% - 100%	B+	87% - 89%	C+	77% - 79%	D+	67% - 69%
<i>Scale:</i>	A-	90% - 93%	B	84% - 86%	C	74% - 76%	D	64% - 66%
			B-	80% - 83%	C-	70% - 73%	D-	60% - 63%

E 59% and below (failure)

****This syllabus is subject to change. The instructor reserves the right to change assignments with consent from the class to create a more dynamic learning environment**

University Policies:

Academic Honesty

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in their academic work. I agree to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

UF Counseling Services

Resources are available on campus for students having personal problems or lacking clear career and academic goals with interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575 (personal and career counseling);
2. Student Mental Health, Student Health Care Center, 392-1171 (personal counseling);
3. Center for Sexual Assault /Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161 ext. 4231 (counseling related to sexual assault and abuse);
4. Career Resource Center, Reitz Union, 392-1601 (career development assistance and counseling).

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.