

## **POLS 362: The Sustainability of Political and Economic Development in Latin America.**

Luther College  
Instructor: Pedro dos Santos

Office: 303 Koren

Class Location and Time: Olin 112, Tues. and Thurs. from 11:00 AM to 12:30 PM

Office Hours: TH, F, S 9:30 to 11:00 AM and by appointment.

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### **Course Description**

This course is a survey of the political and economic development of Latin America. When thinking about politics and economics in the region, this course will focus on the concept of sustainability and how that affects political systems, economies, and the environment in Latin America. The Luther Sustainability website states that **“Sustainability is about examining the world holistically and with a long-term perspective, rather than trying to solve problems independently from each other with quick fixes.”** Keeping this idea in mind the course will discuss what sustainability means, how it relates to the political process, and how it relates to the current and past political and economic issues faced by Latin American countries. In other words, in this course you will gather a sophisticated understanding of some of the most important environmental, economic and political issues of Latin America while paying special attention to how the concept of sustainability, broadly defined, affects these issues.

### **Course Objectives/Learning Outcomes**

By the end of the semester, I expect students to:

- Understand and be able to explain to others what sustainability is and how it affects politics and policy in Latin America.
- Understand the complexity of Latin American political systems and be able to compare their similarities and differences (and compare them to other political systems such as our own).
- Improve your writing and public speaking skills while learning/researching about a specific topic.
- Improve your research skills.

### **Class Expectations**

I expect full participation in all classes. Students are not only expected, but are **required** to read the assigned readings BEFORE class. Student participation is crucial to the development of a healthy class environment and I have high expectations for the discussion environment in this class. I expect all students to be active participants in the class. Classes are like communities—they work better when individual members care about, and are actively engaged in their functioning. This does not necessarily mean that you always have to speak during class discussions (although you should at some point), but it does mean that I expect a commitment to the class that is demonstrated by making the effort to read the assignments and actively listen while in class.

### **Academic Misconduct**

When a student turns in an assignment, paper or exam, s/he is bound to the Luther Honor Code. If I suspect a student of plagiarism, whether it comes from another student or the Internet, I will immediately turn that paper in to Luther's Honor Council. The student will have to defend the paper's integrity to that council. If the Honor Council finds a plagiarism violation, the typical recommendation is to give a 0 on that assignment and a letter grade drop for the entire course. Typically, this results in an overall failing grade for the student. Given the severity of plagiarism, if you have any questions on correct citations, please do not hesitate to contact me.

Disrupting class and/or threatening fellow students are forms of misconduct (academic or non-academic). Depending on the circumstances, cases of misconduct may also be prosecuted at the college-level and could result in a failing grade for the course or suspension for a second occurrence. If you have any questions regarding what constitutes academic misconduct, please talk with me.

### **Services for Students with Disabilities and/or Medical Conditions**

Any student needing classroom or exam accommodations due to the impact of a disability or medical condition must register for services with the Disability Services office in the Student Academic Support Center (SASC). The office will verify the need for accommodations and develop a plan to be distributed to appropriate instructors.

Students who use accommodations should also contact the instructor privately and in a timely manner to discuss the most effective methods to implement the approved accommodations. The SASC office is located in Room 108, Preus Library, and can be reached at (563) 387-1270.

### **Reading List**

- Close, David (2009). *Latin American Politics: An Introduction*. University of Toronto Press. ISBN: 978-1-44260-137-6.
- Montero, Alfred (2014). *Brazil: A Reversal of Fortune*. Polity Press. ISBN: 978-0-7456-6165-0.
- Rogers, Thomas (2010). *The Deepest Wounds: A Labor and Environmental History of Sugar in Northeast Brazil*. University of North Carolina Press. ISBN: 978-0807871676.

All remaining assigned readings are available on Katie. You are expected to download it and read it. I strongly recommend you print a copy\* of each of the readings so you can take notes as you go.

\*I understand the irony of asking you to print paper on a sustainability class. I only recommend printing because these readings will be difficult and I expect you will need to take notes as you read. I understand, however, if you do not want to print out all readings.

## GRADING CRITERIA

<u>Section Essays</u>	40% (4@ 10% each)
<u>Research Paper</u>	20%
<u>Country/Topic Updates</u>	9%
<u>Discussion Leadership</u>	10%
<u>Participation and Assignments</u>	10%
<u>Being Cool</u>	1%

Section Essays: The class is divided into four sections (see schedule). In each section students must prepare a 4-5 pages essay addressing the general issue of sustainability. In your essay, you must discuss how the readings connect and discuss which aspects of sustainability the readings help you understand (political, economic, and/or environmental). Essays must include in-text citation and a works cited section. I will expect thoroughness and thoughtfulness in the answers, and I also will expect each answer to have at least four sources coming from assigned readings (you are welcome to bring outside sources, but you must provide a minimum of four from the class readings).

Research Paper: This is your opportunity to write about something you are really interested in learning more about sustainability (broadly defined) in Latin America. You are expected to write a 15-20 pages (double-spaced) paper about a topic/country of your choosing. I expect you to come talk to me in my office at least once to discuss the paper (I will have appointment times available later in the semester). Papers must have a minimum of 10 academic sources. More details about this assignment will be given later in class.

Country/Topic Updates: During the semester you are expected to provide three updates on the topic you are researching for your final paper. Updates are consisted of a 1-2 page write-up about either a current event related to country/topic or a section of your paper. Either way, at least two citations are expected. You will also talk briefly in class about your research paper, provide an overview of the write up to everyone in class, and share some of the interesting things you found so far. You may also share any issues/struggles you are having with your topic.

Discussion Leadership: Each student is expected to be the discussion leader once during the semester. On the day that you are the discussion leader you are expected to do two things:

- 1) Write a 2-3 page (double-spaced) reaction paper that outlines the assigned readings for the day and at least three well thought out discussion questions for the class (at least one questions for each assigned reading and one “comparative” question—trying to connect other readings for the day or connecting to previous readings).
- 2) You must also come prepared to provide an overview the reading assigned for that day, explain any areas of the reading that you think people may get confused about, and be prepared to answer questions regarding the readings. In other words, I want you to come as prepared as you can to “teach” the class about that reading. The reaction paper is due by 11:00 PM the **DAY BEFORE** you are supposed to be the discussion leader (via KATIE). If you are having difficulties with the readings make sure to come talk to me BEFORE your assignment is due.

\*YOU CAN DO THIS ASSIGNMENT WITH A PARTNER IF YOU WANT

Participation and Assignments: Class participation is essential for the class to work. The class participation grade is subjective, but in general an A (100 %) means a student came prepared to discuss in class and provided good observations or participated in healthy discussions at least twice a week in class. You are more than welcome to ask me as the semester goes on where you are regarding participation grade. We will also have a number of small assignments throughout the semester that will be combined with your participation grade.

**READING SCHEDULE (subject to modifications at instructor’s discretion)**

\* means article is available on KATIE

**SECTION 1**

**Introduction and Brief Political History of Latin America**

September 1

Syllabus and Close Chapter 1

September 6

\*de las Casas, Bartolomé (1552). “A Brief Account of the Destruction of the Indies.”

Close, Chapters 2 and 3

September 8

Close Chapter 4

\*Theobald, Robin (1982). “Patrimornialism.” *World Politics* 34 (4).

September 13

\*Galeano, Eduardo (1973). "King Sugar and Other Agricultural Monarchs," in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*.

### **Sustainability as a Concept**

September 15

\* Goodland, Robert (1995). "The Concept of Environmental Sustainability." *Annual Review of Ecology and Systematics* 26.

\* Hopwood, Bill, Marry Mellor and Geoff O'Brien (2005). "Sustainable Development: Mapping Different Approaches." *Sustainable Development* 13.

September 20

\*Heinberg, Richard (2010). "What is Sustainability?" *The Post Carbon Reader Series: Foundation Concepts*

\*Franko, Patrice (2007). "Rural Development: Sowing Seeds of Equitable, Sustainable Growth in Latin America," in *The Puzzle of Latin American Economic Development*.

### **Political Sustainability in Latin America**

September 22

Close, Chapters 5 and 6

September 27

Close Chapter 7

\* Mainwaring, Scott, Daniel Brinks, and Aníbal Pérez-Liñán (2007). "Classifying Political Regimes in Latin America, 1945-2004." In *Regimes and Democracy in Latin America: Theory and Methods*, edited by Gerardo Munck.

\* **Section Essay # 1 due October 2**

## **SECTION 2**

### **Case Studies in Latin American Politics: Bolivia and Argentina**

September 29

\*Gentleman, Judith (2011). "Bolivia: From Neoliberal Democracy to Multiethnic, Plebiscitarian Politics." In *Latin American Politics and Development*, edited by Howard Wiarda and Harvey Kline.

\*Lucero, José Antonio (2006). "Representing "Real Indians": The Challenges of Indigenous Authenticity and Strategic Constructivism in Ecuador and Bolivia." *Latin American Research Review* 41 (2).

October 4

\*Skidmore, Thomas, Peter Smith and James Green (2010). "Argentina: Progress and Stalemate." In *Modern Latin America*, 7<sup>th</sup> Ed.

\*Chen, Linda (2011). "Argentina in the Twenty-First Century." In *Latin American Politics and Development*, edited by Howard Wiarda and Harvey Kline.

## **Economic Sustainability in Latin America**

October 6

Close, Chapters 8 and 9

October 11

\*John Ward (1997). *Latin America: Development and Conflict Since 1945*. Chapters 1, 2, and 3

October 13

\* Franko, Patrice (2007). "Policies Underpinning Growth: Productivity and Competitiveness in the Global Economy." in *The Puzzle of Latin American Economic Development*.

\* Ban, Cornel (2012). "Brazil's Neo-liberal neo-developmentalism: New paradigm or edited orthodoxy?" *Review of International Political Economy* 20 (2). **Just Skim Through This One.**

\* **Section Essay # 2 due October 23**

### **SECTION 3**

#### **Environmental Sustainability and Environmental Issues: Causes, Consequences, and its Connections to the Political and Economic Systems of Latin America**

October 20

\* Zimmerer, Karl (2004). "Environmental discourses on soil degradation in Bolivia: sustainability and the search for socioenvironmental "middle ground"." In *Liberation Ecologies*, edited by Richard Peet and Michael Watts.

\* Goldemberg, José, Suani Teixeira Coelho, and Patricia Guardabassi (2008). "The Sustainability of ethanol production from sugarcane." *Energy Policy* 36 (6).

October 25

\*Hvalkof, Søren (2006). "Progress of the Victims: Political Ecology in the Peruvian Amazon." In *Reimagining Political Ecology*, edited by Aletta Biersack and James Greenberg.

\*Carruthers, David (2001). "Environmental politics in Chile: legacies of dictatorship and democracy." *Third World Quarterly* 22 (3).

October 27

\* Manuel Navarette, et al. (2009). "Multi-causal and integrated assessment of sustainability: the case of the agriculturalization of the Argentine Pampas." *Environment, Development, and Sustainability* 11 (3).

\* Koens, Jacobus, Carel Dieperink, and Miriam Miranda (2009). "Ecotourism as a development strategy: experiences from Costa Rica." *Environment, Development, and Sustainability* 11 (6).

November 1

\* Finer, Matt, et al. (2008). "Oil and Gas Projects in the Western Amazon: threats to Wilderness, Biodiversity, and Indigenous People." PLOS.

\* Merry, Franl, et al. (2009). "Balancing Conservation and Economic Sustainability: The Future of the Amazon Timber Industry." Environmental Management 44 (3).

\* **Section Essay # 3 due November 6**

## **SECTION 4**

### **Case Study in Sustainability: Brazilian Politics and Sugarcane in the Northeast Region**

November 3

Rogers, Introduction and Chapter 1

November 8

Rogers, Chapters 2 and 3

November 10

Rogers, Chapters 4 and 5

November 15

Rogers, Chapters 6, 7, and Conclusion

November 17

Guest Speaker Ian Carrillo, Reading TBD

November 29

Montero, Chapter 1 and 2

December 1

Montero, Chapter 3 and 4

December 6

Montero, Chapter 5 and 6

December 8

Montero, Chapters 7 and 8

\* **Section Essay # 4 due December 15**