



**THE UNIVERSITY OF BRITISH  
COLUMBIA**  
Course Outline

**Department/Program: Political Science**

**Year:** Winter 2011

**Course Title: POLI 332 (001), Latin American Environmental Politics**

**Course Schedule:** Tuesday, Thursday 3:30-4:50pm

**Location(s):** Buchanan B315

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**Instructor:** Dr. Raul Pacheco-Vega

**UBC Office:** Buchanan C-311

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*(general inquiries and day-to-day communication)*

**Course website address:** <http://blogs.ubc.ca/poli375A>

<http://www.raulpacheco.org>

**Office hours:** Tuesday and Thursday

5:00-6:00pm, or by appointment

[raul.pachecovega@gmail.com](mailto:raul.pachecovega@gmail.com)

*(submission of files)*

**Teaching Assistant:** Mr . Jan Boesten

**Contact:** [jboesten@interchange.ubc.ca](mailto:jboesten@interchange.ubc.ca)

**Office hours:** TBD

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**Course Description:**

While Canada has historically had little interest in Latin America as a whole region, an important portion of Canadian foreign direct investment takes place in Latin American countries. A 2010 report by the North South Institute indicates that “Despite the global financial and economic crisis of 2008, FDI flows to Latin America and the Caribbean reached a record high in 2008. Excluding the financial centres in the Caribbean, the region received US\$ 128,301 billion, surpassing by 13% the record level reached in 2007” (Arellano, 2010, p. 3).

The main sectors to where FDI to Latin America is located are in services and natural resources sectors. Canadian mineral exploration in the Southern hemisphere has increasingly grown in the past two decades (bringing along thus highlighting the rather urgent need to explore the ecological and political dynamics of environmental degradation in Latin America. That is precisely the goal of this course.

This course explores the comparative politics of environmental issues in Latin America. We will examine the challenges and opportunities for robust regional environmental governance in countries encompassed in the region broadly described as Latin America (Mexico, Central and South America). While it is next to impossible to discuss the myriad issues facing this region, this course will provide a broad overview of issues around (amongst other topics) neoliberalism and water privatization in Bolivia, the socio-anthropological structure of urban recycling and waste pickers in Argentina, Mapuche indigenous peoples and forest conservation in Chile, decentralization of protected areas in Brazil, and the dynamics of transnational environmental groups’ mobilization and their influence on Mexican environmental pollution control policy.

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Analytically, the course uses a comparative environmental politics framework that examines how policy changes occur through time. It would help if you have taken already taken POLI 229 (Introduction to Comparative Politics) or POLI 352A (The Comparative Politics of Public Policy) but these are by no means prerequisites. Also, an understanding of the Spanish (and/or Portuguese) language would be beneficial as much of the scholarship in Latin American environmental politics is in these languages (though again, this is not a requisite to take the course).

The course has a number of learning objectives:

- to provide you with a broad survey of the different environmental issues facing Latin America;
- to give you more in depth knowledge of the situation around a specific issue areas (e.g., climate change, water security, toxic chemicals) in Latin American countries;
- to allow you to build analytical models to reflect and understand the interaction between civil society, industry and governments in Latin America (these analytical models are, obviously, generalizable to other geographical regions)
- to provide opportunities for you to practise and improve your written and oral communication, policy analysis and research skills.

Understanding Latin American environmental politics requires familiarity with both abstract concepts and substantive issues. The course is designed to combine these two elements by using case studies to illustrate concepts and generate class discussion. The focus of the course will be the politics and governance of environmental affairs in Latin American countries through asking ourselves “how is this relevant to Canada?” Because of its comparative nature, we will often draw comparisons from examples to and within other industrialized and developing countries.

**Format of the course:** Two 100 minute lectures per week (3:30-4:50pm) on Tuesdays and Thursdays (3 hours per week). Because of the focus on actual thoughtful written analytical response this year, on one of the days (Tuesdays or Thursdays) I will lecture for about half of the class and have classroom discussion for the other half. Given the emphasis of this course on reading and writing, I will assess your participation based on your responses to drafts, responses to comments and on your active demonstration of understanding of the material.

Most students come into my courses afraid of speaking in class. That is one of the skills I hope to build in all of my students, and I strive (and often succeed at) providing a comfortable and safe environment for my students to develop and grow their confidence in sharing their **informed** opinions. I expect that **all students** will participate in class, either in person (*viva voce*) or via discussion forums and on the blog. My courses are work-intensive, and although this term the reading load is not as heavy, the writing will be more intensive (**be forewarned!**). My teaching combines both seminar-style (in-class discussion), in-class exercises and lectures. I aim to usually have a few guest lecturers throughout the semester, and some seminar discussions may be led by the course’s TA.

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## Required Reading:

This course is **Writing Intensive**, which means that it has *a reduced reading load (and a smaller group size)* in hopes to enable for you to improve your writing skills through receiving detailed feedback on multiple submissions. Therefore, I have substantially reduced the number of assigned readings this term. The first couple of weeks will be more reading intensive, but once the paper-writing section starts, the reading load will be much more reduced). In keeping with the environmental spirit of the course, I have made it as paper-less as possible (although I do ask that you print your papers to facilitate writing comments on it). The syllabus contains a listing of required readings (journal articles, for the most part). You are required to have done the reading by the beginning of the first lecture of the week (e.g. by Sunday night). **You are also responsible for downloading your own readings.** I can’t emphasize this enough. If you require any assistance using UBC's Online Journals do let me know and I will put you in touch with a librarian or suggest resources.

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Google Scholar is your best friend, and so is MyVPN – ask me if you need to learn how to access journals from home.

I treat third year university courses as a prelude for graduate coursework and post-graduation work life. I strive to build my students' research, policy analytical and critical thinking skills. Therefore, I insist that you examine the readings with a critical eye. Could the author have explored the topic in more detail? What is missing from the analysis? If you were to do the research shown in the article, what would you have done differently? These are useful questions that you should ask yourself. This is even more important in the case of this course.

**I place a lot of emphasis on feedback from student evaluations from previous years.** I have incorporated the feedback from previous courses into my teaching, even more so this year (2011-2012). In doing so, I have sought ways to facilitate your work. But in response, I expect you to work hard and provide me with your best possible work.

Please note that students are expected to go beyond the assigned readings in preparation for term papers and projects. Each iteration of your term papers should clearly demonstrate that you have undertaken additional research.

**The following book is highly recommended (for your writing). Students should note that if I consider papers not to meet a minimum standard for third year university writing, I will return them unmarked -- with late penalties accruing during the rewrite.**

William Strunk, E.B. White, and Roger Angell, The Elements of Style, 4<sup>th</sup> Ed., Boston: Allyn and Bacon, 2000. This book is now available online at <http://www.bartleby.com/141/>. It's a quick read that will have a big impact on your writing!

## **The Mug-Shot:**

Years after they have graduated, many of my former students ask me to write them letters of reference. It is almost impossible to write said letters of reference if I don't actually know all of you by name. And I can't do that either if I don't have a visual reference. Thus, I will ask you to provide me with a 'mug-shot' card **by the beginning of the third lecture**. You can do it either electronically or in an index card. Your mug shot should include at least clear, recent picture and your name. You can also include the rationale why you're taking the course. **If you e-mail me your "mug-shot", please send it to [raul.pachecovega@gmail.com](mailto:raul.pachecovega@gmail.com) – my UBC email doesn't have enough storage for large-sized files!**

Please also bring a 'placeholder' card with your first name in large letters so that I can see it from the front of the classroom. This will only be necessary for the first couple of weeks (I have very good memory). Most students forget about the placeholder. **Please bring it at least for the first 2 weeks!**

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## **Course Assignments, Due dates and Grading:**

Based on feedback from students in previous years, I have continued with my decision not to schedule a final examination. Given the course's emphasis on writing skills, we will have several iterations of research papers.

### **Assignment 1: Prospectus: (10%)**

The first assignment (**due on Thursday January 12th**) will involve you writing a prospectus (**maximum 3 pages single-spaced on Times New Roman 12 points**) explaining briefly

- a) The main topic you are interested for your final research paper
- b) A preliminary (10-15 references) bibliography
- c) An analytical summary of at least 2 research articles on which you will be basing your final paper.

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What your prospectus should do, in 3 pages or less (preferably less) is to tell me a brief narrative of what topic you are intending to write about. The two analytical summaries should be interwoven within the text of your prospectus (e.g. I expect that after reading a couple of articles, you will have found a way to blend the material you understood from the readings with the actual research questions you have intended to explore). You don't have to have a thesis statement here yet, just an empirical or theoretical puzzle and a summary idea of what kind of question you want to explore.

Once you receive your graded prospecti, you may decide to change your topic (clear it with me first). You should write your papers based on the feedback I provide to your prospectus. The grade assigned to the prospectus remains as marked, but you have a chance to increase (or decrease!?) your grade based on how well you write your paper based on the prospectus.

### **Assignment 2: Literature review and cross-country case studies (25%) [Group project]**

The second assignment (**due on Tuesday January 31<sup>st</sup>, 2012**) is a collective report (10 pages single space Times New Roman 12 points *MAXIMUM*, excluding bibliography) that provides a literature review and a summary of up to 4 case studies associated with the specific topic. The goal of this exercise is to immerse you in a collaborative research process with up to 4 students per group (there are 40 of you registered in the course). You can decide, for example, to look at the state of forest eco-certification in Mexico, Chile, Colombia and Ecuador. The literature review should be centered on the theories of voluntary environmental policy instruments and your case studies should be brief summaries of the available literature on the topic. This exercise is intended to teach you how to synthesize the literature and create a cohesive document. As with all my collective assignments, while the grade will be approximately the same for everyone, if somebody puts more effort into the project, they should be rewarded accordingly.

The graded report should provide you all with collective feedback on how to write a literature review and what can be improved. It is possible that you may all decide to do your final papers on the topic you did a literature review on. If this is the case, of course, each one of you will have to do your own additional research in the literature review section of your paper.

### **Assignment 3: Critical responses to article (15%)**

The third assignment (**2-page response to article, due Thursday February 9<sup>th</sup>, 2012**) is an individual criticism of a research paper assigned in class. I will provide a list of articles that you can choose from (I have read all of these articles already) to write your critical response. Your 2 pager should make specific points on what the potential deficiencies in the argument are and what you suggest could have been improvements for the author (in an ideal time/space continuum, if they were able to undertake the research all over again)

### **Assignment 4: First draft of final paper (20%)**

The fourth assignment (**5 pages, due on Tuesday February 21<sup>th</sup>**) is a draft (around 5 pages, double-spaced) of a research paper that will build on your prospectus and the feedback provided on previous submissions you have completed. I suspect that, due to the rushed nature of the Prospectus, you might not have the clearest idea of what you want to write about. *I am well aware that the deadline falls within Reading Week.* I do this on purpose so that you can have feedback for your final paper before it is due.

I am confident you will have a clearer idea of what you want to write about once you receive commentary and feedback and as you write different submissions. The maximum word count for this research paper is 3,000 words (note the emphasis on *MAXIMUM*). With at least 10-15 references outside the readings, I suspect this is more than enough space for a solid research paper. Your research paper should incorporate the readings and theories from class. The final paper should be about 10-12 double-spaced pages, excluding bibliography, Times New Roman 12 points, with a Harvard-style citation model.

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## Assignment 5: Final draft of final paper (30%)

The fifth assignment (**due on Tuesday March 13<sup>th</sup>, 2012**) is a corrected version of your final paper. Given the turn around time between your first draft and your final draft, you should have received yet enough detailed feedback to improve this draft. This should be a much more improved version of your assignment 4.

While it seems as though this term shows a heavy workload, given that the course is a Writing Intensive, I am assigning iterations of the same paper. You should demonstrate vast improvement between iterations to increase your grade! And submitting the same document as assignment 4 and 5 will obviously get you a ZERO on one of them.

**Thus, the breakdown of grades will be as follows:**

- **Literature review** 25%
- **Prospectus** 10%
- **Critical responses to article** 15%
- **First draft of final paper** 20%
- **Participation and labs** 10%
- **Final paper** 20%

## Participation in Class

### *Public speaking/discussion/critical thinking skills (Participation)*

When I first started teaching, I only lectured. Then, for a few years, I ran my courses entirely seminar-style, with some lecturing here and there. In the past couple of years, I have built-in online participation as a result of feedback I received in the previous year's student evaluations. That way, those students who do not feel confident about participating verbally in class can do so after class on the class' blog.

Many students come to the end of the term asking me if they can do something to boost their participation mark. This does not work. If you participate regularly through the semester you will receive marks for participation. If you wait until the end of the course, you won't. **Simple as that.** I grade participation based on the quality and frequency of commentary in my classes.

Participating in class builds your self-confidence in public speaking. It also allows your fellow students to learn from your own view of the issues.

I encourage everyone to speak during class and strive to make my classroom a comfortable and safe place for students to share their opinions/thoughts. For those of you who are not as comfortable speaking up in class, you should at the very least participate in the online forums and answering questions or discussions on the blog. The feedback that students have given me is that they are concerned about privacy. Thus, when leaving a comment, you don't need to post with your full name. To anonymize conversations on the blog, I will assign a pseudonym to each one of you, with which you can post on the blog. I will provide more information about these forums in the second week of class.

I strive to provide everyone with "air time". *Be forewarned that raising your hand and speaking in class just for the sake of saying something without actually providing insightful comments will lower your mark rather than increase it.* Furthermore, you should always maintain a critical and analytical stance, but ALWAYS respectful. Students should note that grades on written work will be based on clarity of presentation as well as content. I will provide more information on written assignments in the weeks to come. Alas, given the size of my classes, I regret that I cannot read drafts of written assignments. I do, however, encourage you to ask your peers to provide feedback and proofread your papers, particularly if English is not your native language.

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**Attendance:**

As stated in the UBC Academic Calendar, “*Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.*”

Regular attendance at lectures is expected. I understand if you miss a lecture on a rare occasion, but missing more than a couple of lectures seriously hinders your final outcomes. While I don't check whether a specific student is in class or not, I have a good enough memory that I will know if you have missed a lecture or not.

I use an interactive lecturing style, and it is quite likely that your fellow students will make many insightful remarks, for which you are also responsible. You should not assume that “getting the PowerPoint notes” is a substitute for attending lectures. This year (2011-2012) I have decided not to post my lecture slides, except for a rare occasion (like the first lecture). There are pros and cons to this approach. My lecture slides get progressively less text (with each term that I teach) so it is quite unlikely that they would be much use.

**Students who try to rely on making notes out of my PowerPoint® slides end up very disappointed with their marks in the course!**

I normally make announcements concerning deadlines, assignments, and the like at the beginning of class. Similarly, handouts concerning assignments and projects are distributed at the beginning of lectures. If you miss class or arrive late, **it is your responsibility to catch up on such information. Students who cannot attend class also remain responsible for the content of lectures. It is the student's responsibility to catch up on notes and readings**, though if the content still remains unclear, do not hesitate to come and see me.

**Email communications:**

Because of my current research agenda and commitments to scholarly work, I receive upwards of 200-300 emails a day. For this reason, I request that you email me only if your question is not answered either by me in class or by reading the syllabus (which I treat as a contract between you and me). Often times, your TA will have a good response (and he and I will consult on what should come to me).

Here are a few instances of when I don't think it's wise to email me:

- Please don't email me requesting a copy of the syllabus. You can find it by using a search engine like Google or going to my website <http://www.raulpacheco.org>
- Please don't email me asking if I have covered something important if you missed class. Ask a classmate!
- Please don't email me asking if an assignment is due on X, Y or Z date. If it's in the syllabus, it's on the date established on the syllabus, unless I have made a last-minute change.
- Please do not email me if you cannot find an article. Most likely you need to search on Google Scholar or the UBC databases. There are reference librarians that will be happy to help you out.

When do I think you should email me:

- If you have a personal problem that hinders your performance in class.
- If you must miss a class because of a health issue.
- If you require special accommodations to ensure your optimal performance (academic concession).

I make extensive use of social media, and thus sending me a tweet to @raulpacheco (<http://www.twitter.com/raulpacheco>) or posting a quick message on my professional Facebook Page (<http://www.facebook.com/drpachecovega>) wall will probably get quick responses than an email. Because of the need for privacy, I follow back every single one of my students on my professional Twitter account so you can send me a Direct Message if your message is private.

I will respond to student emails sent to my email account, [raul.pacheco-vega@ubc.ca](mailto:raul.pacheco-vega@ubc.ca). I usually take 24-48 hours to respond to email (though on occasion I may take a bit longer). Please make sure that you begin the Subject heading with the key **[POLI332]**. That allows me to sort out which messages are specific to the class. While the capacity of my UBC email has expanded, I suggest that for attachments, you should send those to me via e-mail [raul.pachecovega@gmail.com](mailto:raul.pachecovega@gmail.com) (students somehow seem to miss this point EVERY TIME).

If you don't include the [POLI332] heading, there is a chance that my spam filter may block Hotmail, Yahoo or GMail addresses. To prevent this, please clearly mark your email subjects. If there's an assignment due date or an exam coming up, you'll need to figure out your questions early enough to make sure my response is timely. **I won't be responding to students' last-minute messages the night before an assignment is due!** Please check the course website and with fellow students concerning recent announcements before sending me an email query. If you have a more substantive question or a personal matter you wish to discuss, please come and see me during office hours or make an appointment to see me at another time if you have a conflict during office hours. Your TA may also have some regularly assigned office hours, so do feel free to contact him as well (with questions related to your papers, etc.)

Finally, in sending me email and any other way of communicating with me, **please don't forget that I'm your professor**. I'd appreciate if you would treat email correspondence with as much seriousness as you would any other written work you submit to me (and verbal interaction as well with the utmost courtesy). In other words, use actual sentences, punctuation, and proper grammar (within reason of course – we all make a spelling error here and there in our email messages). **Be polite and courteous**. No, “*Hey prof*” or “*Hey Raul*” doesn't cut it. I'm not your friend and I'm not your colleague. I'm your professor. ***It's Dr. Pacheco-Vega or Professor Pacheco-Vega***. And don't forget to sign your name, which is often far from obvious from email addresses!

#### **Course Withdrawal:**

Last date for withdrawal without a W on your transcript: January 16<sup>th</sup>, 2012

Last date for withdrawal with a W instead of an F on your transcript: February 10, 2012

#### **Academic Accommodation:**

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments **should not assume they will receive accommodation** though they are welcome to approach me individually.

#### **Late assignments:**

Late assignments will be penalized 2% per weekday. The date a paper will be considered received will be the later of the date that I receive a hard copy and the date an identical version is submitted to Turnitin (see below). **I only accept assignments during class and regularly scheduled office hours**. Something that keeps coming up and this term I am determined to stop: **I DO NOT GRANT CONCESSIONS BECAUSE YOU HAD TOO MUCH WORK AND YOU MISMANAGED YOUR TIME**. However, if you encounter medical or personal problems, please contact me **well before the deadline**. Academic concessions are discussed on the 2011/12 UBC Calendar.

#### **Scaling:**

Marks in this course may be scaled (see Calendar, under Grading Practices). If scaling is required, it will be carried out after each assignment, so that students will know where they stand going into the final examination. If scaling is done on the final examination, students will be informed if they ask to review their examination according to the usual policy.

**Academic Integrity:**

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Plagiarism is using someone else's words or ideas without giving them due credit. Students should be aware that even if material is widely available via the internet it is still plagiarism to cut and paste it into their work without appropriate attribution. If the words are those of the original source, it is not enough to just cite the source. You must indicate with quotation marks which words were drawn from that source. Students should also note that it is not sufficient to merely change a word or two in each sentence. If a reasonable person reading both your text and the original text would recognize the sentence, paragraph, or passage as originating from the original source, it is still plagiarism.

Plagiarism is considered the ultimate academic offense; as such, the penalties for plagiarism are severe. Students who plagiarize may face expulsion from the university. Further information on what plagiarism is and how to avoid it is available on the Faculty of Arts' web page at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>

It is your responsibility to familiarize yourself with this material. However, if after reading it you are still not sure what you should cite and how, do not hesitate to ask me for clarification. All students will be required to submit any form of written assignments in electronic form to TurnItIn.

You will not receive credit for your work unless it is submitted to TurnItIn. The same late penalty day will apply to submitting your paper to TurnItIn as for the hard copy (2% per day). This does not mean that a student who has not yet handed in either their hard copy or electronic copy to TurnItIn will incur a double penalty of 6% per day (2% per hard copy + 2% for TurnItIn). However, the late penalty will be assessed based on that last one submitted.

The TurnItIn mechanism has changed in the past few months, and thus I will be notifying you of how to use it in the course of the 2<sup>nd</sup> week of class.

Students should retain a copy of all rough notes and research (for term papers, prospecti and regime analyses), submitted assignments (in case of loss), and all their marked assignments until their mark is finalized or until an application for Review of Assigned Standing has been processed (whichever is later). Students have the right to view their marked final papers with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination or final paper remains the property of the university.

**Tutoring:**

Students are encouraged to read and edit each other's work. Editing a peer's writing is not only useful to your fellow student but is also one of the best ways to improve one's own writing. However, the papers you submit must be your own original work, and also must not have been submitted whole or in part in any other course. In accordance with university regulations and academic conventions, you must do the research and write the papers yourself.

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## **Dr. Raul Pacheco-Vega's Grading Scheme (Consistent with Faculty of Arts)**

### **80% to 100% (A- to A+)**

#### **Exceptional performance:**

Work at this level should show very strong evidence of original thinking, great ability to connect ideas and arguments, extremely good grasp of the subject matter, superior ability to critically evaluate and analyze material and very solid synthesis abilities, consistently strong and accurate use of the literature to make points while maintaining a critical and analytical stance, excellent organization of written material. Work at this level has no spelling or grammar mistakes.

### **68% to 79% (B- to B+)**

#### **Competent performance:**

Work at this level should show consistent evidence of original thinking, good ability to connect ideas and arguments, good grasp of the subject matter, critically evaluate and analyze and synthesize material, reasonable understanding of the material and some ability use of the literature to make points while maintaining an analytical stance, good organization of written material. Work at this level has very few grammar or spelling mistakes.

### **50% to 67% (D to C+)**

#### **Adequate performance:**

Work at this level should show adequate understanding of the subject matter, some ability to connect ideas although may have problems to make a solid argument, reasonable grasp of the subject matter, some evidence of critical thinking and original thought, good but not solid understanding of the material and some ability use of the literature to make points, should be able to develop solutions and/or argumentation, reasonable organization of written material. Work at this level has some grammar or spelling mistakes, may lack style or vigor.

### **00% to 49% (F)**

#### **Inadequate performance:**

Work at this level consistently shows no original thinking, lacks ability to connect ideas and arguments, has little or no grasp of the subject matter, does not evaluate and analyze/synthesize material correctly, has a poor understanding of the material and written material is poorly organized. Work at this level has many grammar or spelling mistakes.

## **Class Schedule and List of Readings**

(Note: I reserve the right to make changes to the syllabus – if I do, I'll notify you in advance)

### **Week 1. A crash course on the comparative politics of public policy within the Latin American context.**

*(January 5<sup>th</sup>, 2012)*

Hoberg, (2001) “Institutional and policy design: What we know and what we don’t know” In: Morford, Shawn and Julia James (Eds.) **Incorporating The Human Dimension: The Role of Social Science in Natural Resource Management in British Columbia**. Pp. 19-21

Available online at:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.78.7998&rep=rep1&type=pdf>

### **Week 2. Historical overview: Environmental issues in Latin America and the need for a multidisciplinary exploration**

*(January 10<sup>th</sup>, 12<sup>th</sup>)*

Hochstetler, Kathryn (Forthcoming 2011). *Democracy and the Environment in Latin America and Eastern Europe*. **The Comparative Politics of the Environment**, ed. P. Steinberg and S. VanDeveer. Cambridge, MA: MIT Press. Draft chapter available online here:

<http://lasa.international.pitt.edu/members/congress-papers/lasa2010/files/5386.pdf>

Christen, Catherine et al (1998) “*Latin American environmentalism: Comparative views*” **Studies in Comparative International Development** 33(2):58-87

#### **Lab exercise: What is missing in the Latin American environmental politics agenda?**

- Having read both articles for this week, prepare a few summary bullet points on the major key findings of each author. Be prepared to discuss your findings in class.

### **Week 3: Water in Latin America: Privatization, pollution and exclusion.**

*(January 17<sup>th</sup>, 19<sup>th</sup>)*

Assies, Willem (2003) *David versus Goliath in Cochabamba: Water Rights, Neoliberalism, and the Revival of Social Protest in Bolivia* **Latin American Perspectives** 30(30): 14-36

Mulreany John P., et al (2006) *Water privatization and public health in Latin America*. **Revista Panamericana de Salud Publica** 19(1): 23-32.

<http://www.scielosp.org/pdf/rpsp/v19n1/30220.pdf>

#### **Lab exercise: What are the major debates around water privatization in Latin America?**

- Having read both articles for this week, prepare a few summary bullet points on the major key findings of each author. Be prepared to discuss your findings in class.

**Week 4: Forestry in Latin America: Ownership, land tenure and exploitation within a framework of indigenous rights.**

(January 24<sup>th</sup>, 26<sup>th</sup>)

Silva, Eduardo (1997) *The Politics of Sustainable Development: Native Forest Policy in Chile, Venezuela, Costa Rica and Mexico* **Journal of Latin American Studies** 29(20):457-493

Hecht, Susanna et al (2005) *Globalization, Forest Resurgence, and Environmental Politics in El Salvador* **World Development** 34(2):308-323

**Week 5: Solid and toxic waste management in Latin America: Social dynamics, political structures and mobilization in the waste industry.**

Pacheco-Vega, R. (2005). *Democracy by Proxy: Environmental NGOs and Policy Change in Mexico*. In: A. Romero and S. West. **Environmental Issues in Latin America and the Caribbean**. Dordrecht, The Netherlands, Springer Publishers. Pp. 231-249 (Available on my website)

<http://www.raulpacheco.org/publications/transnational-environmental-social-movements/>

Whison, Rita (2011) *Negotiating Place and Value: Geographies of Waste and Scavenging in Buenos Aires* **Antipode** 43(4): 1404–1433

**Lab exercise: What do we know about environmental mobilizations that is unique to solid and toxic waste?**

- Having read both articles for this week, prepare a few summary bullet points on the major key findings of each author. Be prepared to discuss your findings in class.

**Week 6: Fisheries in Latin America: Common pool resources, property rights and dwindling stocks.**

Thorpe, Andy and Bennett, Elisabeth (2001) *Globalisation and the Sustainability of World Fisheries: A View from Latin America* **Marine Resource Economics**, 16(2):143–164

Salas, Silvia et al (2007) *Challenges in the Assessment and Management of Small-Scale Fisheries in Latin America and the Caribbean*. **Fisheries Research** 87:5-16

**Week 7: Biosphere conservation in Latin America: The comparative politics of protected areas.**

Sundberg, Juanita (2003) *Conservation and Democratization: Constituting Citizenship in the Maya Biosphere Reserve, Guatemala* **Political Geography** 22:715-740

Young, Emily (1999) *Local People and Conservation in Mexico's El Vizcaino Biosphere* **Geographical Review**, 89(3):364-390

**Lab exercise: How useful are co-management property regimes in protected areas?**

- Having read both articles for this week, prepare a few summary bullet points on the major key findings of each author. Be prepared to discuss your findings in class.

**Week 8: Biotechnology in Latin America: Risk management, uncertainty and the politics of mobilization.**

Newell, Peter (2008) *Trade and Biotechnology in Latin America: Democratization, Contestation and the Politics of Mobilization* **Journal of Agrarian Change** Vol. 8 Nos. 2 and 3, April and July 2008, pp. 345–376.

Otero, Gerardo (2011) *Neoliberal Globalization, NAFTA, and Migration: Mexico's Loss of Food and Labor Sovereignty* **Journal of Poverty** 15:384–402

**Week 9: Resource industries in Latin America: The contested dynamics of mining exploration.**

Urkidi, Leire and Walter, Mariana (2011) *Dimensions of Environmental Justice in Anti-Gold Mining Movements in Latin America* **Geoforum** 42:683–695

**Lab exercise: How are other resource exploration industries (beyond mining) affecting social dynamics in Latin America?**

- Having read both articles for this week, prepare a few summary bullet points on the major key findings of each author. Be prepared to discuss your findings in class.

**Week 10: Payment for environmental services in Latin America: Beyond traditional issues of property regimes.**

Stefano Pagiola, Agustin Arcenas and Gunars Platais (2005) *Can Payments for Environmental Services Help Reduce Poverty? An Exploration of the Issues and the Evidence to Date from Latin America* **World Development** 33(2):237-253.

Weeks 11 and 12: Special topics (to be announced).