CRP 578: Development & Latin America
Spring 2019
Instructor: Jennifer Tucker, PhD

Wednesdays, 5:30-8:00 pm, P135B
Office Hours: Wednesdays 3:00-5:00
Sign up online: https://www.wejoinin.com/sheets/mrwui
(link on Learn and in my email signature)

What is development? Progress, national economic growth, the expansion of capitalist social relations, social uplift, environmental stewardship, a game of catch up, a hidden colonial ideology? Development is as much an ethical and imaginative process as it is a political or economic one. As such, we study the different aspirations and ideologies that animate competing methodologies of development. We consider how race, gender, power and indigeneity animate developmental projects. We will study the relationships between two processes: first, coordinated interventions by rich countries into the social, economic and political affairs of countries in the Global South and second, the expansion and transformation of capitalism. We will engage with pressing current challenges, like the mass migration of Central American refugees and the rise of narco-states. Finally, we consider the perspectives of planning in development, like the built environment, the social production of space and the links between theory and practice.
Learning Objectives

Students can expect to accomplish the following learning objectives in this class:

1. Gain a critical, historically-rooted understanding of development in Latin America, understood as an interrelated process across economic, political, social, spatial and ethical dimensions.
2. Understand multiple frameworks for analyzing and practicing development, including an analysis of how approaches to development have changed over time.
3. Develop familiarity with how gender, race, indigeneity and difference interrelate with processes of development.
4. Gain familiarity with the spatial and geographic dimensions of development and planning.

COURSE REQUIREMENTS + GRADING

1. Participant & Attendance: 20%
2. Response Papers: 25%
3. Student-led class discussion: 10%
4. Persuasive Essay: 20%
5. Final Paper: 25%

Participation & Attendance

Our class is a small seminar, which means your participation is crucial. I expect everyone to read carefully, participate respectfully in our weekly discussion, and actively support one another. Just as we will learn from class readings, we will learn from each other. This requires listening to your classmates’ interpretations and learning from perspectives that are different from our own. In other words, our classroom will be a community of citizens who listen well, participate freely, and create a welcoming environment for their peers. Your participation will be graded based on your general involvement and engagement with the course each week, rather than the frequency or originality of your comments. Attendance is mandatory.

Response papers

Students are expected to read, reflect on, and write about weekly readings before arriving to class. For ten of the twelve content weeks, you will prepare a 600 to 1000 word response paper on the weekly readings. Post your response to Learn. In these papers, you will do two things: summarize key arguments and critically engage with the readings. This critical engagement can include 1) making connections between readings and key ideas 2) evaluating the success with which the authors substantiate their claims 3) discussing limitations or challenges you, or other authors, might raise and 4) explore how a particular concept from the readings relate to your own research and/or life experience. The intention of this assignment for you to engage with the readings in a way that is useful for your own research and practice agenda as well as to exercise your writing muscles. These response papers can be useful resources for comprehensive exams or literature reviews for projects like a master thesis or dissertation. They are worth investing in.

Requirements

- Submit response papers to Learn
- Summaries are due at 5:29 pm, before class, the day we discuss the readings.
- All paraphrasing and direct quotes must be properly cited, using your choice of APA, MLA or Chicago citation style
- No direct quotes longer than 15 words
- To get an A, you must submit the reading summary on time, but you are welcome to submit your readings summaries late. It is much better to submit late or incomplete summaries that to submit nothing
**Student-led class discussions**

You will lead one or two class discussions. Begin with a short presentation on one or two key concepts and issues from the readings. You can then make links to current events, an issue you care about, or your own research. You can also make connections to themes and theories from other weeks. Student-led class discussions will begin week three. This presentation should be about 15-20 minutes. Email me a brief outline of your presentation or discussion questions 24 hours before class.

**Persuasive Essay**

In this assignment, you will write an extended blog post or opinion editorial engaging with your case. The essay will make and defend an argument, situate the issue in historical context and explain the stakes of the case for a relevant community.

**Final paper**

The final paper will be a short analytic reflection in which you apply a theoretical framework to a topic or issue of your choice. The topical area can derive from your research, planning practice or social justice commitments. Your topic should be a real-world place, problem or possibility, like the UNM Sanctuary campus movement, protest politics in Brazil or decoloniality in the Zapatista struggle. Drawing from at least three course readings, construct a relevant conceptual framework that helps us understand the dynamics of your issue more clearly. The paper is an exploration and analysis of your topic in relationship to the conceptual framework. You can also choose to write a longer research paper, if that is helpful for your course of study. If you opt-in to a research paper, I will need to OK your paper topic.

**COURSE POLICIES**

**Attendance Policy**

Attendance is required for this course. You are expected to show up on time. Arriving late is a disruption and a disservice to your fellow classmates. Unexcused absences and regular late arrival will negatively affect your participation grade. If you know that you will miss class for a reason other than illness or emergency, notify me, by email, at least 24 hours in advance. In the case of illness or personal emergencies, you must email me within 24 hours of the missed class. I will evaluate absences on a case-by-case basis.

**Late Assignments Policy**

Unless you make alternative arrangements with me before the due date, late assignments will be penalized one grade increment for each day past the deadline (i.e. an A- becomes a B+ if turned in one day late, and so on).

**Email**

I will respond to emails 48-72 hours after I receive them. Do not expect a response to last minute emails before assignments are due. Substantive questions should be saved for class or office hours.

**Academic Honesty**

Plagiarism is using the ideas or words of another without proper acknowledgment. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program’s “Ethics Statement.” This course is designed to provoke critical thinking. While I encourage study groups and working together to understand theory and concepts, all written work should be your own. Do not use other students’ papers or exercises for your assignments. If you cite an author or use her/his ideas, you must cite properly. **If I find plagiarism in an assignment, even if it is unintentional, I will not grade it.** If you have any questions, please ask.
Grade Disputes
Students who wish to dispute grades on an assignment must do so in writing. Indicate each issue that you dispute. You must submit grade disputes to me in office hours. Please note that I may lower as well as raise grades after reviewing assignments.

Technology Policy
Please turn off your cell phones before class begins, unless you have urgent family or caretaking responsibilities. Personal laptop use is not allowed in class.

Campus & classrooms free from discrimination, violence and harassment
Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website. Please note that, because UNM faculty are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university's Title IX coordinator.

Support for undocumented students
As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at info@nmdreamteam.org.

Accommodation Policy
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. We can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Resources
CRP Ethics Statement: http://saap.unm.edu/academic-programs/community-regional-planning/index.html
LoboRESPECT: http://loborespect.unm.edu/
For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.
Accessibility Resource Center: 277-3506
COURSE OVERVIEW

Part 1. Theories of Development
Week 1. January 16. Geographies of Development
Week 2. January 23. Uneven Development
Week 3. January 30. Feminist Critiques of Development
Week 4. February 6. Post-Structuralism + Anti-Development

Part 2. Programs of Government
Week 5. February 13. Environmental Governance
Week 7. February 27. Neoliberalism + Narco-States
Week 8. March 6. Pluri-Nationalism + Cultural Rights

Part 3. Territories of Poverty + Geographies of Justice
Week 10. March 20. Spatial Segregation + The Informal City
Week 11. March 27. Migrant Geographies
Week 12. April 3. Group Work
Week 13. April 10. Urban + Rural Social Movements
Week 14. April 17. Decoloniality
Week 15. April 24. Moving toward Justice
Week 16. May 1. Class Wrap up

Required Reading

Over the term, we will read seven books and ten articles or book chapters. I know this will stretch some of you. Together, we will develop strategies and skills to read effectively, focusing on the argumentative structure of a text, rather than reading every word. It is fine to skim or skip big chunks of text. Learning how to digest book-length arguments quickly is a key skill for researchers and practitioners alike. The syllabus includes many titles published very recently, giving us the opportunity to dive into some of the most current debates and challenges.

PART 1: THEORIES OF DEVELOPMENT

Week 1. January 16. Geographies of Development
Week 2. January 23. Uneven Development

Week 3. January 30. Feminist Critiques of Development

Week 4. February 6. Post-Structuralism + Anti-Development

**PART 2: PROGRAMS OF GOVERNMENT**

Week 5. February 13. Environmental Governance


Week 7. February 27. Neoliberalism + Narco-States

Week 8. March 6. Pluri-Nationalism + Cultural Rights

PART 3: TERRITORIES OF POVERTY + GEOGRAPHIES OF JUSTICE

Week 10. March 20. Spatial Segregation + The Informal City

Week 11. March 27. Migrant Geographies

Week 12. April 3. Group Work

Week 13. April 10. Urban + Rural Social Movements

Week 14. April 17. Decoloniality

Week 15. April 24. Moving toward Justice

Further Reading (Optional)

Week 1 Recommended. Geographies of Development
Week 2 Recommended. Uneven Development


Week 3 Recommended. Feminist Critiques of Development


Week 4 Recommended. Post-Structuralism + Anti-Development


### Week 5. Environmental Governance


### Week 6 Recommended. Latin American Experiments in Social Welfare


### Week 7 Recommended. Neoliberalism + Narco-capitalism


**Week 8 Recommended. Pluri-Nationalism + Cultural Rights**


**Week 10 Recommended. Spatial Segregation + The Informal City**


**Week 11 Recommended. Migrant Geographies**


**Week 13 Recommended. Urban + Rural Social Movements**


**Week 14 Recommended. Decoloniality**


**Week 15 Recommended. Moving toward Justice**


