

Development & Latin America

CRP 578

Spring 2022

3 credit hours

Instructor: Jennifer Tucker, PhD

Thursdays, 5:30-8:00 pm, George Pearl Hall P135A

Student Hours (aka Office Hours): Thursdays 2:30-4:30, or by appointment

Student Hours are on Zoom: <https://unm.zoom.us/j/99258598122>

Sign up for Student Hours online at: <https://www.wejoinin.com/sheets/hjlf>

CRP Department contact: Renia Ehrenfeucht, rehrenfeucht@unm.edu

There are no prerequisites for this class



Photo of the 45 story "vertical slum," Torre David, in Caracas by Alejandro Cegarra

OVERVIEW

What's this class about?

What is development, who is it for and who decides? Does development mean progress, national economic growth and social uplift? Or is development more about the expansion of capitalist social relations and colonial ideologies? This class frames development as ethical and imaginative processes as well as political or economic ones. As such, we study the different assumptions, aspirations and

ideologies behind competing methodologies of development. We also consider how race, power and indigeneity animate developmental projects. 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.

What will you learn?

In this class, you will

1. Gain a critical, historically-rooted understanding of development in Latin America, understood as interrelated processes 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

What are the assignments?

1. Participant & Attendance: 100 points
2. Response Papers: 100 points
3. Interactive Activity Facilitation: 50 points
4. Persuasive Essay: 50 points
5. Final Paper: 100 points

Participation & Attendance

Our class is a small seminar, which means your participation is crucial. Please 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. Please see the rubric on Learn for participation grading.

Attendance is mandatory. For each absence, you lose 2 points from the attendance grade.

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) exploring how a particular concept from the readings relates to your own research and/or life experience. The intention of this assignment is for you to engage with the readings in a way that is useful to you 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

- Your response papers are due to Learn by 5:29 pm, before class, the day we discuss the readings.
- Each response paper is worth 10 points. To get an A, you must submit the reading summary on time, but you are welcome to submit your readings responses late. **It is much better to submit late or incomplete responses than to submit nothing.**
- I will grade and provide feedback on 4 of your 10 response papers over the term, randomly selecting the weeks that I grade. Your average grade on these 4 papers will be your grade on this assignment, with adjustments for late and missing assignments.
 - Late assignments are docked 2 points
- 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

Interactive Activity Facilitation

Alone or with a partner, you will facilitate one 30-minute interactive learning activity for your classmates. The goal of this assignment is to deepen our understanding of course themes by relating key concepts to current or historical events, popular culture or our daily lives. This is not a presentation of the readings, but something that engages us to apply theory to the real world. You might screen a mini-documentary, music video, or a news clip to spark discussion, identify primary source documents for us to analyze together, or organize a storytelling workshop. Please think carefully about what kinds of structures and supports will encourage broad-based participation. Submit a brief outline of your interactive activity 24 hours before class, including strategies for engagement and clear links between the interactive activity and specific course concepts.

Persuasive Essay

Due March 3

In this assignment, you will write an extended blog post or opinion editorial engaging with an issue you care about, related to course themes. 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

Due May 6

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 could be the Albuquerque Defund the Police 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 SCHEDULE

What topics do we cover each week?

Part 1. Theories of Development

Week 1. January 20. Welcome: Geographies of Development

Week 2. January 27. Uneven Development

Week 3. February 3. Feminist Critiques of Development

Week 4. February 10. Post-Structuralism + Anti-Development

Week 5. February 17. Colonialism

Part 2. Programs of Government

Week 6. February 24. Environmental Governance

Week 7. March 3. Latin American Experiments in Social Welfare

Due: Persuasive Essay

Week 8. March 10. Outlaw Capital + Narco-Frontiers

Week 9. March 17. Spring Break

Week 10. March 24. Pluri-Nationalism + Cultural Rights

Part 3. Territories of Poverty + Geographies of Justice

Week 11. March 31. Spatial Segregation + The Informal City

Week 12. April 7. The Anti-Black City

Week 13. April 14. Film

Week 14. April 21. Social Movements

Week 15. April 28. Decoloniality

Week 16. May 5. Class Wrap up

What is the required reading?

Over the term, we will read nine books and six articles. I know this might feel like a stretch. 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. In addition to some classic texts, the syllabus includes many titles published very recently, giving us the opportunity to dive into some of the most current debates and challenges.

Books are available for order from the UNM bookstore or other booksellers. They are also on hold at the Zimmerman Library as "course reserves" where you can check them out for 1 day. Articles are available on Learn.

PART 1: THEORIES OF DEVELOPMENT

Week 1. January 20. Geographies of Development

Hart, Gillian. 2010. "D/Developments after the Meltdown." *Antipode* 41 (1): 117–41.

Week 2. January 27. Uneven Development

Werner, Marion. 2015. *Global Displacements: The Making of Uneven Development in the Caribbean*. John Wiley & Sons.

Week 3. February 3. Feminist Critiques of Development

Wright, Melissa W. 2006. *Disposable Women and Other Myths of Global Capitalism*. CRC Press.

Week 4. February 10. Post-Structuralism + Anti-Development

Escobar, Arturo. 2018. *Designs for the Pluriverse*. Duke University Press.

Asher, Kiran, and Joel Wainwright. 2019. "After Post-Development: On Capitalism, Difference, and Representation." *Antipode* 51 (1): 25–44.

Week 5. February 17 Colonialism

Fanon, Frantz. 1961. *The Wretched of the Earth*. Translated by Richard Philcox. Grove Press.

PART 2: PROGRAMS OF GOVERNMENT

Week 6. February 24. Environmental Governance

Hetherington, Gregg. 2020. *The Government of Beans: Regulating Life in the Age of Monocrops*. Duke University Press.

Week 7. March 3. Latin American Experiments in Social Welfare

Holston, James. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton, NJ: Princeton University Press.

Week 8. March 10. Outlaw capital + Narco-Frontiers

Ballvé, Teo. 2018. "Narco-Frontiers: A Spatial Framework for Drug-Fueled Accumulation." *Journal of Agrarian Change* 0 (0).

Tucker, Jennifer. 2020. "Outlaw Capital: Accumulation by Transgression on the Paraguay–Brazil Border." *Antipode* 52 (5): 1455–74.

Week 9. March 17. Spring Break

Week 10. March 24. Pluri-Nationalism + Cultural Rights

Cusicanqui, Silvia Rivera. 2012. "Ch'ixinakax Utxiwa: A Reflection on the Practices and Discourses of Decolonization." *South Atlantic Quarterly* 111 (1): 95–109.

PART 3: TERRITORIES OF POVERTY + GEOGRAPHIES OF JUSTICE

Week 11. March 31. Spatial Segregation + The Informal City

Caldeira, Teresa. 2001. *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. University of California Press.

Week 12. April 7. The Anti-Black City

Alves, Jaime Amparo. 2018. *The Anti-Black City: Police Terror and Black Urban Life in Brazil*. University of Minnesota Press.

Week 13. April 3. Film

Week 14. April 21. Social Movements

Tarlau, Rebecca. 2019. *Occupying Schools, Occupying Land: How the Landless Workers Movement Transformed Brazilian Education*. Oxford University Press.

Week 15. April 28. Decoloniality

Marcos, Subcomandante. 2014. "Between Light and Shadow." *Enlace Zapatista* 27.

We will choose one:

Quijano, Aníbal. 2000. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15 (2):215–232

Wynter, Sylvia. 2003. "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument." *CR: The New Centennial Review* 3 (3): 257–337.

Week 16. May 5. Wrap up

COURSE POLICIES

Course Norms

The first week of class we will develop together our course norms and shared expectations for how we can build a constructive learning environment together. In our interactions we will strive to honor the unique knowledge and experience that each of you brings to the classroom and online learning environments, so that we can all learn from each other.

UNM Administrative Mandate on Required Vaccinations

All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#). For further information on the requirement and on limited exemptions and exemptions, see the [UNM Administrative Mandate on Required Vaccinations](#).

UNM Requirement on Masking in Indoor Spaces

All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see [masking requirement](#). Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. When vaccinated instructors are able to maintain at least six feet of distance, they may choose to remove their mask for the purpose of increased communication during instruction. Instructors who are not vaccinated (because of an approved medical or religious exemption), or who are not vaccinated yet, must wear their masks at all times. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. With the exception of the limited cases described above, students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions.

Credit-hour statement

This is a three credit-hour course. We meet in person for one, 2.5-hour class period for fifteen weeks. You are expected to complete a *minimum* of six hours of out-of-class work each week, like homework, studying, group work, assignment completion and class preparation.

Attendance Policy

Attendance is required for this course. Please arrive 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. I will evaluate absences on a case-by-case basis.

Late Assignments Policy

If you must submit an assignment late due to extenuating circumstances, communicate with me about your situation before the due date. I know that most of you are managing multiple important responsibilities outside of this class: work, family, kids, caretaking responsibilities and participating in activism and community work. We can most likely work something out, especially if you reach out beforehand to discuss your situation.

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 Student Hours (aka office hours).

Academic Honesty

Plagiarism is using the ideas or words of another without proper acknowledgment. I encourage study groups and working together to understand theory and concepts. All written work should be your own, unless otherwise specified. Do not use other students' papers or exercises for your assignments. Learning how to appropriately cite the work of others is an important part of any program of study. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program's "[Ethics Statement](#)." If you cite an author or use their ideas, you must cite properly. **If I find plagiarism in an assignment, even if it is unintentional, I will not grade it.**

UNM has policies to preserve and protect you and the academic community available in the [Student Pathfinder](#) as well as in the Faculty Handbook. These include policies on student grievances and [D176](#) (graduate and professional students), academic dishonesty ([D100](#)), and respectful campus ([CO9](#)). Doing something dishonest in a class or on an assignment can lead to serious academic consequences. Please reach out to me or support staff at one of our [student resource centers](#) if you have any questions or worries.

Grade Disputes

If you wish to dispute grades on an assignment you must do so in writing. Indicate each issue that you dispute. You must submit grade disputes to me during Student Hours. Please note that I may lower as well as raise grades after reviewing assignments.

Technology Policy

Please turn off your cell phones before discussion section begins unless you have urgent family or caretaking responsibilities.

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. Title IX prohibitions on sex discrimination include various forms of sexual misconduct, such as sexual assault, rape, sexual harassment, domestic and dating violence and stalking. Current UNM policy designates instructors as required reporters, which means that if instructors are notified (outside of classroom activities) about any Title IX violations, they must report this information to the Title IX coordinator. However, the American Association of University Professors' (AAUP) "Statement on Professional Ethics" requires that Professors protect students' academic freedom and "respect[s] the confidential nature of the relationship between professor and student." Therefore, as a Professor I have pledged to honor student confidentiality and will strive to respect your wishes regarding reporting; I will only report with your consent. If you or someone you know has been harassed or assaulted and would like to receive support and academic advocacy, there are numerous confidential routes available to you. For example, you can contact the Women's Resource Center, the LGBTQ Resource Center, Student Health and Counseling (SHAC) or LoboRESPECT. LoboRESPECT can be contacted on their 24-hour crisis line, (505) 277-2911 and online at loborespect@unm.edu. You can receive non-confidential support and learn more about Title IX through the Title IX Coordinator at (505) 277-5251 and <http://oeo.unm.edu/title-ix/>.

Support for undocumented students

All students are welcome in this class regardless of citizenship, residency, or immigration status. As an educator, I fully support the rights of undocumented students to an education and to live free from 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 the instructor's 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. Contact [Accessibility Resource Center](#) at 277-3506 or arcsrvs@unm.edu for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact [Accessibility Resource Center](#) at arcsrvs@unm.edu or by phone 277-3506.