

GEA 4465 – Geography of the Amazon Syllabus

Course Number: GEA 4465

Credits: 3

Instructor: Aline Carrara

Class Location: Room 3012 Turlington Hall

Lectures: Mondays, Period 7 – 9 (1:55pm – 4:55pm)

Office Hours: Mondays, 9am to 12pm

E-mail: acarrara@ufl.edu

COURSE CONTENT

The course is designed to give the student a fuller understanding of both the biophysical setting and the social processes of the Amazon basin, particularly focusing on critical issues of conservation and development. The course will start by setting the ground for understanding dynamics of natural and biophysical processes and emphasize natural resources management and governance by looking at the natural history of different cultural groups and their economic activities. The course will facilitate the exploration of how the management of regional natural resources has varied over time and about the importance of the Amazon basin to biogeochemical cycles, ecological diversity and cultural heritage. The course will be a Seminar

REQUIRED READINGS

There is no required “text” for this course. Instead, most of the readings will be posted on Canvas in digital form. Other readings will require a search via the internet.

COURSE FORMAT

The course will be based on an interactive learning approach (seminar style), and may incorporate at times lectures, videos, guest speakers, group activities and peer review of student writing.

SEMINAR STATEMENT - A seminar is a shared intellectual experience in which the instructor and students inform one another. Ideally, the instructor operates as a tutor, charting the course and serving as a navigational aid. The students are the drivers, and the degree to which they are driven determines the success of experience. Preparation is essential. All assigned readings must be read and digested before class. Teams are assigned to lead each class discussion, more on that below.

One of the most important lessons of graduate education and essential art of scholarship is that of "respectful critique," learning to appreciate the strengths and identify the weakness of other works. Every Monday, prior to class, students are required to post a brief comment (3-4 paragraphs) and 3 type-written discussion questions derived from that week's readings. These comments should not be summaries of the readings, but instead should reflect your thoughts, criticisms, praise of the ideas discussed in the readings. These should be posted on the canvas discussion board.

In addition, each student will be responsible to lead discussions on a specific set of readings on a rotating basis during the semester. The discussion leaders must provide a typed overview of the

main points in the readings for the class, summarize the main arguments orally, and stimulate discussion. More directions below.

COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Total course grade: 100%

Grades will be based on the following items:

- **Seminar Paper: 40%**

The paper should be based on student's own interest, but it must be linked thematically to the course material. Paper topics must be discussed with the instructor in advance. The following paper components need to be completed by the date below, and uploaded into the CANVAS under Assignments.

1. A one to two page typed description of the paper topic due on February 3 by 5PM.
2. A typed description with title and outline due on February 24 by 5PM.
3. The term paper is due on April 24 by 5PM.

Papers must be typed, double-spaced, 12-point (times new roman font), 1 inch margins top/bottom/right/left. The required length of the paper is text only, and does not include figures, tables, maps, pictures, references, etc. Paper length: minimum of 10 pages

- **Weekly Assignments: 40%** (to be divided according to the following assignments):

1. Weekly Comments and discussion questions – 20%

Every Monday, before class, each student must upload to Canvas Discussions, a summary and one typed discussion question on this week's readings. The summary (2-3 paragraphs) and question must reflect your thoughts, concerns, and/or views derived from the readings. Students must complete this for 10 weeks.

2. Team Presentations: 10%

Each groups is responsible to participate in leading class discussions on a rotating basis, as organized by the designated sub-group of students. These groups will be pre-selected by the professor together with students. The leadership group will need to interact over the weeks prior to the scheduled seminar in order to ensure equitable distribution of work.

How the materials are written up and orally presented to the class is the responsibility of the group. However, each group must prepare a typed summary of the readings with at least five discussion points, to be distributed to the class.

Following each presentation, the group is responsible for uploading their summary, which will be accessible to all class participants via Canvas. Give an Oral Summary of the readings and identify key topics/debates in order to stimulate class discussion that week.

3. Discussion Participation and Class Debates: 10%

- **Student Final Presentation: 20%**

GRADING SCALE (& GPA EQUIVALENT):

Graduate

96-100: 4.0	90-95.9: 3.5	86-89.9: 3.0	70-85.99: 2.5	60-69.9: 2.0
50-59.9: 1.5	40-49.9: 1.0			

Undergrad

90-100: 4.0	86-89.9: 3.5	70-85.9: 3.0	60-69.9: 2.5	50-59.9: 2.0
40-49.9: 1.5	30-39.9: 1.0			

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades> (Link to an external site) <http://www.isis.ufl.edu/minusgrades.html> (Links to an external site.)

CLASS SCHEDULE

Jan 8 - Week 1 – Fetishism of the Amazon

Required Readings:

- Vadjunec, Jacqueline M., Marianne Schmink, and Alyson L. Greiner. 2011. "New Amazonian Geographies: Emerging Identities and Landscapes." *Journal of Cultural Geography*. doi:10.1080/08873631.2011.548477.
- Scorer, James. 2008. "Imitating Incas and Becoming Llama: Tintin in Latin America - Or the Latin American in Tintin?" *International Journal of Cultural Studies*. doi:10.1177/1367877908089261.

Recommended:

- Hornborg, Alf, and George Marcus. 2014. "The Political Economy of Technofetishism Agency, Amazonian Ontologies, and Global Magic." *Journal of Ethnographic Theory* 5 (1): 35–57. doi:10.14318/hau5.1.003.

Jan 15 – Holyday

Jan 22 - Week 2 – Physical Geography of the Amazon

Required Readings:

- Willis, K. et al. 2004. "How "Virgin" Is Virgin Rainforest?" *Science* 304, Iss. 5669; pg. 402
- Forsyth, A. and K. Miyata (1984). "In the Realm of the Tropics", *Tropical Nature*. New York, Charles Scribner's Sons, chap 1 (pp. 7-15).
- Whitmore, T. C. (1998). "What are tropical forests?" *An Introduction to Tropical Rain Forests*. Oxford, Clarendon Press: pp. 10-29.

Recommended:

- Cleary, David. 2001 *Towards an Environmental History of the Amazon: From Prehistory to the Nineteenth Century*. *Latin American Research Review*, vol 36 No 2 pp 64-96

Jan 29 - Week 3 – Amazonian Pre-Columbian Societies

Required Readings:

- Barlow, Jos, Toby A. Gardner, Alexander C. Lees, Luke Parry, and Carlos A. Peres. 2012. "How Pristine Are Tropical Forests? An Ecological Perspective on the Pre-Columbian Human Footprint in Amazonia and Implications for Contemporary Conservation." *Biological Conservation* 151 (1). Elsevier Ltd: 45–49. doi:10.1016/j.biocon.2011.10.013.
- Bush, M. B., A. Correa-Metrio, C. H. McMichael, S. Sully, C. R. Shadik, B. G. Valencia, T. Guilderson, M. Steinitz-Kannan, and J. T. Overpeck. 2016. "A 6900-Year History of Landscape Modification by Humans in Lowland Amazonia." *Quaternary Science Reviews* 141. Elsevier Ltd: 52–64. doi:10.1016/j.quascirev.2016.03.022.
- Heckenberger, M. J., J. C. Russell, C. Fausto, J. R. Toney, M. J. Schmidt, E. Pereira, B. Franchetto, and A. Kuikuro. "Pre-Columbian Urbanism, Anthropogenic Landscapes, and the Future of the Amazon." *Science* 321, no. 5893 (2008): 1214-217. doi:10.1126/science.1159769.

Recommended:

- Denevan, William M. "The "Pristine Myth" Revisited." *Geographical Review* 101, no. 4 (2011): 576-91. doi:10.1111/j.1931-0846.2011.00118.x.

Feb 5 - Week 4 – Development and Urbanization Processes

Required Readings:

- Godfrey, Brian J, and John O Browder. 1996. "American Geographical Society Disarticulated Urbanization in the Brazilian Amazon." Source: *Geographical Review Latin American Geography* 86 (3): 441–45. <http://www.jstor.org/stable/215507>.
- Godfrey, Brian J. n.d. "The Geographical Review VOLUME 80 April 1990 NUMBER 2 BOOM TOWNS OF THE AMAZON*."
- Ryder, Roy, and Lawrence A Brown. n.d. "URBAN-SYSTEM EVOLUTION ON THE FRONTIER OF THE ECUADORIAN AMAZON."

Recommended:

- Leichenko, R. and Solecki, W., 2005. Exporting the American Dream: The globalization of suburban consumption landscapes, *Regional Studies*, vol. 39, p. 241-253.

Feb 12 - Week 5 – Environmental Threats and Global Economy

Required Readings:

- Rubenstein, Steven L, Michel Alexiades, Claire Cesareo, Kirk Dombrowski, AnnCorinne Freter-Abrams, Brad Jokisch, Chris Kyle, et al. 2004. "Steps to a Political Ecology of Amazonia" 2 (2). <http://digitalcommons.trinity.edu/tipiti>.
- Walker, Robert. 1993. "Deforestation and Economic Development." *CI Canadian Journal of Regional Science*, no. 3: 481–97.

Recommended:

- Walker - PE of Amazonian Deforestation Chapter Ghost of von Thunen

Feb 19 – Week 6 – Teleconnections

Required Readings:

- Liu, Jianguo, Vanessa Hull, Mateus Batistella, Ruth deFries, Thomas Dietz, Feng Fu, Thomas W. Hertel, et al. 2013. "Framing Sustainability in a Telecoupled World." *Ecology and Society* 18 (2). doi:10.5751/ES-05873-180226.
- Liu, J., 2007. Coupled human and natural systems, *Ambio*, vol. 36, p. 639-648.
- Cardille, J.A., and Bennett, E.M., 2010. Ecology tropical teleconnections, *Nature Geoscience*, vol. 3, p. 154-155.

Recommended:

- Foley, Jonathan A, Ruth DeFries, Gregory P Asner, Carol Barford, Gordon Bonan, Stephen R Carpenter, F Stuart Chapin, et al. n.d. "Global Consequences of Land Use."
- Seto, K.C., et al., 2012. Urban land teleconnections and sustainability, *Proceedings of the National Academy of Sciences*, vol.109, p. 7687-7692.

Feb 26 - Week 7 - Land Use and Forest Conversion

Required Readings:

- Meyfroidt, Patrick, Eric F. Lambin, Karl Heinz Erb, and Thomas W. Hertel. 2013. "Globalization of Land Use: Distant Drivers of Land Change and Geographic Displacement of Land Use." *Current Opinion in Environmental Sustainability*. doi:10.1016/j.cosust.2013.04.003.
- Rudel, Thomas K., Ruth Defries, Gregory P. Asner, and William F. Laurance. 2009. "Changing Drivers of Deforestation and New Opportunities for Conservation." *Conservation Biology*. doi:10.1111/j.1523-1739.2009.01332.x.
- Garrett, Rachael D., Eric F. Lambin, and Rosamond L. Naylor. 2013. "The New Economic Geography of Land Use Change: Supply Chain Configurations and Land Use in the Brazilian Amazon." *Land Use Policy*. doi:10.1016/j.landusepol.2013.03.011.

Recommended:

- Geist, H.J. and Lambin, E.F., 2002. Proximate causes and underlying driving forces of tropical deforestation, *Bioscience*, vol. 52, p.143-150.
- Marsik, Matthew, Forrest R. Stevens, and Jane Southworth. 2011. "Amazon Deforestation: Rates and Patterns of Land Cover Change and Fragmentation in Pando, Northern Bolivia, 1986 to 2005." *Progress in Physical Geography*. doi:10.1177/0309133311399492.

Mar 5 – Spring Break

Mar 12 - Week 8 – Draft Discussion

No Readings

Mar 26 - Week 9 – Political Backgrounds and Governance

Required Readings:

- McKean, M. 2001. Common Property: What Is It, What Is It Good for, and What Makes It Work? In *People and Forests: Communities, Institutions, Governance*. Eds. C. C. Gibson, M. McKean and E. Ostrom, eds. Pp. 27-55. Cambridge, MA: MIT Press.
- Agrawal, A., and C Gibson. 1999. "Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation." *World Development* 27:629-49.

- Wright, Glenn Daniel, Krister Andersson, Clark C. Gibson, and Tom P. Evans. 2015. "What incentivizes local forest conservation efforts? Evidence from Bolivia." *International Journal of the Commons* 9(1):322-46.

Recommended:

- Morales, Waltraud Q. n.d. "THE TIPNIS CRISIS AND THE MEANING OF BOLIVIAN DEMOCRACY UNDER EVO MORALES"

Apr 2 - Week 10- Who is the Amazon?

Required Readings:

- Nugent, Stephen. 1997. "The Coordinates of Identity in Amazonia: At Play in the Fields of Culture." *Critique of Anthropology*. doi:10.1177/0308275X9701700103.
- Schiavo, Tony. 2017. "GIDE 10(1)." doi:10.1080/10702890304336.

Recommended:

- Redford, Kent H. 1992. "The Empty Forest." *BioScience* 42 (6): 412–22. doi:10.2307/1311860.

Apr 9 - Week 11 – Climate Change and the role of the Amazon

Required Readings:

- Malhi, Yadvinder, J Timmons Roberts, Richard A Betts, Timothy J Killeen, Wenhong Li, and Carlos A Nobre. n.d. "Climate Change, Deforestation, and the Fate of the Amazon."
- Gullison, Raymond E., Peter C. Frumhoff, Josep G. Canadell, Christopher B. Field, Daniel C. Nepstad, Katharine Hayhoe, Roni Avissar, et al. 2007. "Tropical Forests and Climate Policy." *Science*. doi:10.1126/science.1136163.
- Nobre, Carlos Afonso, and Laura De Simone Borma. 2009. "'Tipping Points' for the Amazon Forest." *Current Opinion in Environmental Sustainability*. doi:10.1016/j.cosust.2009.07.003.

Recommended:

- Lenton, T. M., H. Held, E. Kriegler, J. W. Hall, W. Lucht, S. Rahmstorf, and H. J. Schellnhuber. 2008. "Tipping Elements in the Earth's Climate System." *Proceedings of the National Academy of Sciences*. doi:10.1073/pnas.0705414105.
- Oyama, Marcos Daisuke, and Carlos Afonso Nobre. 2003. "A New Climate-Vegetation Equilibrium State for Tropical South America." *Geophysical Research Letters*. doi:10.1029/2003GL018600.

Apr 16 - Week 12 – Imagined Future and Pathways

Required Readings:

- Boyd, E. 2008. "Navigating Amazonia under Uncertainty: Past, Present and Future Environmental Governance." *Philosophical Transactions of the Royal Society B: Biological Sciences*. doi:10.1098/rstb.2007.0023.
- Betts, R. A, Y. Malhi, and J. T. Roberts. 2008. "The Future of the Amazon: New Perspectives from Climate, Ecosystem and Social Sciences." *Philosophical Transactions of the Royal Society B: Biological Sciences*. doi:10.1098/rstb.2008.0011.
- Bryant, Raymond L, and Michael K Goodman. 2004. "Consuming Narratives: The Political Ecology of 'Alternative' Consumption." *Trans Inst Br Geogr NS* 29: 344–66.

Recommended:

- Walker, R., N. J. Moore, E. Arima, S. Perz, C. Simmons, M. Caldas, D. Vergara, and C. Bohrer. 2009. "Protecting the Amazon with Protected Areas." Proceedings of the National Academy of Sciences. doi:10.1073/pnas.0806059106.
- Betto, Frei, and Michael Löwy. 2010. "Ecosocialism and Spirituality." Capitalism, Nature, Socialism. doi:10.1080/10455752.2010.489675.

Apr 23 – Week 13 – Student Presentations

CLASSROOM POLICIES:

Attendance & makeup policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)Links to an external site..

Grade Disputes: Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Classroom Civility and Respect: It is essential that all students respect the rights of their fellow classmates to learn. Therefore, I request that you:

Not carry on conversations outside the class discussion, not read the paper or other materials not directly related to class, not play music, and not talk on your cell phone during class.

Also, if you come to class late, please quickly find the nearest seat at the side of the room so that you do not disturb your classmates.

UF POLICIES:

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (Links to an external site.) Specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when

requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc>) (Links to an external site.) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>) (Links to an external site.)

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> (Links to an external site.)Links to an external site.. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results> (Links to an external site.)Links to an external site..