

LAS 6398: Indigenous rights, environmental justice, & development in Latin America



Semester: Spring 2021

Meeting Times & Location: Wednesdays 3:00-6:00 pm as HyFlex synchronous meetings. In-class sessions will be held in Grinter Hall 376 with on-line sessions meeting by Zoom.

Instructor

Joel E. Correia, PhD

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Office Hours: Tuesday 3:00-5:00 pm, or by apt.

Course Description

This graduate seminar investigates how environmental change, development, and extractivism intersect with Indigenous struggles for justice. Drawing from interdisciplinary scholarship in critical environmental justice, political ecology, and Indigenous studies, the class evaluates how development and environmental change intersect with Indigenous rights and how Indigenous peoples, and their allies, are reworking histories of oppression to envision and create more just futures. With attention to Indigenous struggles for self-determination and autonomy, the course asks *how* power operates through different ways of defining and practicing development, *why* struggles over legitimate ways of knowing “the environment” are inherently political, and in *what* ways Indigenous struggles across the Americas invite rethinking justice vis-à-vis relationality.

The course begins with a focus on environmental justice, research ethics, and decolonial politics to provide a theoretical and methodological framework for our engagement during the semester. We then will engage ethnographies and interdisciplinary studies that highlight issues from Mexico and Guatemala to the Southern Cone to consider how radical cartographies, ecologies of knowledge, and frontier intimacies shape, and are shaped by, contemporary Indigenous movements in the context of extractive development. In this interactive discussion-

based seminar, students will thus develop a critical theoretical and ethical framework to advance their research and practice. Course activities are designed to inspire interaction, build community, and will be held in a synchronous HyFlex format.

Land Acknowledgment

Our conversations will be held on the historic territories of Native Americans who no longer have control over the lands where most of us will be as we engage this course. The city of Gainesville and University of Florida sit on the ancestral and traditional territories of Timucua peoples and the Seminole Tribe of Florida. This land bears the history of those Peoples, their removal, ongoing settler colonial occupation, and lasting efforts by Indigenous Peoples to maintain relations with these territories. Thus, this class begins by asking each of those participating in it to acknowledge and reflect on the sedimented histories and contemporary politics—including those that intersect with legacies of slavery—of the lands we occupy.

Course Objectives

This seminar will introduce students to key approaches in current environmental justice research regarding Indigenous rights and extractive development in Latin America. The design of the seminar is based on five primary objectives:

1. Provide students with a general overview of Indigenous rights laws and judicial frameworks in Latin America that can be, or are often, used to support the rights of Indigenous peoples disproportionately impacted by extractive development.
2. Introduce students to key debates in critical environmental justice literature such that they can develop an understanding and analytical framework to evaluate ecological change, social conflicts, and community wellbeing in Latin America.
3. Survey and evaluate in-depth studies in, of, and from Latin America that speak to many of the major ongoing environmental justice challenges confronting the region and the different responses to those challenges.
4. Bridge theory and practice through praxis-based learning that asks students to think with the concepts learned in the seminar and evaluate environmental (in)justice issues in Gainesville or in their own research, thereby deepening learning through critical analysis, applied approaches, and peer-peer learning.
5. Help students improve their critical writing, argumentation, and facilitation skills through a number of different activities and assignments that allow students to practice these skills in a space open that provides constructive feedback.

Expected Learning Outcomes

After completing this course, students should be able to:

1. Define what environmental justice is, discuss key approaches to environmental justice research, and clearly demonstrate an understanding of the practical applications of environmental justice frameworks to support social struggles.
2. Articulate major Indigenous rights legal frameworks used throughout Latin America to support Indigenous struggles for justice, territory, and resource access and control.
3. Discuss the importance of Indigenous methodologies and different approaches to conducting research with Indigenous communities, with particular attention to the politics of representation and limits/potential of decolonialization.

4. Critically evaluate how extractivism impacts Indigenous communities in uneven ways across Latin America, while also stating trends common to case studies from around the region.

What you can Expect from Dr. Correia

1. Respect for your informed opinions.
2. Timely feedback on all assignments and email communications.
3. My commitment to your learning and fostering an inclusive learning environment.
4. That I will engage you with respect and work to help you achieve your learning goals.
5. My sincere interest in your learning and expectations for what you hope to achieve in this class.

Required Texts (**Denotes that the text is available as an e-book via the UF Libraries.)

- ❖ **Gustafson, Bret. 2020. *Bolivia in the age of gas*. Durham: Duke University Press.
- ❖ Mora, Mariana. 2018. *Kuxlejal politics: Indigenous autonomy, race, and decolonizing research in Zapatista Communities*. Austin: University of Texas Press.
 - **Note:** the library has one hardcopy on reserve but no e-book available.
- ❖ **Rahder, Micha. 2020. *An ecology of knowledges: Fear, love, and technoscience in Guatemalan forest conservation*. Durham: Duke University Press.
- ❖ **Smith, Linda Tuhiwai. 2012. *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.
- ❖ **Sze, Julia. 2020. *Environmental justice in a moment of danger*. Oakland: University of California Press.
- ❖ Sletto, Bjorn, Bryan, Joe, Wagner, Alfredo, and Hale, Charles. 2020. *Radical cartographies: Participatory mapmaking from Latin America*. Austin: University of Texas Press.
 - **Note:** the library does not yet have this book.

Necessary PDFs (e.g., articles) will be available on the course Canvas site.

Class and University Policies

Class Attendance and Make-Up Policy

Attendance is important and required. Because the class requires a commitment to dialogue, absences and marginal participation will have a negative impact on student grades. Students are expected to arrive prepared and on time. Being late by 10 minutes or more will be counted as an absence, unless previously arranged. Every student is allowed one unexcused absence during the semester. Students will begin to lose 10% of their participation score for the second and third unexcused absences and after the fourth unexcused absence they may be administratively dropped from the course.

There are many ways to participate in this course and students are expected to come ready to engage the course materials. That means students are responsible for the readings and need to take part in class discussions and activities. *When doing so, please try to use specific course materials to “anchor” your thoughts and provide the rest of your peers and Professor with a common reference for discussion. Also, remember that active participation requires that you give others a chance to speak and that you listen to and consider their ideas.* Participation is assessed daily, but participation grades will not be available until the end of the semester.

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students should arrange with Professor Correia for makeup material, if circumstances allow it; the student will receive one week to prepare for any makeup assignment.

Late Assignments: You are expected to turn in assignments on time. All late assignments will be subject to the following reduction of points: if turned in late but within 24 hours of the posted due date and time, the assignment will be docked 25% of the total possible points; 24-48 hours late will result in 50% loss of total possible points. No assignments will be accepted beyond 48 hours past the due date. Weekly reading response papers and the final course paper will not be accepted late.

If an assignment deadline corresponds with a pre-approved absence in accordance with UF policy, please contact Professor Correia in advance to reschedule.

Course Demeanor

Etiquette for online classes: Due to the Covid-19 health crisis, many students will take this class synchronously online via Zoom. While I understand that online learning is distinct from in-person education, that does not mean that behavioral expectations for students or instructors are radically different than if this class were to be held in person. That said, I have created a “*Netiquette Guide*” that is posted on our course Canvas site to further explain the expectations for student and instructor demeanor in this class. The Guide is not supplemental information but an element of this syllabus and, as such, is part of the course expectations and norms. You are expected to follow the Guide in addition to the details listed in this syllabus.

Etiquette for in-person (face-to-face) classes: Some students will choose to enroll in the in-person section of this course. Etiquette expectations for in-person classes is the same for online version (please see guide on Canvas), though with one important difference—Centers for Disease Control Covid-19 Health Guidance and UF Covid-19 policy. Students attending in-person classes must follow CDC and UF health guidance at all times, including: properly wearing an approved facemask that covers the nose and mouth at all times, maintaining a minimum of six feet distance from all other people in the classroom at all times, washing hands or using hand sanitizer prior to entering the class. If a student in the face-to-face course section wants to eat a snack or drink a beverage, they will need to exit the room to do so. Face masks must be properly worn at all times while in the class room and Grinter Hall. If students enrolled in the face-to-face class modality exhibit any Covid-19 symptoms or have been in contact with someone infected with Covid-19, they are asked to join class by Zoom to maintain health and safety—per UF Covid-19 guidelines.

Classroom Behavior Policy: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where each of us feels comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Opinions held by other students should be respected. Conversations that do not contribute to the class/discussion should be held at minimum, if at all.

Students are asked to refrain from disruptive conversations with peers during class. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to pertinent UF administrators.

Course Communications: Dr. Correia will use University of Florida e-mail and the class Canvas site to communicate with students about the course. Therefore, students are responsible to regularly check their University of Florida e-mail accounts and the course Canvas page for updates and information. Please check the course Canvas site weekly (at a minimum) since it will be the primary means of out-of-class communication during the semester and where students will find activities and assignments.

If you would like to contact Dr. Correia, please do so at joel.correia@latam.ufl.edu.

Please begin all course-related emails with the following subject heading: **LAS 6938: (subject of email)**. Professional language should be used in all communications. Professor Correia will reply to your message/questions as quickly as possible (usually within 24 hours), though may take up to 48 hours depending upon when your email is received (e.g., weekends, travel, etc.).

Cell phones: Unless explicitly stated otherwise for a class activity, cell phones are prohibited from use during class. Please turn off or place your phone in airplane mode while in class.

Laptops and tablets: Please respect your fellow classmates and only use laptops/tablets for course-related activity.

Notification of Objectionable Materials: This course may occasionally contain material of a mature nature, which may include explicit language and/or depictions of violence. Some readings and videos we watch may contain images or descriptions of events that some people may find disturbing. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with Dr. Correia to voice concerns and to provide feedback. Dr. Correia will try his best to let students know in advance of any objectionable material and find suitable alternatives to subject materials if necessary.

University of Florida Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) 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 Professor Correia. **Recall, all written assignments will be evaluated using Turnitin.com originality-checking software.*

Technical Support for Online Classes

Please contact the [UF Computing Help Desk](http://helpdesk.ufl.edu/) if you are having problems with Canvas, Zoom, or other technologies we will use during the semester. They are available at <http://helpdesk.ufl.edu/> and by phone at 352-392-4357.

Student Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to Dr. Correia when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Dr. Correia will also request that students provide anonymous feedback about the course at different points in the semester through a UF-administered Qualtrics survey to give students opportunities to give anonymous feedback that can ensure the course meets their expectations and learning needs.

Materials and Supplies Fees

All course materials (e.g., PDFs of readings, books) are available via the Smathers Libraries. Books can also be purchased if so desired. There are no additional fees for this course.

Counseling and Wellness

These are challenging times. Please do take care of yourself. It is vitally important to attend to your mental, physical, and emotional wellbeing as you navigate the challenges of graduate studies alongside everything else in your life. I am empathetic to the challenges that students face and highly encourage you to adopt practices that prioritize your wellbeing. If you should need or want to reach out to the many excellent professional services we have on campus for assistance with counselling and other wellness strategies, please see the following resources:

Please reach out to the Counseling and Wellness Center if you want to learn more about their services: <https://counseling.ufl.edu/> and at 352-392-1575

For emergencies contact: the University Police Department: 352-392-1111 or 9-1-1.

Please contact U Matter, We Care if you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.



Charagua, Bolivia: The first autonomous Indigenous government in the country.

Course Schedule and Assignments

I. Introduction and approaches to Environmental Justice

1/13—Week 1: What is “the environment”? What is “justice”? What is environmental justice? Why does this matter?

An open discussion and debate to introduce the seminar.

The links listed below for this week are not due before class, but we will spend some time to take a look at some of them, and return to them throughout the semester. They highlight some key issues that motivate this course and underscore the importance of the issues we will discuss—issues that shape some of the most significant struggles in the Américas.

Websites of interest:

- Environmental Justice Atlas: <https://ejatlas.org/>
- Tierras de Resistentes: <https://tierraderesistentes.com/en/>
- Global Witness: <https://www.globalwitness.org/en/campaigns/environmental-activists/>

The Escazú Agreement:

- <https://climateandhealthalliance.org/blog/the-escazu-agreement-how-the-idea-of-a-healthy-environment-became-a-stumbling-block/>
- <https://es.mongabay.com/2020/07/acuerdo-escazu-justicia-ambiental/>
- <http://ambiental.net/2015/07/la-contradiccion-de-la-corte-internacional-de-justicia-ambiental/>
- <https://www.connectas.org/analisis/acuerdo-de-escazu-contradicciones-ambientales-de-america-latina/>

1/20—Week 2: Approaches to environmental justice I—Foundations

Read (or watch) the following:

U.S. Environmental Protection Agency Environmental Justice website (watch video):
<https://www.epa.gov/environmentaljustice/overview-ej-iwg>

Carruthers, David. 2008. Popular environmentalism and social justice in Latin America. In *Environmental Justice in Latin America: Problems, promise, and practice*. Carruthers, David. ed. pp.1-25. Cambridge: The MIT Press.

Schlosberg, David and Carruthers, David. 2010. Indigenous struggles, environmental justice, and community capabilities. *Global Environmental Politics* 10(4): 12-35.

Nixon, Rob. 2011. Introduction. In *Slow Violence and the Environmentalism of the Poor*. pp. 1-44. Cambridge: Harvard University Press.

Pulido, Laura and De Lara, Juan. 2018. Reimagining ‘justice’ in environmental justice: Radical ecologies, decolonial thought, and the Black Radical tradition. *Environment and Planning E: Nature and Space* 1(1-2): 76-98.

***Optional:**

Readings

- Martinez-Alier, Joan. 2014. The environmentalism of the poor. *Geoforum* 54: 239-241.

Websites

- On the environmentalism of the poor: <https://www.opendemocracy.net/en/democraciaabierta/luchas-resistencias-y-alternativas-al-extractivismo-en-am%C3%A9rica-latina-y-caribe-en/>
- Environmental Justice Institute: <https://environmentaljustice.de/index.php>
- Colombia Environmental Justice Network: <https://aida-americas.org/en/organizing-network-environmental-justice-colombia>

1/27—Week 3: Approaches to environmental justice II—Critical Turns

Read (or watch) the following:

Pellow, David. 2018. *What is critical environmental justice?* Cambridge: Blackwell. *Chapters 1 and 2.* (The whole book is well worth the read though!)

Sze, Julie. 2020. *Environmental justice in a moment of danger.* Oakland: University of California Press.

***Optional:**

Videos:

- David Pellow: <https://www.youtube.com/watch?v=Hye4503gtkw>

II. Indigenous rights, development, and environment

2/3—Week 4: Indigenous rights and indigeneity

Read (or watch) the following:

Niezen, Ronald. 2003. The origins of the international movement of Indigenous peoples. In *The Origins of Indigenism: Human Rights and the Politics of Identity.* Oakland: University of California Press. pp. 29-52.

Westra, Laura. 2008. The rights of Indigenous peoples: Eco-footprint crime and the 'biological/ecological integrity model' to achieve environmental justice. In *Environmental Justice and the Rights of Indigenous Peoples: International and Domestic Legal Perspectives.* pp. 3-23.

Sieder, Rachel and Barrera-Vivero, Anna. 2017. Legalizing Indigenous self-determination: Autonomy and Buen Vivir in Latin America. *The Journal of Latin American and Caribbean Anthropology* 22(1): 9-26.

Yeh, Emily T. and Bryan, Joe. 2015. Indigeneity. In *Routledge Handbook of Political Ecology.* pp. 531-544. Perreault, Tom, Bridge, Gavin, and McCarthy, James. eds. New York: Routledge.

***Optional:**

Readings

- De la Cadena, Marisol and Starn, Orin. 2007. *Indigenous experience today*. Bloomsbury.
- Blaser, Mario, da Costa, Ravi, McGregor, Deborah, and Coleman, William D. 2010. *Indigenous peoples and autonomy: Insights for a global age*. Vancouver: UBC Press.
- Engle, Karen. 2010. *The elusive promise of Indigenous development*. Durham: Duke University Press.

2/10—Week 5: Neoliberal multiculturalism at the nexus of cultural & environmental rights

Read (or watch) the following:

Hale, Charles. 2005. Neoliberal multiculturalism: The remaking of cultural rights and racial dominance in Central America. *PoLAR*: 28(1): 10-28.

Muehlmann, Shaylih. 2009. How do real Indians fish? Neoliberal multiculturalism and contested indigenities in the Colorado Delta. *American Anthropologist* 111(4): 468-479.

Novo, Carmen Martínez and Shlossberg, Pavel. 2018. Introduction: lasting and resurgent racism after recognition in Latin America. *Cultural Studies* 32(3): 349-363.

Hale, Charles. 2020. Using and refusing the law: Indigenous struggles and legal strategies after neoliberal multiculturalism. *American Anthropologist*
<https://doi.org/10.1111/aman.13416>.

***Optional:**

- Postero, Nancy. 2007. *Now we are citizens: Indigenous politics in postmulticultural Bolivia*. Stanford: Stanford University Press.
- Bryan, Joe. 2012. Rethinking territory: Social justice and neoliberalism in Latin America's territorial turn. *Geography Compass* 6(4): 215-226.
- Velásquez Runk, Julie, 2012. Indigenous land and environmental conflicts in Panama: neoliberal multiculturalism, changing legislation, and human rights. *Journal of Latin American Geography*: 21-47.

2/17—Week 6: Approaches to environmental justice III—Indigenous EJ

Read (or watch) the following:

Whyte, Kyle Powys. 2016. Indigenous experience, environmental justice, and settler colonialism. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2770058

Ulloa, Astrid. 2017. Perspectives of environmental justice from Indigenous peoples of Latin America: A relational indigenous environmental justice. *Environmental Justice* 10(6): 175-180.

Álvarez, Lina and Coolsaet, Brendan. 2018. Decolonizing environmental justice studies: A Latin American perspective. *Capitalism Nature Socialism*
<https://doi.org/10.1080/10455752.2018.1558272>

Jarratt-Snider, Karen and Nielsen, Marianne O. 2020. *Indigenous Environmental Justice*. Tucson: University of Arizona Press. *Selected readings: Introduction by Jarratt-Snider and Nielsen; Chapter 4—Environmental Racism by Linda M. Robyn.

**Optional:*

Videos:

- Kyle Whyte on Climate Justice:
<https://www.youtube.com/watch?v=7YPvsOCUhI8>
- What is Indigenous environmental justice?
<https://www.youtube.com/watch?v=l2SrQZXE8hQ>

Websites:

- Indigenous Environmental Network: <https://www.ienearth.org/>
- York University Indigenous Environmental Justice Project:
<https://iejproject.info.yorku.ca/>

II. Research & Writing with Indigenous Struggles—Ethics, positionality, decolonization(?)

2/24—Week 7: Decolonizing research I

Read (or watch) the following:

Smith, Linda Tuhiwai. 1999. *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books. ***Pages 1-141 are mandatory; pages 142-196 are recommended for future reference and reading.

Coombes, Brad, Johnson, Jay T., and Howitt, Richard. 2014. Indigenous geographies III: Methodological innovation and the unsettling of participatory research. *Progress in Human Geography* 38(6): 845-854.

De Leeuw, Sarah and Hunt, Sarah. 2018. Unsettling decolonizing geographies. *Geography Compass* DOI: 10.1111/gec3.12376.

**Optional:*

Schiwy, Freya. 2007. Decolonization and the question of subjectivity. *Cultural Studies* 21:2-3. 271-294.

Hunt, Sarah. 2013. Ontologies of indigeneity: The politics of embodying a concept. *Cultural Geographies* 21(1): 27-32.

3/3—Week 8: Decolonizing research II

Read (or watch) the following:

Mora, Mariana. 2018. *Kuxlejal politics: Indigenous autonomy, race, and decolonizing research in Zapatista Communities*. Austin: University of Texas Press.

3/10—Week 9: Representation and decolonial research praxis

Read (or watch) the following:

Sletto, Bjorn, Bryan, Joe, Wagner, Alfredo, and Hale, Charles. 2020. *Radical cartographies: Participatory mapmaking from Latin America*. Austin: University of Texas Press. *Select chapters will be assigned.

III. Contemporary Indigenous environmental justice in Latin America

3/17—Week 10: Workshop with Environmental Defenders & Indigenous Leaders

**Since Spring 2019, I have been conducting a workshop series with Indigenous leaders and environmental defenders from across Latin America. During class this week, we will participate in a discussion with leaders from social movements in the Andes. Final details TBA.*

3/24—Week 11: Politics of knowledge & conservation

Read (or watch) the following:

Rahder, Micha. 2020. *An ecology of knowledges: Fear, love, and technoscience in Guatemalan forest conservation*. Durham: Duke University Press.

3/31—Week 12: Extractivism and its discontents

Read (or watch) the following:

Gustafson, Bret. 2020. *Bolivia in the age of gas*. Durham: Duke University Press.

4/7—Week 13: No class! Dr. Correia will be at a conference this week.

***Final research paper due by Friday, April 10th at 6:00PM to Canvas.*

4/14—Week 14: In pursuit of Indigenous environmental justice

Read (or watch) the following:

***Final reading TBA*

4/21—Week 15: People's Guide Presentations

***No reading, we will focus class on sharing your people's guides and a closing discussion.*

Course Assignments

Your final course grade will be evaluated upon the satisfactory completion of the following assignments and tasks:

1. **Facilitating class discussion = 10 Points**
2. Each student will be responsible for **facilitating** class discussion during one week of the semester. Good facilitation requires opening a space for discussion and debate, but not foreclosing that space by overdetermining the discussion. In other words, your role is not to "explain" all of the readings but to engage with your peers' response papers and questions to lead a discussion of the selected materials. As facilitator, you are expected to:
 - a. Have done all of the reading assigned for the week.
 - b. Communicate your plan for facilitating discussion with Professor Correia **at least 24** hours before the start of class.

- c. Circulate provocative discussion questions to the class via the Canvas site no later than 12:00PM (Noon) the day of class.
- d. Write and share discussion questions with the class via the Canvas site no later than **9:00 pm** the night before the class you will facilitate.
- e. Read your peers' response papers before class and incorporate their questions and key points into the discussion.
- f. Provide a **brief** summary of the readings at the beginning of class that includes the core argument of each reading and key points (*not more than 15 minutes*). *You do not need to prepare a PowerPoint but are welcome to do so if that is helpful to you.*
- g. *Please note that Professor Correia will use the last 10-15 minutes of class to provide a brief overview of the next class' materials to prep the following meeting.
- h. This assignment is designed to help you learn successful strategies for facilitating group discussions and improve your public speaking skills.

3. Weekly response papers = 30 Points

- a. You will write a total of **seven** critical response papers during the course of the semester. Each paper should be a critical engagement with the week's course readings, must be 450-550 words long, and should be well written. Papers must be uploaded as a Word or PDF document to the appropriate discussion forum on the course Canvas site.
- a. Tips for writing a good response paper: Your paper should not only summarize the reading(s) you choose to engage with. Instead, consider dedicating 1/3 of the paper to an overview of the reading(s), then focusing the rest of the paper on identifying the core argument(s), key interventions, and questions you have. Your paper should provoke conversation and demonstrate a concerted engagement with the course materials, rather than discuss other topics.
- b. Papers will be graded per the following metric: 4 points = an excellent paper that demonstrates critical engagement and clear writing/structure; 3 = a sound argument but slippages in understanding, too much reliance on summary, or poor writing; 2 = unclear argument but demonstrated engagement with the readings, reliance only on summary, and/or persistent and serious errors in the writing; 1 > = poor quality overall. Please note that papers above and below the 450-550 word range will also lose points. *If you turn in all seven papers on time, you will be awarded two (2) extra points bringing the total from 28 to 30 for this assignment.
- c. The papers should ultimately serve as a resource you can later draw on for your culminating projects in the MALAS, TCD, MDP or another graduate program. The format of this assignment intends to help you practice synthesizing complex information by writing concise, clear, and compelling arguments about the material.

4. Active participation = 20 points

- a. Attendance in class meetings does not constitute participation. This seminar requires regular attendance, is based on discussion, and will thrive with each student's active contributions to class meetings. That said, please come to class having done the readings and ready to engage in class discussion about the course materials. While active participation requires that your voice is heard, it is also necessary to leave space for others to share their voice.
- b. **A note about online participation:** For online sessions we will by Zoom. Given that this is a discussion-based class that requires regular interaction, I ask that every student

use their cameras and keep them on for the duration of the class (accept if you want privacy when we take breaks). The premise for this is to help build community and facilitate open dialogue among everyone in the course. Participation grades will be dramatically impacted if cameras are not used during class meetings. **If there are issues that prevent you from using the camera, please contact me by Canvas email to let me know so we can discuss.

- c. I understand that different people seek varied ways to participate in class; that said, if you are shy or have a hard time speaking in front of others, please contact me so that we discuss other forms of participating (e.g., online contributions, etc.).

5. “A peoples’ guide” = 15 points

- a. Leading scholar-activist Laura Pulido and colleagues published “A people’s guide to Los Angeles” (2012) as a counter reading to the Los Angeles landscape and locations with the aim of introducing readers to people, places, and events usually ignored (or unseen) in mainstream accounts. Drawing inspiration from Pulido et al.’s work and utilizing approaches from environmental justice and decolonizing research methods, this assignment asks students to create “a people’s guide” to the work they are doing for their graduate degree.
- b. The guide can be created using a variety of formats. I have had students use Esri Story Maps, Adobe Spark, Google Earth, create a zine, make movies, create handbooks, and other printed (i.e. papers) products. The idea is to **have fun, be creative**, and find **innovative ways to communicate your research broadly**.
- c. I will provide specific assignment guidelines in class on February 24th.
- d. This assignment is designed to open a creative yet critical space for students to discuss their research or capstone projects and experiment with alternative modes of communication that centers “publics” and “people” at the heart of discussion.

6. Final research paper = 25 points

- a. Students will write a 5,000-word research paper or report for their final assignment. The paper must be in conversation with the course topics and materials but should ultimately advance each student’s individual research and work toward successful completion of the MALAS degree, TCD certificate, other graduate degree being sought, or as the basis for a publication.
- b. I will provide specific guidelines for this assignment in class on January 20.
- c. This assignment is designed to help you improve your skills writing publications or technical reports.
- d. The grade for the final paper is broken into constituent parts:
 - i. **5 points:** Draft a 250-300 word abstract in addition to a preliminary bibliography of at least 10 sources *and* meet with Professor Correia to discuss your paper idea by February 24.
 - ii. **5 points:** Peer-review your final paper draft with a classmate by March 31.
*Send Professor Correia your peer-review comments.
 - iii. **15 points:** The completed research paper.

Helpful Resources for Writing & Research

- Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Evaluation of Final Grades

Grades will be awarded as listed in the table below:

| Score | Percent | Grade | Grade Points |
|---------|----------|-------|--------------|
| 94-100 | 93.4-100 | A | 4.00 |
| 90-93.5 | 90-93.5 | A- | 3.67 |
| 87-89.5 | 87-89.5 | B+ | 3.33 |
| 83-86.5 | 83-86.5 | B | 3.00 |
| 80-82.5 | 80-82.5 | B- | 2.67 |
| 77-79.5 | 77-79.5 | C+ | 2.33 |
| 73-76.5 | 73-76.5 | C | 2.00 |
| 70-72.5 | 70-72.5 | C- | 1.67 |
| 67-69.5 | 67-69.5 | D+ | 1.33 |
| 64-66.5 | 64-66.5 | D | 1.00 |
| 60-63.5 | 60-63.5 | D- | .67 |
| 0-59.5 | 0-59.5 | E | 0 |

More information on grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy may be subject to change with advance notice as deemed appropriate by the instructor.

**Your continued enrollment in this class on January 20, 2021 implies your agreement with the terms of this syllabus.*