

# PGS: SUSTAINABLE DEVELOPMENT AND CULTURE IN LATIN AMERICA

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**Travel to Costa Rica:** Jan 1-9

## COURSE DESCRIPTION

Latin America is the most biodiverse area in the world and one of the richest terrains of cultural and linguistic diversity, with over 600 indigenous peoples and over 500 languages. However, unsustainable economic development, climate change, and deforestation are threatening this area's biodiversity and cultural heritage.

This interdisciplinary course exposes students to the three dimensions of sustainable development -environmental, economic, and social- through an examination of three products -peyote, coca, and coffee- that are crucial in shaping modern identity in areas of Latin America. The course integrates this analysis of sustainable development in relation to cultural sustainability and cultural practices associated with peyote, coca, and coffee and their rich, traditional heritage and place in literature, film, and the arts.

The course is designed as a Global Seminar with a trip to Costa Rica so that students can experience these issues in real life. While in Costa Rica, students learn about the biodiversity of the coffee fields, the science of coffee production, its economic inequalities, opportunities, and threats caused by unsustainable farming practices and global warming.

## COURSE OBJECTIVES

### Understand

- the roots of interactions between sustainability and progress.
- the main issues related to sustainable development and the sustainable development goals within the Latin American context.
- the connection between biodiversity and culture, and development projects that threaten them.

### Critically evaluate

- the roles of indigenous peoples in the global capitalist system.
- the 2030 agenda and its inclusion of indigenous peoples and their rights.
- the concept of cultural heritage and cultural rights.
- culture as the fourth pillar of sustainable development.
- aspects of sustainable development practices used in agriculture related to coffee, peyote, and coca.
- reconstructive practices to restore environments that have been badly degraded as a result

- of mining or poor farming practices.
- development projects within the framework of biocultural diversity and the 2030 Sustainable Development Goals.
- ecocritical expressions.

#### Develop

- a global perspective and understanding of Indigenous and non-indigenous Latin American communities and their cultural practices.
- a personal perspective on one's own cultural practices, values, and identity.
- intercultural competence skills.

### STRUCTURE

This course is organized in three modules, each of which explores sustainability challenges in three specific areas of Latin America (Mexico, Perú and Colombia, and Costa Rica) through a crop from each area (peyote, coca, and coffee) that is an integral part of the culture and identity of their respective communities.

**Module I. Mining and Peyote:** This module delves into mining and the environmental threat it poses to the Mexican indigenous Huichol community and its sacred relationship with peyote.

**Module II. Drug Policies and Coca:** This module explores the tensions surrounding coca. In Andean countries like Perú, Bolivia, and Colombia coca is integral to their cultural heritage, religion, health, and customs, but it is being forced into eradication by drug control policies causing conflict and environmental degradation.

**Module III. Coffee Crisis:** Coffee in Costa Rica has been key in the history, economy, and identity of this country. But today due to the modernization of agriculture, shade-grown ecosystems are being replaced by sun-grown varieties of coffee that depend on many environmentally harmful and unsustainable practices such as deforestation, the use of fertilizers, herbicides, and pesticides. Global warming is also causing climate change that threatens coffee crops in Costa Rica.

### GRADING

PARTICIPATION	15%
QUIZZES	15%
EXAMS (4)	40%
CASE-STUDY:	
WRITTEN REPORT	20%

## PRESENTATION

10%

**PARTICIPATION:** Your participation grade is based on your ability and willingness to demonstrate that you have studied, read and reflected upon the readings. Equally important is your active engagement in class activities and discussions.

**QUIZZES:** There will be short quizzes to recapitulate what has been learned in class and to prepare you for each exam.

**EXAMS:** There will be 4 exams during the semester.

**CASE-STUDY:** Throughout the course you will investigate, analyze and write a case study report on a sustainability issue related to any Latin American Country of your choice. You will present your report to the class at the end of the course.

## Readings

### Backgrounder

#### B.1 Historical Roots of the Sustainable Development Concept

Pisani, Jacobus A. Du. "Sustainable Development – Historical Roots of the Concept." *Environmental Sciences*, vol. 3, no. 2, 2006, pp. 83–96 [Link](#)

SDG Plus. "Episode 4: Origin Story of Sustainable Development Goals | Origin of SDGs | SDG Plus." n.d. Video. <<https://www.youtube.com/watch?v=1zm7In9FRtE>>. [Link](#)

#### B.2 Buen vivir vs Development

Solón, Pablo. "Vivir Bien" .*Systemic Alternatives*. First edition, Grafica Leal, 2017, @systemic alternatives, [systemicalternatives.org/2017/03/10/book-systemic-alternatives](http://systemicalternatives.org/2017/03/10/book-systemic-alternatives). Link: [Eng](#), [Spa](#)

#### B.3. Progress Vs Bien Vivir

Martínez, Rubén, Carl Byker, and Christopher Hedge. *When Worlds Collide*. Widescreen presentation. [United States]: Distributed by PBS Distribution, 2010. Link part I

#### B.4 Why culture?

Rozzi, Ricardo, and Alexandria Poole. *Habitats – Habits – Inhabitants*. KIT Scientific Publishing, 2019. Print. [Link](#)

#### B.5 State of Indigenous peoples in Latin America

Cruz-Saco, A., & Toor Cummings, J. (2018, May). *Indigenous communities and social inclusion in Latin America*. <https://www.un.org/development/desa/family/wp-content/uploads/sites/23/2018/05/2-1.pdf> [Link](#)

Martínez, Rubén, Carl Byker, and Christopher Hedge. *When Worlds Collide*. Widescreen presentation. [United States]: Distributed by PBS Distribution, 2010. [Link](#)

#### B.6. Modernity/Coloniality and Eurocentric Development

Garcia, Alan. El Síndrome del perro del hortelano. *El Comercio*, 2007. (1–4)  
<https://indigenasdelperu.files.wordpress.com/2015/09/26539211-alan-garcia-perez-y-el-perro-del-hortelano.pdf>  
[Link](#) [Eng](#), [Spa](#)

#### B.7 Modernity/Coloniality and Eurocentric Development

Garcia, Alan. El Síndrome del perro del hortelano. *El Comercio*, 2007. (1–4).  
<https://indigenasdelperu.files.wordpress.com/2015/09/26539211-alan-garcia-perez-y-el-perro-del-hortelano.pdf>  
[Link](#) [Eng](#), [Spa](#)

#### B.8. Cultural Rights and International Recognition (Undrip, ILO169)

*United Nations Declaration on the Rights of Indigenous Peoples*. , 2011. Print. [Link](#) [eng](#), [spa](#)

## Coca

#### C.1 History of Coca

Karch, FFFLM, Steven B. “The Inca and Spanish Conquest.” *A Brief History of Cocaine*. Taylor & Francis Group, 2005. [Link](#)

Karch, FFFLM, Steven B. “Celebrity Endorsements.” *A Brief History of Cocaine*. Taylor & Francis Group, 2005. [Link](#)

Karch, FFFLM, Steven B. “Cocaine Pandemic?” *A Brief History of Cocaine*. Taylor & Francis Group, 2005. [Link](#)

#### C.2 Coca and Cultural Identity

Allen, Catherine. “Coca Knows.” *The Hold Life Has: Coca and Cultural Identity in an Andean Community*. Catherine Allen. Smithsonian Institution, 1988. [Link](#)

#### C.4 Buen vivir ecological imagination in Andes

Arguedas, José María. "Agua." *Breve Antología Didáctica: Agua; Los Escoleros; Wama Kuya; Oda al Jet; ¿Qué es el Folklore?; No soy un aculturado*. Lima: Horizonte, 1987. (1-17) Link [eng](#), [spa](#)

#### C.5 The War on Drugs history in Peru

Hutchison, Kelsey. "The "War on Coca" in Peru: An Examination of the 1980s and 1990s U.S. "Supply Side" Policies. Western Oregon University, Spring 2009. <https://wou.edu/history/files/2015/08/Kelsey-Hutchinson-HST-499.pdf> [Link](#)

#### C.6 The War on Drugs History in Colombia

O'Shaughnessy , Hugh, and Sue Branford. "The US declares "War on Drugs." *Chemical Warfare in Colombia: The Costs of Coca Fumigation*, Latin American Boureau, 2005, pp. 16–37, [www.jstor.org/stable/j.ctt1hj580p.7](http://www.jstor.org/stable/j.ctt1hj580p.7). [Link](#)

#### C.7 War on Drugs Environmental Effects

O'Shaughnessy , Hugh, and Sue Branford. "Putumayo Under Fire." *Chemical Warfare in Colombia: The Costs of Coca Fumigation*, Latin American Boureau, 2005, pp. 1–15, [www.jstor.org/stable/j.ctt1hj580p.7](http://www.jstor.org/stable/j.ctt1hj580p.7) [Link](#)

O'Shaughnessy , Hugh, and Sue Branford. "Indigenous Peoples Bear the Brunt." *Chemical Warfare in Colombia: The Costs of Coca Fumigation*, Latin American Boureau, 2005, pp. 109–126, [www.jstor.org/stable/j.ctt1hj580p.7](http://www.jstor.org/stable/j.ctt1hj580p.7) [Link](#)

#### C.8 Sustainability, cultural heritage and cultural rights

*United Nations Declaration on the Rights of Indigenous Peoples*.2011. Print. Link [eng](#), [sp](#)

## Peyote

#### P.1 Huicholes history and introduction

Arevalo, Maria Isabel. " Concesiones mineras en Wirikuta. Territorio sagrado la defensa de los derechos Culturales Del Pueblo Wixarika." *Academia, Flasco*, 2013, [www.academia.edu/6388721/CONCESIONES\\_MINERAS\\_EN\\_WIRIKUTA\\_TERRITORIO\\_SAGRAD\\_LA\\_DEFENSA\\_DE\\_LOS\\_DERECHOS\\_CULTURALES\\_DEL\\_PUEBLO\\_WIXARIKA\\_2010-2012\\_?auto=download](http://www.academia.edu/6388721/CONCESIONES_MINERAS_EN_WIRIKUTA_TERRITORIO_SAGRAD_LA_DEFENSA_DE_LOS_DERECHOS_CULTURALES_DEL_PUEBLO_WIXARIKA_2010-2012_?auto=download).Link ([eng](#), [span](#))

"The Huichol Center: A model for cultural survival".Vimeo, uploaded by David H. Rose, March 2009,<https://vimeo.com/3869961> [Link](#)

## P.2 Indigenous resistance and ecocriticism

Poffenberger, Abbey J. "Dissertation Abstracts International." *Dissertation Abstracts International.*, University Microfilms International,, 2007. (1-20). [Link](#)

## P.3 Indigenous resistance and ecocriticism

Pacheco, Gabriel. "Nuestra Madre Yurienaka." *Tatei Yurienaka y Otros Cuentos Huicholes*. Ed. Diana, 1994. Pp. [Link](#) [eng](#), [spa](#)

## P.4 Huicholes sacred art: symbolism and mythology

León-Blazquez, Lidia et. al. "El arte huichol" [Link](#)

León-Blazquez, Lidia et.al. "Huichol Art." Trans by Alessandra Pintado Urbanc. [Link](#)

## P.5. Symbolism and Myth

"TATEI NEIXA Fiesta del Tambor Wixarica - Huichol." *Youtube*. Jan 2014.

<https://www.youtube.com/watch?v=3Tg-ZuSJik4> [Link](#)

## P.6 Environmental Mining Conflicts in Mexico

Tetreault, Darcy. "Social Environmental Mining Conflicts in Mexico." *Latin American Perspectives.*, vol. 42, no. 5, Sage Periodicals Press etc, Sept. 2015, pp. 48–66, doi:10.1177/0022429415585112. [Link](#)

## P.7. Sustainable mining, rights and conservation

Boni, Andrew, et al. "Sustainable Mining, Indigenous Rights and Conservation: Conflict and Discourse in Wirikuta/Catorce, San Luis Potosi, Mexico." *GeoJournal*, vol. 80, no. 5, 2015. [www.jstor.org/stable/44076330](http://www.jstor.org/stable/44076330). Accessed 26 Aug. 2020. (768-77) [Link](#)

## P.8. Cultural sustainability, cultural heritage and cultural rights

*United Nations Declaration on the Rights of Indigenous Peoples*.2011. Print. [Link](#) [eng](#), [spa](#)

## Coffee

### CF.1 History and Literary representations of Costa Rica

Rossi, Anacristina. *La Loca De Gandoca*. 3. ed. San José, Costa Rica: Educa, 1993. [Link](#) (pp 11-49)

Rossi, Anacristina, 1952-, and Terry J Martin. *La Loca de Gandoca=The Madwoman of Gandoca*. Lewistown, N.Y: E. Mellen Press, 2006. [Link](#)

CF.2 Literary representations and ecological imaginations

Rossi, Anacristina, 1952-, and Terry J Martin. *La Loca De Gandoca =: The Madwoman of Gandoca*. Lewiston, N.Y.: E. Mellen Press, 2006. [Link](#)

Rossi, Anacristina. *La Loca De Gandoca*. 3. ed. San José, Costa Rica: Educa, 1993. [Link](#) (pp 49-98)

CF.3 Literary representations and ecological imaginations

Rossi, Anacristina, 1952-, and Terry J Martin. *La Loca de Gandoca=The Madwoman of Gandoca*. Lewistown, N.Y.: E. Mellen Press, 2006. [Link](#)

Rossi, Anacristina. *La Loca De Gandoca*. 3. ed. San José, Costa Rica: Educa, 1993. [Link](#) (pp 98-139)

Jordan, Peter. "Cracking the Golden Egg" Vimeo.2011. <https://vimeo.com/58745328>. [Link](#)

CF.4 Coffee Nation

Rausch, Lisa. "Coffee as an Expression of Costa Rican Identity" *The Coffeeness of Costa Rica*, University of Kansas, Ann Arbor, 2006. *ProQuest*, [https://proxy.library.upenn.edu/login?url=https://search-proquest-com.proxy.library.upenn.edu/docview/305321130?accountid=14707.\(48-68\)](https://proxy.library.upenn.edu/login?url=https://search-proquest-com.proxy.library.upenn.edu/docview/305321130?accountid=14707.(48-68)) [Link](#)

CF.5 Coffee Crisis

Tucker, Catherine M. "Market Volatility and Social Calamity." *Coffee Culture : Local Experiences, Global Connections*. New York: Routledge, 2011. [Link](#)

*A Small Section of the World*. Lesley Chilcott. Filmbuff, 2014. [Link](#) (min 1-15)

CF.9 Environmental Conundrums and Environmental Sustainability of Coffee Production.

Tucker, Catherine M. "Environmental Conundrums of Coffee Processing." *Coffee Culture : Local Experiences, Global Connections*. New York: Routledge, 2011. [Link](#)

Tucker, Catherine M. "Environmental Sustainability of Coffee Production." *Coffee Culture : Local Experiences, Global Connections*. New York: Routledge, 2011. [Link](#)

*A Small Section of the World*. Lesley Chilcott. Filmbuff, 2014. [Link](#) (min 15-30)

