

ENVS 437I Summer, 2022. International Business and Environmental Sustainability in Mexico: San Miguel de Allende's food and water cultures, histories, activism

This program asks the following questions, which we will be exploring throughout:

What are major forces behind wealth and poverty in Mexico?

Is globalization the most powerful explanation of central Mexico's rise?

Is regional development in Mexico sustainable?

What role does food and culinary history play in Mexican culture, politics, and development?

There are three stages to this experience:

1. *Pre-trip:* Many course readings are to be completed prior to departure. Students complete two workshops (**5 hours**) in spring quarter 2022 by Tim Costello and Travis Tennesen of the WWU Center for Service-Learning.
2. *Trip:* While in San Miguel de Allende, students complete at least **35 hours** of lecture (including daily language class) and at least **30 hours** of laboratories, field trips, and service learning; itinerary will be posted on course IPE/GLP website. Be sure to read the behavior policy below! Our service learning project is through Caminos de Agua.
3. *Post-trip:* You will need to complete two fieldtrip experience papers as well as a final paper. Find these assignments, and their due dates, in Canvas. In addition, you will write a self-assessment, including a post-service questionnaire.

Student behavior policy:

Students are not to go out at night unless accompanied by Gigi. Do not go out by yourself at any time. Even if you are of drinking age, intoxication is prohibited. One violation is unsafe. You can be sent home – see the file Faculty Led Codes of Conduct for details. Specifically, this is covered by:

Participants are expected to refrain from traveling in areas, or at times, where travel is considered unsafe by the host country government and/or program representatives. U.S. State Department travel warnings and advisories should be referred to for information relevant to U.S. citizens. U.S. State Department website: <http://travel.state.gov/travel/warnings.html>

Pre-Trip: Service learning introduction and short-answer essay exam on course readings. Service learning is a powerful teaching and learning methodology, which delivers key curricular and social outcomes. The pre-trip workshops prepare students to connect thoroughly university work with field experiences and service. Part of our pre-trip work will include articulating questions relevant to our service

project with Caminos de Agua. The service project consists of building a water catchment system in Pozo Ademado (Northern Guanajuato state).

COURSE CONTENT AND SAMPLE READINGS (PRE-TRIP)

MEXICO'S FOOD HERITAGES

Gary Nabhan. *Where Our Food Comes From* (Washington, D.C.: Island Press, 2009), pp. 1-21.

S. Coe, *America's First Cuisines* (Austin: University of Texas Press, 1994), chapters on the Aztecs and Mayas, pp. 66-168.

C. Mann "1491," *Atlantic Monthly*, Mar 2002.

THE COLOMBIAN EXCHANGE

In which we discuss Vavilov centers of food crop diversity, food crop domesticates in specific world regions, and the global movement of food

J. Carney and R. Rosomoff, *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World* (Berkeley: University of California Press, 2011), chapters 1, 2, 10 in 397H and 3,4,5,6 for 397I.

J. Carney. "The Colombian Exchange," in Joseph C. Miller (ed.) *Princeton Companion to Atlantic History* (New York: MTM Press, 2013), pp. 108-111.

Mintz, S. *Sweetness and Power: The Place of Sugar in Modern History*, Chapters 1, 2, 4.

also: Rice in Mexico:

(http://www.youtube.com/watch?feature=player_embedded&v=nTU5zfGp6gQ)

FOOD AND IDENTITY

D. Lind and E. Barnham. "The Social Life of the Tortilla: Food, Cultural Politics, and Contested Commodification," *Agriculture and Human Values*, 21 (2004), pp. 47-60.

Jeffrey Pilcher. *Qué vivan los tamales: food and the making of Mexican Identity* (Albuquerque: University of New Mexico Press, 1998), pp. 7-24.

MEXICO TODAY – NAFTA, THE ENVIRONMENT, CHANGES AND CHALLENGES

Malkin, Elisabeth. "Prosperous Mexican Farms Suck Up Water, Leaving Villages High and Dry." *New York Times*, May 19, 2016.

"Rainwater Harvesting," Caminos de Agua. <http://caminosdeagua.org/rainwater-harvesting/> [this is the group leading our travel and work in the campo – make sure you're familiar with what they do!]

Knappett, PSK, et al. "Increasing Arsenic and Flouride Concentrations in an Intensively Pumped Aquifer System in Central Mexico." GSA Annual Meeting, 2016. <https://gsa.confex.com/gsa/2016AM/webprogram/Paper281753.html>

Patterson, Brent. "NAFTA Extractivism and the Human Right to Water in San Miguel de Allende." The Council of Canadians, September 3, 2016.

<https://canadians.org/blog/nafta-extractivism-and-human-right-water-san-miguel-de-allende>

COURSE CONTENT (IN SAN MIGUEL, and sample readings)

COLONIALISM, NEOLIBERALISM & GENOCIDE

Elizabeth Martinez and Arnaldo García, *What is “Neo-Liberalism”? A brief definition* (2001).

LAND-REFORM, REVOLUTION, CAPITALISM & NARCO-CORRUPTION

Alan Knight, *The Mexican Revolution* (1980). Full article.

Dylan Terrell, *The Rise of Neoliberalism: Stagnant poverty and inequality in a post-NAFTA Mexico* (2011). Sections: Introduction, Historical background, Mexican poverty 1982-1994.

Benjamin Waddell, *The Political Economy of Remittance-led Development in Guanajuato, Mexico* (2013). Dedication and selections from chapter 2 (including table).

Rafa Fernandez De Castro, *A History of Violence: A decade of unmarked grave discoveries in Mexico* (2015).

EXPORT AGRICULTURE, GROUNDWATER EXTRACTION & MIGRATION

Jaime D. Hoogesteger van Dijk, “*The Underground*” *Understanding the failure of institutional responses to reduce groundwater exploitation in Guanajuato* (2004). Chapter 2, sections 2.1 and 2.2.

Benjamin Waddell, *The Political Economy of Remittance-led Development in Guanajuato, Mexico* (2013). Case study: El Timbinal, Yuriría, Guanajuato. *Interview with Elizabeth Velasco* (2017).

Mexico: Guanajuato leading exporter of broccoli (2015). Full article.

Sarah, Kliff, *Americans actually really like broccoli* (2012). Full article.

ORGANIZING, EMPOWERMENT & REVOLUTION

John P. Kretzmann and John L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (1993).

Introduction.

Barack Obama, *Why Organize? Problems and Promise in the Inner City* (1990). Full article.

Sophie Style, *Community regeneration in Chiapas: The Zapatista struggle for autonomy* (2000). Full article.

Karla Zabudovsky, *Reclaiming the Forests and the Right to Feel Safe* (2012). Full article. *New York Times* article describes struggle of one community in Michoacán (central México) to gain sovereignty.

COURSE REQUIREMENTS AND GRADING

Attendance, participation in Canvas (as evaluated and assessed in Canvas modules) pre-departure and in Mexico.....	15%
Pre-departure short-answer essay exam (upload to Canvas) and workshop quick-writes*.....	20%
Daily quick-writes (integrating readings and lectures in Mexico).....	25%
Field trip paper #1** (3-page double spaced)	5%
Field trip paper #2** (3-page double spaced)	5%
Culminating paper (integrating material and incorporating service learning, 12 pages double spaced, excluding Lit Cited, due 1 week after return).....	25%
Self-assessment, including a post-service questionnaire.....	5%

*Example of short-answer essay exam questions:

J. Pilcher, *The People of Corn: Native American Cuisines*. Que vivan los tamales. Pp. 7-24.
Be prepared to write about: The importance of maize, beans, squash, chiles (supplemented with, nuts, seeds, fish depending on region)

“Logged Forests and Lost Seeds: The Sierra Madre” (Ch 10 in *Where our Food Comes from*
Scroll down to p.139, read through p 16. NB: Use this great relief map.....<http://www.map-of-mexico.org/mexico-relief-map.jpg> to situate yourself....<http://www.map-of-mexico.org/mexico-relief-map.jpg>

Explain precisely why mountainous regions have such high biological and cultural diversity. What kind of diversity? Consider: Seedling isolation and pressures (reticulate evolution), accessibility (to whom, for what), Zapotec traders of seeds, wild teosinte and teosinte-enriched maize and genetic diversity, guayale, plant harvesting and seed saving as a moral act, distribution of white-seeded cultivars that are now distributed by the State to Tarahumara and Tepehuan farmers, logging and development and opium poppies and marijuana.

** For each of the selected trips, write a 3-page, double-spaced paper on how your field observations reflect the globalization and rise of central Mexico for contemporary foodsheds. As much as possible, use the course readings and other relevant work to enrich your understanding and inform your writing.