Course Description
Infrastructure is everywhere! From roads, buildings, and bridges, to fiber optic cables that span sea floors to carry your data to servers that host “the cloud,” our lives are inextricably linked to both visible and unseen forms of infrastructure. Infrastructures are important material sites charged with powerful symbolic content that we will engage to evaluate: 1) how power operates in and through development and state formation, 2) the dynamics of socio-ecological relations mediated through material practice; 3) the production of new geographies and their impacts on justice, among other topics. This graduate seminar draws from recent scholarship in the social sciences—particularly socio-cultural anthropology, human geography, and science and technology studies (STS)—to critically evaluate the material and affective relations produced in and through infrastructure from an interdisciplinary perspective. Influenced by political ecology’s attention to uneven, variegated impacts of socio-ecological change on humans and the biophysical environment, students are asked to consider how seemingly mundane things like roads or water management systems have profound impacts on how people know nature, interact with one another, and who “benefits” or “loses” from development. Drawing from STS approaches we will also consider the politics of knowledge production that underpin infrastructure design and development with attention to relationality and the agency of more-than-human actors. Critical approaches from socio-cultural anthropology will ask us to make quotidian infrastructural landscapes and the assumptions that influence their siting and development “strange” to generate new understandings about how everyday practices shape people and place. In short, we will use infrastructure as a lens to examine relations between politics, power, and human/non-human relations.
The course is structured in four sections. **Section I** outlines key interdisciplinary approaches to understanding and investigating infrastructure, including a brief theoretical interlude to focus on post-structural approaches to understanding knowledge production and power, STS considerations of agency, and neo-Marxist approaches to state formation. **Section II** considers relationships between time and infrastructure, tracing different approaches to understanding the lure and seduction of infrastructure to what follows in the wake of its material decay. **Section III** focuses on geographies of power with keen attention to (in)justice and the uneven relations produced by infrastructure across scales of analysis. **Section IV** focuses on three central infrastructural elements—roads, waterways, lands, and design.

**Course Objectives**

1. Understand key debates in the current study of infrastructure by surveying interdisciplinary social science scholarship that engages the core theoretical, empirical, and methodological issues defining this field of study.
2. Develop a critical, theoretical framework to ask questions about, and analyze, the ways through which social-environmental relations are related, reworked, and reinforced through development, principally infrastructure.
3. Assess cutting edge scholarship focused on Latin America but with a comparative aspect to gain regional depth of knowledge in conversation with global dynamics.
4. Gain a deeper understanding of critical social theory, political ecology, and STS approaches to evaluating geographies of development and socio-ecological change.
5. Bridge theory and practice through praxis-based learning that asks students to think with the concepts learned in the seminar by evaluating how infrastructure and development in our own community shapes how we know nature, interact with “the environment”, and with what effects on justice and (in)equality, thereby deepening learning through critical analysis and applied assignments.
6. Improve critical writing, argumentation, and facilitation skills through activities and assignments that allow students to practice these skills in a space open that provides constructive feedback.
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**
   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. Write and share discussion questions with the class via the Canvas site no later than 10:00 PM the night before the class you will facilitate.
   d. Read your peers’ response papers before class and incorporate their questions and key points into the discussion.
   e. 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.
   f. This assignment is designed to help you learn successful strategies for facilitating group discussions and improve your public speaking skills.
   g. *Please note that Professor Correia will use the last 10-15 minutes of class to provide a brief overview of the following class materials to help frame student’s engagement in preparation for the following meeting.

2. **Weekly response papers = 21 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.
   b. Tips for writing a good response paper: Your paper should not solely summarize the reading(s) you choose to engage with. Instead, consider dedicating 1/3 of the paper to an overview of the reading, then focusing the rest of the paper on identifying the core argument, key interventions, and questions the reading left you with. The paper should provoke conversation and demonstrate a concerted engagement with the course materials, rather than discuss other topics.
   c. Papers will be graded per the following metrics: 2 points = an excellent paper that demonstrates critical engagement and clear writing/structure; 1.5 = a sound argument but slippages in understanding, too much reliance on summary, or poor writing; 1 = unclear argument but demonstrated engagement with the readings; reliance only on summary, and/or persistent and serious errors in the writing; 1 > x = poor quality overall. Please note that papers above and below the 450-550 word range will also lose points.
   d. The papers should ultimately serve as a resource you can later draw on for your culminating projects in the MALAS, TCD, or your PhD program. The format of the
papers and grading scheme is designed to help you improve writing concise, clear, and compelling arguments.

3. **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. 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.).

4. **Ethnography of infrastructure and development = 19 points**
   a. This assignment asks you to engage the place you live and the course materials to critically evaluate relationships between infrastructure, development, justice, and socio-environmental formations. You will select one facet of infrastructure and/or development in the Gainesville area to focus on throughout the semester and you will create an ethnography of that to share with the class at the end of the semester via a written or visual format and a short presentation. The assignment asks you to consider how “everyday” infrastructures shape our lives in uneven ways. I encourage you to use photography, videography, art, and/or writing to craft a creative ethnography of the infrastructure you examine. *Specific instructions will be posted to the course Canvas site.
   b. 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.
   c. **Due in class on December 3.**

5. **Final research paper = 30 points**
   a. Students will write a 5,000 to 6,000-word, publication-ready research paper for their final assignment. The paper must be in direct 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, or other graduate degree being sought.
   b. I will provide specific guidelines for this assignment in class.
   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 October 1, 2019.
      ii. **5 points:** Peer-review your final paper draft with a classmate by December 3, 2019. *Send Professor Correia your peer-review comments.
      iii. **20 points:** The completed research paper.
   e. **Due December 11th by 5:00 PM.** Upload a digital copy to the course Canvas page and turn in and printed copy of your paper.
Summary of assignments and associated grade values:
- Facilitating class discussion = 10 Points
- Weekly response papers = 21 Points
- Ethnography of Infrastructure and Development = 19 points
- Active participation = 20 points
- Final research paper = 30 points
Total points possible = 100

Required texts:
* Indicates hard copy on reserve a Smathers Library.
** Indicates that e-book is available through Smathers Library.


Other articles, book chapters, etc. will be available as a PDF through the course Canvas page.

Evaluation of Final Grades
Grades will be awarded as listed in the table below:

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<th>Score</th>
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<th>Grade</th>
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<td>90-93.5</td>
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<td>87-89.5</td>
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<td>83-86.5</td>
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More information on grading policies is here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
Semester Schedule

>>>>>> Section I: Approaches to Understanding & Investigating Infrastructure <<<<<

August 20th

**Week 1: Introduction**
- Class introduction and discussion.
- Read and review “The infrastructure toolbox” before coming to class: https://culanth.org/fieldsights/series/the-infrastructure-toolbox.

August 27th

**Week 2: Infrastructure studies—key works and debates**

September 3rd

**Week 3: Knowledge production, power, spatialities**
- Selected readings from Michel Foucault; *excerpts posted to Canvas.
  - “Space, knowledge, power”
  - “Governmentality”
  - “The birth of biopolitics”
  - “Discipline and punish”
- Selected readings from Bruno Latour; *excerpts posted to Canvas.
  - “Crisis” & “Constitution”
  - “Ethnography of a “high-tech” case: About Aramis”

September 10th

**Week 4: State formation & subjects of the state**
• “Excerpts posted to Canvas.
  • “Excerpts posted to Canvas.

Section II: Infrastructure & Time

September 17th
Week 5: Promise

September 24th
Week 6: Anticipation

October 1st
Week 7: Futures

October 8th
Week 8: Ruins

*Optional:

Section III: Infrastructure and Geographies of Power

October 15th
Week 9: Violence, Race, Justice

October 22th

**Week 10: Extractivism**

*Special guest, Professor Tom Perrault from the Syracuse University Department of Geography.* *Please note that Dr. Perreault will be giving a talk on October 23; time and location TBA. You are strongly encouraged to attend.*


October 29th

**Week 11: Geopolitics**

• Scheibe, E.F. 2018. IIRSA and the role assigned to the La Plata Basin region in South American physical integration. In *Territorial planning and La Plata basin*


Section IV: Infrastructural Elements

November 5th

Week 12: Roads

November 12th

Week 13: Waterways

*And choose one of the following:


November 19th

Week 14: Lands-Territories-Frontiers

November 26th

**Week 15: World-making**


December 3rd

**Week 16: Student presentations**

**Final research papers due by Wednesday, December 11th at 5:00 PM.** *Please turn in a paper copy and upload a digital copy to the course Canvas page.*
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 the 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. Student 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

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 6398: (subject of email). Professional language should be used in all communications. Dr. 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 should not be used during class. Please turn off or place your phone in airplane mode while in class.

**Laptops and tablets:** While some learning styles are best served by using personal electronics such as laptops and tablets, these devices can be distracting to other learners (see: https://tinyurl.com/y979kugo and https://tinyurl.com/yd336qn9). Please respect your fellow classmates and only use laptops/tablets for course-related activity.

**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 people sitting around them 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.

**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 that all written assignments will be evaluated using Turnitin.com originality-checking software.

**Student Accommodations**

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://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 feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). 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/](https://evaluations.ufl.edu/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 feedback that can ensure the course meets their expectations and learning needs.

**Materials and Supplies Fees**

Aside from the required books listed on this syllabus all other course materials (e.g., PDFs of readings) will be provided by Dr. Correia. There are no additional fees for this course.

**Counseling and Wellness Center**

Please reach out to the Counseling and Wellness Center if you need their services: [http://www.counseling.ufl.edu/cwc/Default.aspx](http://www.counseling.ufl.edu/cwc/Default.aspx), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**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 September 3, 2019 implies your agreement with the terms of this syllabus.*