

Course Description:

242. *Latin America: Reform and Revolution*. 3 Hr. History of modern Latin America, concentrating on the durability of nineteenth-century social, economic, and political institutions, and the twentieth-century reformist and revolutionary attempts to change those institutions.

This course follows broad themes in Latin American Development History from the 19th Century forward, culminating in a focus on how these themes have affected contemporary Bolivian history. The first portion of the course considers the historical forces at work in Latin American History that led to a common set of conflicts, resource allocations, and political scenarios throughout most of Latin America during the latter half of the 20th century.

In the second half of the course we will examine the differential resource access, identities, and political dynamics that led to various forms of revolution and political foment in Bolivia and elsewhere in Latin America. Specific foci include the Mexican and Cuban revolutions, the role of the US in the region, the development of guerilla movements from the 1960s to the present time, and the development of indigenous movements and contemporary indigenous identity.

OBJECTIVES

Service: Students in this course are required to travel to, and participate actively in the life of the host community during the duration of the program. In this case, the program is built around student participation in the construction and expansion of a school in an indigenous community near Cochabamba, Bolivia. Through their hands-on participation in the construction project, working alongside indigenous masons and villagers with the same tools and under the same conditions, the students experience first hand community-based development. This program includes a minimum of 40 hours of service work in collaboration with our community partner *Escuela Topater* in Viloma.

Intercultural Immersion Activities: The physical activity is complemented by an intellectual discourse with an experienced faculty mentor, presentations by local experts, interactions with different members of the community, as well as various cultural events and fieldtrips. These activities include visits to La Cancha, the largest market in the Americas, the Cochabamba museum of Ethnology, the Universidad Superior de San Simon, the rain forest, and the site of the Virgen de Urukupiña. Partaking in local rituals and festivities such as in Urukupiña, discussions with Bolivian students and listening to community activists force course participants to actively engage in learning with locals throughout the course.

Journal Writing: Regular, daily journal writing functions as a tool for students to reflect on course content and experiences as well as develop writing skill and technique. The journal writing merges theory with personal reflection in order to deepen knowledge about the connections between the course content and the contemporary Bolivian experience. Students are expected to write coherently and critically analyze their own ideas as well as those presented in

readings and by their fellow students during class discussion. Please see the journal evaluation rubric below.

Academic Requirements: Students are expected to complete a series of essay-style assignments synthesizing the reading and course material. Ongoing journaling is also vital to each student's grade. It is also a requirement that all students actively participate in all class sessions, projects, and field trips. Moreover, each student will be required to maintain and regularly submit their journal writing assignments. A final essay and a capstone presentation are required at the end of the term.

MEASURABLE LEARNING GOALS & OUTCOMES

Intercultural Learning: Students engage in active, meaningful participation in the life of the host community. *Learning Outcomes:*

- Students will actively participate in service and all designated program activities.
- Students will demonstrate an increasing knowledge of the host community, especially in respect to those subjects of concern to the anchor course.
- Students will demonstrate an increasing ability to draw upon, analyze and synthesize diverse sources of information, extending from course readings to their own research and to collaborative learning while in the host community.

Critical Reflection: Students develop critical thinking skills by examining diverse perspectives on course topics and comparing these perspectives with the lived experience of the host community. *Learning Outcomes:*

- Students will demonstrate how they have applied theoretical concepts, skills, and/or aptitudes from the anchor course to their experiences of social life in the host community and, especially, during their service work.
- Students will demonstrate an ability to test and evaluate the knowledge they have gleaned from their studies of and in the host community by applying the knowledge and frameworks and aptitudes of the course content to their daily experience of service and life in the host community.
- Students will demonstrate ability to present information to an audience both through discussion and written materials.

Global Citizenship: Students explore the meaning of service and global civic participation in their own life. *Learning Outcomes:*

- Students will demonstrate thought and exploration of global citizenship concepts and frameworks
- Students will each develop a critical, if provisional, assessment of the importance of service and civic participation in their own home communities.

BASIS FOR GRADING

Class Participation: 10%
Journal: 10%
Essay 1: 15%
Essay 2: 20%
Exam 1: 15%
Exam 2: 15%
Capstone Presentation: 15%

UNIVERSITY/SCHOOL POLICIES

Do not do drugs. Do not get drunk. Do not break local laws.
If you do any of the above, you will be sent home at your own expense.

Work with us to ensure your safety. Be aware of your surroundings and if you're ever uncomfortable, please let us know. Walk in groups. Work with us to ensure your health. Be aware of how you feel, how you're eating, and how much water you're drinking. When in doubt, let us know.

Remember that you're a guest. If you aren't sure if something is appropriate, ask first. Remember that people will be watching you, and forming ideas about the various groups you represent based on your actions and interactions.

READINGS

Scholarly readings as well as those culled from current media are chosen selectively, with the goal of introducing the students to the culture of the host community and helping them to reflect on the complexities of social life.

This course assumes that students will approach critical readings, such as editorials and opinion pieces, as active readers, interpreting the authors' views while also comparing and testing these views in light of the students' experiences.

- Yashar, D. 2005. *Contesting Citizenship in Latin America*. Cambridge University Press.
- Lewis, Paul H. 2006. *Authoritarian Regimes in Latin America: Dictators, Despots, and Tyrants*. Rowman and Littlefield Publishers, Inc.
- Klein, Herbert S. 2003. *A Concise History of Bolivia*. Oxford University Press.
- Woodward, Bob. 1987. *Veil: The Secret Wars of the CIA, 1981-1987* New York: Simon and Shuster, 1987
- *Los Tiempos*. – Students are expected to develop their Spanish skills and awareness of contemporary Bolivian history and perspectives by reading the Cochabamba paper, *Los Tiempos*, during the semester. (I anticipate that students will have varying levels of Spanish comprehension. That is fine.)

- Dorfman, Ariel. 1999. “The 100: Che Guevara” *Time*.
<http://www.time.com/time/time100/heroes/profile/guevara01.html>
- Berman, Paul. 2004. “The Cult of Che: Don’t Applaud the Motorcycle Diaries” *Slate*.
<http://www.slate.com/id/2107100/>
- Byrnes, Brian. 2009. “Communists, Capitalists, Still Buy Into Iconic Che Photo, Author Says” *Cnn.com*.
<http://www.cnn.com/2009/SHOWBIZ/books/05/05/argentina.che.photo/index.html>.
- Che Guevara Internet Archive, <http://www.marxists.org/archive/guevara/index.htm>, particularly read Che Guevara’s 3/25/64 “On Development”
<http://www.marxists.org/archive/guevara/1964/03/25.htm>

ASSIGNMENTS and EXAMS

- Exam 1: (Scheduled for the End of Week 3) – 19th Century Foundations and Movements toward Independence (Exams are multiple choice, fill in the blanks, and short answer)
- ESSAY ASSIGNMENT 1: Compare the perspectives on Latin American and Bolivian History offered by Yashar, Lewis, and Klein. How do their particular historical narratives lead to different conclusions about contemporary resource allocations and questions of equity? This essay should be approximately 5 pages, single-spaced (the likelihood is minimal computer access, so written essays are anticipated). It should begin with summaries of the perspectives of each author and should proceed to spend 1 – 2 pages indicating how their particular narratives lead to different conclusions about contemporary experience. This assignment is due at the beginning of week 5.
- Exam 2: (Scheduled for the End of Week 7) Revolution and Democratic Retreat (Exams are multiple choice, fill in the blank, and short-answer)
- ESSAY ASSIGNMENT 2: (Due at the beginning of week 11) What does democracy mean in Latin America? How, if at all, does this differ from a US conception of democracy? Based on the last century of democratic advance, retreat, and advance in Latin America, what do you imagine are the next steps for democracy in Latin America? Answer these questions with particular attention to the role of indigenous movements and other historically marginalized groups in Latin America. Be certain to address what rights are essential democratic rights. This essay should be at least 6 pages, single spaced.
- JOURNAL Writing Assignments: You will at times be asked to reflect on the connection between events we see, speakers we hear, or experiences we have and the broader historical context. There are also several journal assignments that are set in relation to the historic figure Che Guevara. The journal evaluation guidelines appear below.
- CAPSTONE PRESENTATION: Described below. Due at final class.

ESSAY ASSIGNMENT GRADING RUBRIC

____/ 10	Is free from grammatical or typographical error.
____/ 30	Demonstrates clear understanding of the principal text, as well as other related course texts and class discussions.
____/ 40	Demonstrates ability to consider the principle text in light of other authors and in light of class discussion and experiences in the field, developing original thought.
____/ 20	Answers the question prompt(s) directly, considers alternatives, is well-organized, and exhausts clear counterarguments before concluding.

JOURNAL GUIDELINES

- Students will buy a journal prior to the trip – shape, size and style are up to the student
- The first few pages of the journal must be reserved for a table of contents and guidelines for reflective and critical thinking
- Journal writings must be legible. Reasonably correct standard English and complete sentences are required. Students should cite the readings as appropriate.
- Students' journals will be read by the instructors. Students should not write to please the instructors and should have a separate journal for very personal thoughts. Instructors will sometimes ask students to share pieces of your journal in class discussion, but you will be able to choose the excerpt and edit your comment as you like.

Journal Evaluation Rubric:

Journals will be collected four times during the course. Each time the journals will be evaluated according to the scale below, for a possible 25 points at each instance of collection and a possible 100 points for journaling in total.

___/ 5 - **Voice:** that the first person writer is evident, that this is original authorship in the spirit of reflection on the topic at hand, and not written as a "report."

___/ 5 - **Understanding:** The writer has clearly understood and gestated the topic/inquiry at hand.

___/ 5 - **Generative Thought:** that the writer is thinking about the topic at hand, using the point of inquiry as a "jumping off point" to greater inquiry and not merely answering the question

___/ 5 - **Error:** that the writer has accurately understood the materials (people/places/things) that we've experienced. This is particularly relative in response to history and culture talks by local experts and seminar readings.

___/ 5 - **Coherence:** that the journal, overall, is reflective of a journey experience; that the journal is organized with a table of contents, numbered pages, images and other reflective elements that pertain to the readings and help guide the reader.

Course Schedule:

Week 1

Background: What is Latin America? How do we understand its history? What is the rationale for examining modern / contemporary Latin American History?

Read: Klein, pages 1 – 118, also pages 266 – 270; Lewis, pages 1 – 49

Journal: Che Guevara is a controversial figure. He is treated as an icon, a hero, a villain, a murderer, a revolutionary, a defender of the people, and a saint of the masses. We will consider this contested character as part of our ongoing inquiry into how experience and context affects historical perspective. Read the three Che pieces linked above. Respond in your journal to the question: Who is Che Guevara and how should he be understood, remembered, or represented?

Weeks 2 and 3

Independence

Read: Klein, pages 118 – 178; Lewis, pages 49 – 100

Exam 1: 19th Century Foundations and Movements toward Independence

Weeks 4 and 5

Life in Nineteenth-Century Latin America – Andean Focus

Read: Yashar, pages 1 – 84

Essay 1: Due at the beginning of Week 5.

Weeks 6 and 7

Revolution & Democratic Retreat

Read: Klein, 179 – 239; Lewis, 101 – 182

End of week 7: **Exam 2** – Revolution and Democratic Retreat in Latin America

Journal: Based on your experiences and education in Latin America so far, re-read the three Che pieces linked above, and respond again to the question: Who is Che Guevara and how should he be understood, remembered, or represented? Do this without first returning to your initial journal entry.

Weeks 8 and 9

Indigenous Movements, Counter-Revolutionaries

Read: Yashar, pages 85 – 250; Lewis, pages 183-231

Weeks 10 and 11 – (What kind of) Democracy Now?

Read: Klein, pages 239 -265; Yashar pages 281 – 308; Lewis, pages 231 -251

Journal: Read your two journal entries on Che Guevara. Reflect in your journal on how contemporary experiences affect one's perspective on history, and how you feel you may be able to communicate with friends and family at home about insights or perspective shifts you may have had while in Bolivia.

Week 12

Capstone Presentation, Must be Completed by Final Class: Prepare a presentation for a group in which you are involved. This could be a club or organization, a church, a class that you know you have access to or a media outlet you follow. If you'd prefer, make a YouTube video and get at least twenty of your friends and family to watch it. Synthesize your own experiences and what you've learned in a format that is memorable and accessible and help others see what opportunities may exist for them. The presentation should be at least 10 minutes long. You will do the presentation in the final class meeting, but you should prepare in light of the audience to whom you will eventually present it at home.

Presentation Grading Rubric

- ___/10 Presentation is at least 10 minutes long
- ___/10 Visual presentation is crisp, professional, engaging, and without error
- ___/10 Clearly identifies country, location, concise history, language(s)
- ___/30 Clearly addresses your individual experience, what you have learned, why it should be important to others, and what you and your audience can do about the social issues involved,
- ___/30 Clearly provides the audience with next steps for addressing pressing social issues and/or learning about other cultures
- ___/10 Capably and Professionally Responds to Questions