

COURSE DESCRIPTION

This course examines the problems of political and economic development in the context of a service-learning field experience in rural and urban Bolivia. Academically, the course focuses on the problems of development and democracy within the context of Andean society by studying Bolivia's political and economic history along with its social and ethnic stratification.

An understanding of the country's structural features, ranging from societal cleavages and resource dependence to military rule and weak state institutions, will help students analyze the current resurgence of indigenous political sentiments and corresponding populist movements. While differing substantially from a traditional in-class setting, this course, nonetheless, stresses academic rigor and includes a thorough discussion of the literature on political and economic development in Latin America.

OBJECTIVES

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. During class, students will need to take turns in leading discussions and preparing topics. 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.

Journal Writing:

This experience will be fast and intense; you owe yourself daily journal entries so you can return and remember. Beyond being a good personal practice, regular journal writing is required for reflection on course content and experiences. The journal should merge theory with personal reflection in order to deepen knowledge about the topic at hand. Write coherently and critically analyze your own ideas as well as those presented in readings and during class discussion. Often journal topics will be assigned, but at times you will be asked to write freely, and you are encouraged to do so as often as you please.

Class Discussion:

Students are expected to be activated learners, engaged in questioning course content and involved in regular discussion. As in any democratic discourse situation, each person is expected to offer reasons for the opinions he or she puts forward and all course members are expected to share their opinions. No ad hominem attacks will be tolerated, but you are otherwise strongly encouraged to disagree. The portion of the grade assigned to class participation will be awarded in full to students who regularly attend class *and participate*. Part of that participation includes showing up on time to course and community meetings, staying alert and professional, and

contributing to discussion. As the course progresses, students will be expected to contribute to facilitation and course leadership during at least one session. Facilitation and the group journal contribution are included in the proportion of the final grade that is assigned to participation.

MEASURABLE LEARNING GOALS & OUTCOMES

Academic Outcomes

Students who complete readings and participate in this course will be able to:

- Articulate the general history of international development,
- Analyze the role of various international development organizations and initiatives within that broad history,
- Identify and define key international development terms and concepts,
- And evaluate each of the above in the context of lessons learned in the host community.

Critical Reflection Outcomes:

Students who engage with course activities and reflective assignments will develop skills to:

- Consider and/or apply theoretical concepts, skills, or aptitudes from the anchor course to experiences of social life in the host community.
- Critically evaluate the sources from which knowledge is drawn and actively engage in consideration of the degrees of validity of its various forms.
- Critique or defend the notion of service and its potential perils.

BASIS FOR GRADING

Ongoing Essay Assignments: 50%

Class Participation: 10%

Journal: 10%

Final Essay: 30%

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.

Bolivian Politics and Development

- Eduardo Galeano (1997 [1971]) *Open Veins of Latin America* (Monthly Review Press).
- James Dunkerley (2007) *Bolivia: Revolution and the Power of History in the Present* (London: Institute for the Study of the Americas).
- Herbert S. Klein (1992) *Bolivia – The Evolution of a Multiethnic Society*.(Oxford University Press).**
- Jim Shultz (2009) *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (University of California Press).
- Additional articles as indicated and linked in the syllabus below.

ASSIGNMENTS and EXAMS

- ESSAY ASSIGNMENT 1: According to Galeano, how does Latin American History inform regional politics today? What are the strengths and weaknesses in this argument, particularly in light of other authors and community perspectives here? Due: 2nd Friday in Bolivia.
- ESSAY ASSIGNMENT 2: In light of class notes, local observations, and what you're able to cull from the assigned readings: What is development? Advance your understanding of how development is and should be defined in Latin America, particularly in Bolivia. Consider the role of rights in your definition. Due: 4th Friday in Bolivia.
- ESSAY 3: What is indigeneity? According to Klein and others, how has indigeneity shaped Bolivian history and contemporary politics? How is it shaping and will it shape Bolivian development this century? Due: 6th Friday in Bolivia.
- ESSAY ASSIGNMENT 4: Consider Shultz, Galeano, Klein, and Dunkerly, in light of your experiences here. What are the strengths and weaknesses of each perspective? What, importantly, are the authors missing? Due 10th Friday in Bolivia.
- FINAL REFLECTIVE ESSAY: Described below. Due at final class.
- JOURNAL: Writing Assignments (weekly journal assignments will be given on the connection between course themes and contemporary events in Bolivia)

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 Bolivia, 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.
- Students are encouraged to include artistic representation, poems, photos and other materials that capture their experiences. These will be considered extra credit.

Amizade will provide a simple group journal and all of the above guidelines will apply to it as well.

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.

GROUP DYNAMICS

- The group will create a group agreement early in the course. This agreement serves as a constitution for the entire global service-learning experience, and students are expected to adhere to and reflect upon the guidelines set forth in the group agreement. The group agreement also provides us with a brief exercise in creating community and being active citizens, which are two themes of this course.
- Students are expected to activate participation throughout the course including discussions, writing, team building, service and cultural experiences. Students will activate themselves to share as well as to listen.
- Instructors and students will do regular group monitoring. The goal of group monitoring is to both cultivate self-awareness, evaluate our conditions and to provide an opportunity to help out members of the team. We will also make decisions in this collective format.
- Students are part of a community in this course that transcends classroom walls. Students are advised to prepare for this intensive living environment and are expected to be aware of their own mental, physical and social needs so they can be 100% involved in the experience. What do you need to be sane every day? Write it down. Do it. (Ex: Alone time, people time, food, sleep, shower, run).

Introductory Readings

Readings

- Iyer, Pico. (March 18, 2000). *Why We Travel*. Published at Salon.com.
<http://www.goliards.net/Why%20We%20Travel.htm> (Amizade Journal)
- **Eduardo Galeano (1997 [1971]) *Open Veins of Latin America* (Monthly Review Press). → ASSIGNMENT 1**
The book is a radical perspective on the colonization and subsequent exploitation of Latin America at the hands of European and American interests. While the book appears to be more a work of journalism or even a polemic, it is written with great passion and eloquence and was very influential in its time. It contains a view of Latin America and the world that you may encounter frequently in the region. Despite some limitations, it is an important introduction to a native view on Latin America.
- **William Finnegan “Leasing the Rain,”**
<http://www.waterobservatory.org/library.cfm?refID=33711>
- **Jorge G. Castaneda “Latin America's Left Turn” (*Foreign Affairs*)**
<http://www.foreignaffairs.org/20060501faessay85302/jorge-g-castaneda/latin-america-s-left-turn.html>

- **Peter Hakim “Is Washington Losing Latin America”** (*Foreign Affairs*)
<http://www.foreignaffairs.org/20060101faessay85105/peter-hakim/is-washington-losing-latin-america.html>
- **David Rieff, “Che’s Second Coming?”** *New York Times Magazine* 11/20/05.
http://www.nytimes.com/2005/11/20/magazine/20bolivia.html?_r=1&scp=8&sq=evo%20morales&st=cse
- **Jim Shultz, *Dignity and Defiance*, Introduction and Chapter 1, “The Cochabamba Water Revolt and its Aftermath”**

UNIT ONE: (a) Personal Values & Ethics – (b) Bolivian History (Pre-Columbian Society-Revolution-Resource Extraction-Social Mobilization-Military Rule

Readings

- Klein (1992) Bolivia -- please complete chapters 1-4 (pp.1-119)
- Shultz, Chapter 2, “A River Turns Black: Enron and Shell Spread Destruction Across Bolivia’s Highlands”

Journal Assignments and Group Discussion Assignment

Class 1 – Introduction to Bolivian and Latin American History

Class 2 – DeConstructing Identity and Membership in Context of State, Nation, Nation-State, Indigeneity, Group Rights, and Human Rights

Class 3 – Introduction to Development: The Multiple Lenses of Problem-Based Social Science Inquiry, and Introduction to Political Science Terminology

Class 4 – In context of reading above, considering human rights and the individual in global context.

UNIT TWO: (a) Service in a Cross-Cultural Context – (b) Problems of Development, Transition to Democracy – Globalization – Coca Zero.

Readings

- Dunkerley (2007) Bolivia: chapters 1-2
- Klein (1992) Bolivia -- please complete chapter 5
- Shultz, Chapter 3: Oil and Gas: The Elusive Wealth Beneath Their Feet, Chapter 4: Lessons in Blood and Fire: The Deadly Consequences of IMF Economics, and Chapter 5: The Politics of Foreign Debt

Class 5-The Institutions: How do USAID, the IMF, The IADB, the UN, and the World Bank fit into development in Bolivia today?

Class 6-Considering Korten’s Stages of Developing Thinking, Illich, and Estevan in The Context of Amizade’s Community-Driven Approach to Service and Development, Critiquing and Considering Contemporary Development, Further Discussing and Developing Definitions of Development

Class 7- Core Concepts in Cross-national Context: Democracy, Democratization, Human Rights, Service, and Development

Class 8- The Cochabamba Water War – What Next for Allocation of this Scarce Resource?

UNIT THREE: (a) Global Citizenship – (b) Political Paralysis, Populism, Radicalization, Indigenous Awakening

Readings

- UN Declaration of Human Rights. <http://www.un.org/Overview/rights.html>
- UN Declaration on the Rights of Indigenous Peoples.
<http://iwgia.synkron.com/graphics/Synkron-Library/Documents/InternationalProcesses/DraftDeclaration/07-09-13ResolutiontextDeclaration.pdf>
- Dunkerley (2007) Bolivia: please complete chapters 3-4
- Klein (1992) Bolivia: please complete chapters 6-7
- United Nations. 1989. “Indigenous and Tribal Peoples Convention”
<http://www.unhchr.ch/html/menu3/b/62.htm>
- Ferero, J. 2008. “Despite US Aid, Coca Cultivation on Rise in Andes” *Washington Post*.
http://www.washingtonpost.com/wp-dyn/content/article/2008/09/02/AR2008090203273_pf.html
- Morales, Evo. 3/13/2009. “Let Me Chew My Coca Leaves” *New York Times*:
<http://www.nytimes.com/2009/03/14/opinion/14morales.html?scp=3&sq=evo%20morales&st=cse>
- DeParle, Jason. 12/27/07. “A Global Trek to Poor Nations, From Poorer Ones” *New York Times*: <http://www.nytimes.com/2007/12/27/world/americas/27migration.html>.

Class 9-Indigeneity and Quechua and Aymara Identity: Pacahama, Ama Suwa, Ama Quella, Ama Lulla

Class 10- Migration, Opportunity, and Rights – What are the Rights of Migrants?

Class 11- The Coca Leaf, The War on Drugs, and the Debate Surrounding Both

Class 12-Considering Michael Edwards’ “Personal Transformation” and Development

UNIT FOUR: (a) Summarize and Analyze – (b) Communicate and Activate

Readings

- Dunkerley (2007) Bolivia: please complete chapters 5-7
- Jim Shultz, Conclusion

Class 13- Lessons Learned 1 – Academic Concepts Made Real

Class 14-Lessons Learned 2 – Essential Experiences and Insights Missed by the Texts, Conclusion

Final Essay: Indicate the approach to development you would suggest if you were an advisor in the national government. Indicate why you would take this approach and – especially – why it is preferable to other approaches to development that are being considered or have already been

attempted. Your citations should be from your class texts, class discussion, and experiences in Bolivia with local presenters, local news, and local conversation (5 – 10 pages).