

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2798.11
Course Title Bolivia: Cultures and Identities
Transcript Abbreviation Bolivia Cult&Idnty
Course Description This interdisciplinary course introduces students to the History, Politics, Cultures, and Identities of Bolivia. It explores its main geographical regions; the heritage and traditions of its peoples; and the different political and cultural currents within the country and its different regions. Students will be encouraged to think critically about Bolivia, the U.S. and different global forces.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Spanish 4516 or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters New course
Give a rationale statement explaining the GE course abroad proposal
purpose of the new course
Sought concurrence from the following Fiscal
Units or College

Requirement/Elective Designation

General Education course:
 Education Abroad (new)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Bolivian national identities
- Regional and ethnic tensions
- National formation
- Bolivia: History and culture

Attachments

- Bolivia Education Abroad Course Proposal Rev 9-12-12.docx: Proposal_Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

- Dear Bernadette,

We have submitted the following course proposal: Spanish 2798.11 in the past few weeks, after the Aug 1st deadline for Spring Semester courses. As you know, this is among the first GE Education Abroad proposals to be offered in a May term. At the same time, this course has been offered as study trip option for Ohio State students in the past. We are now simply adapting this to the semester system and the new GE requirements in order to better serve Ohio State students as they pursue international opportunities and prepare themselves to be global citizens.

I very much appreciate the curricular committee's flexibility on this matter. Please let us know if we can provide additional information.

Regards, Fernando

Fernando Unzueta

Chair, Spanish and Portuguese *(by Sanabria,Rachel A. on 09/13/2012 02:05 PM)*

- See e-mail to Rachel Sanabria. *(by Vankeerbergen,Bernadette Chantal on 08/30/2012 09:41 AM)*

COURSE REQUEST
2798.11 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/25/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	08/15/2012 08:35 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	08/15/2012 08:36 PM	Unit Approval
Approved	Heysel, Garrett Robert	08/15/2012 09:13 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/30/2012 09:41 AM	ASCCAO Approval
Submitted	Sanabria, Rachel A.	09/14/2012 05:05 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	09/14/2012 05:05 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/14/2012 06:04 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	09/14/2012 06:04 PM	ASCCAO Approval

Education Abroad GE Course Proposal May Session 2013

Course Title: Bolivia: Cultures and Identities

Course Number: Spanish 2798.11

Credit Hours: 3

Instructor: Professor Fernando Unzueta (Department of Spanish and Portuguese) (Anna Babel and other faculty members in the Department and the College of Arts and Sciences will teach the course in subsequent years).

This course consists of an educational Study Trip that will follow a course taught in Spring semester, Spanish 4516: The Formation of Bolivian National Cultures. (Spa 4516 is a pre-requisite). Both the course and the trip have been designed for the International Affairs Scholars. This program is locating its annual trip in Bolivia on a permanent basis as of May 2013. (Successful courses and study trip experiences to Bolivia were offered by the same instructor in 2004, 2010, and 2011 – courses in Winter quarters, study trips over the Spring Breaks immediately following those quarters).

GE Education Abroad Goals and Expected Learning Outcomes

Goals:

- By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between Bolivia and the U.S. through analysis of course materials and participation in class discussions.
2. Students function effectively outside the United States by living and studying in Bolivia and by travelling both to and from and within the country.

3. Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Bolivia through essays, journals, and group discussions.

2. GE Rationale

- a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

Experience with previous study trips indicates such recognition and reflections come naturally by experiencing a different culture as a U.S. student. In addition, this goal is built into some of the readings, lectures, and site visits. As students read and discuss the course materials and as they visit historic and cultural sites, they will be encouraged to both appreciate the incredible diversity of Bolivia and to adopt a comparative perspective. Students are also required to take a cross-cultural approach in their reflection paper.

- b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?

Students will be required to travel to Bolivia and within the country. They will participate in many organized site visits but they will also have some "free time" dedicated to exploring new and old sites in small groups, and to communicate with local people, often across language barriers. A "city tour" in the first day in each new city makes this easier. Guides and instructors point out locales to which the students go back on their own. The course will also include a one-day service learning experience for the students. Before departure students receive ample orientation on some do's and don'ts of the local culture (such as which taxis to take) and a crash course on 'survival Spanish'.

- c) In what ways is the academic content of this particular course enriched by the Education Abroad component of the course?

What students learn in their readings and through discussions will be reinforced and extended by excursions to related sites, museums, and places of interest. For example, after reading about the foundational myths of the Incas, we will visit Lake Titicaca and the Island of the Sun, where the first Incas are said to have appeared and which locals considered as a sacred space; and we will explore the remains of Inca and pre-Inca ruins in the area. Similarly, we will explore the region of the country where coca plants have been grown for hundreds of years and discuss how a traditional crop gets transformed through the broader forces of globalization.

3. GE Assessment Plan

- a) Students are required to write a reflection paper at the end of the course that captures how well they have met the Education Abroad ELO's. The assessment will follow the guidelines provided in the Appendix of the GE Education Abroad Assessment Plan, which include writing a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country and the U.S.? 2. How have you developed an ability to function effectively within your host country? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges). 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.
- b) Optional direct assessment measure:
Students will fill-out the standard OIA study abroad program survey, which includes many questions related to the GE Education Abroad Goal and ELOs.
- c) **Explanation of the level of student achievement expected.**
I expect all students to be able to earn at least a grade of "C" on the assignments that correlate directly with the Expected Learning Outcomes of the GE Education Abroad Category, primarily, the reflection paper.
- d) **Description of follow-up/feedback process.**
As the proposer and first teacher of this course, I will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and

ELO's. I will continue to monitor the course, making suggestions for improvement to future teachers. I am happy to assume the responsibility of archiving information and assessment materials. OIA surveys for the 2010 and 2011 study trips were very positive in terms of the students' response to the study abroad experience.

4. A detailed rationale for the number of credit hours to count for GE credit.

I believe the results of the student survey for the 2011 trip (see 3b, above) and the design of the course itself provide ample justification to award GE Education Abroad credit to this course.

As a 3 credit hour course, it has the following effort/contact hours:

a) Pre-departure assignments (?? Hours):

- Spanish 4516 as a pre-requisite
- Attend all orientations; survival Spanish session; get visas, vaccinations, etc.
- Watch five Bolivian films (outside the classroom)
- Present a research proposal (200-300 words)

b) Study trip, May 6-20, 2013 (82-140 hours):

- Lecture and Discussion Sessions: Four lectures and discussion sessions of two hours each [8 hours].
- Cultural show -- *Peña* [2 hours]
- Field Trips:
 - 5 half-day guided tours (city tours and museums) of four hours each [20 hours];
 - 1 two-day trip to Copacabana/Lake Titicaca/Isla del Sol [20 hours];
 - 4 day trips to Yungas/service learning/Tarata/Samaipata [32-40 hours].
- Guided free-time, immersed in another culture (at least 30-50 hrs).
- Total: 82-90 hours, plus cultural immersion (30-50 hrs) (= 112-140 hrs. grand total).

c) Additional work, post-study trip (10-20 hours):

- Journal highlights (200 words), due May 24 [1 hr]
- Reflection Paper (1,000 words), due May 27 [3-6 hours?]
- Research Paper (1,000 words), due May 29 [6-13 hours?]

Spanish 2798.11 is a unique course in the context of education abroad programs, where formal instruction is only but a small part of it. It is primarily a study abroad experience, one that is closely connected to

(it feeds from and supplements) the academic content or the required course students take beforehand. I will explain, below, how the course is structured and conducted to better explain why the 3 credit hours are amply justified.

The course has Spanish 4516 (The Formation of Bolivian National Cultures) as a pre-requisite. In this course, students are required to read two novels, about a dozen short stories, a history book, and about 20 different articles and book chapters about the political, social, and cultural transformations Bolivia has experienced since its formation and in recent years in particular. They are also required to watch five Bolivian films outside the classroom and in excess of the requirements of a normal course. Similarly, they will be asked to prepare a research proposal and do some initial work which will be completed after the students return from the study trip. The Spring course refers to the sites that we'll visit during the trip and the cultural issues we will explore and experience; and the study trip course, in turn, reflects on some of the readings from the course.

The study trip is scheduled for May 6th -- May 20th, 2013. The 40-60 students will travel with at least four Resident Directors (RDs), which include the faculty member who will teach Spanish 4516 during Spring 13 and his Graduate Assistant (with expertise in Bolivia; the Coordinator of the International Affairs Scholars (a historian, with expertise in the Andean region) and his GA. If the group gets to the high end of the range, there will likely be another OIA person with expertise in study abroad and/or Latin America going as a fifth RD.

The students are divided into 4-6 "pods," with one of the RDs as the pod leader. Students check-in with their pod leader each morning, at breakfast, and show them their journal entry and discuss with them something about the entries from what happened the previous day, or what's in line for the future day. They talk to their pod leader, another RD, or the course instructor on a regular basis during the bus or boat trips. The pods are normally used to divide the large group into smaller ones for trips, tours, and site visits. (The first year the program went to Bolivia, we had 20-30' instructional meetings each morning at breakfast time to go over the day's schedule and the related cultural/academic issues. While this may look like more formal instruction; the individual/small-group communication that takes place constantly was the preferred method of instruction for these study trips).

As the faculty member, I communicate with the students about the topics of the course (Bolivian Cultures and Identities) on an ongoing basis during the whole trip. And so do the other RDs. Needless to say, I get to know those students much better than those I have had on a campus setting.

All the guided tours and trips include professional guides with expertise on the history, cultures, and places we visit. These guides work with specific pods or groups of students and become instructors and cultural resources at the same time. When they are not speaking to the whole group, the guides are usually talking to smaller group or individual students and answering their questions. In some cases, specific museums include different professional guides, but even then, each pod or set of pods will have its own guide.

Guided free-time: Students are given a list of places we recommend them to visit during their free time. These places include museums, markets, plazas, restaurants, art galleries, etc, which were not included in the city tour (or we saw too quickly). Markets and restaurants are usually the biggest draws; but so are cafes in the old parts of town or sightseeing places in the different cities. They also get recommendations from local university students about places to go and see, and are often able to go out with them. The latter are usually evening activities, after the 10 hours or so/day of scheduled activities or guided free-time planned for the study trip. (The added guided free-time responds to student feedback from previous study trips).

All the readings from Spanish 4516, and a several additional recommended readings for Spanish 2798.11, will be available in Carmen during Spring semester and May session for students to complete their reflection paper and research project upon their return from the study trip.

In sum, **not** including the pre-departure effort; nor the travel days; nor the late-evenings cultural immersion in-country, I estimate the contact hours/student effort may be divided as follows:

30 hours formal/semi-formal instruction (by speakers, guides)
20 hours informal individual/small group communication between students and faculty member, RDs or guides
32-40 hrs. programmed cultural activities, visits, sightseeing, etc
30-50 hrs. guided free-time / cultural immersion
10-20 hrs. research and writing, post-study trip
122-160 hours total

Syllabus: Spanish 2798.11 Bolivian Cultures and Identities

Professor Fernando Unzueta (Department of Spanish and Portuguese)
298 Hagerty Hall
292-4958/unzueta.1@osu.edu
Office Hours: TBA

Spanish 2798.11 Bolivian Cultures and Identities

GE Education Abroad Course

Goals:

- By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

- Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
- Students function effectively within their host country.
- Students articulate how their time abroad has enriched their academic experience.

Specific Goals and Learning Outcomes for this course:

- Students recognize and describe similarities, differences, and interconnections between Bolivia and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
- Students function effectively outside the United States by living and studying in Bolivia and by travelling both to and from and within that country.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Bolivia through essays, journals, and group discussions.
- Students will gain a foundational knowledge of Bolivian history, cultures, and national identities, and more in-depth knowledge of

specific issues such as cultural diversity, regional tensions and more.

- Students will continue to learn and experience much of this knowledge by travelling within Bolivia and visiting many of its key culturally and historically significant sites.
- Students will develop critical thinking skills by analyzing course materials and field experiences.
- Students will develop communications skills through journals, class discussions, essays, and the collective sharing of their overseas experiences.

Course Description

This interdisciplinary course introduces students to the History, Politics, Cultures, and Identities of Bolivia. It explores its main geographical regions (the *Altiplano* or highlands; the Valleys, and the tropical Lowlands) and the peoples who live there; the different political and cultural currents within the country and its different regions; and the main cultural heritages and traditions. Students will become familiar with and see first-hand the broad sweep of Bolivian history and cultures, from pre-Inca times to the present. Among other topics, students will explore the regional and ethnic diversity and tensions within the country; the ways in which it relates to different global forces; and some of the characteristics that make Bolivia a unique country. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Bolivian traditions and values can teach them about the United States and its position in the world.

Required Texts:

- Most of the texts will be available electronically on Carmen.
- Herbert S. Klein, *A Concise History of Bolivia*. Cambridge: Cambridge UP, 2011.
- Adrian J. Pearce, ed., *Evo Morales and the Movimiento al Socialismo in Bolivia. The First Term in Context, 2006-2010*. London: Institute for the Study of the Americas, 2011.

Course Requirements and Grades

- Class Participation: 20% Students are expected to attend all lectures and organized activities. To receive a high participation grade, students are expected to attend the lectures and guided presentations having completed the readings for the course and being prepared to discuss them with lecturers, guides, and fellow students.
- Research Paper: 30% Students must submit a 1,000 word research paper on a topic of their choice, but relevant to the course. Students should include a brief coda or final comment explaining how his/her experience in Bolivia changed (or not) their thinking about the paper's topic. They may also address the similarities, differences, and interconnections between Bolivia and the U.S.. Research proposals will be part of Spanish 4516 (the required course students will take in Spring semester), and students will receive feedback on the proposal before the study trip. (Final paper due in Carmen Dropbox on May 29).
- Reflection Paper: 30% Students must submit a 1,000 word minimum reflection paper in which they address the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between Bolivia and the U.S.? What do they reveal about these two countries? 2. Explain how you've developed an ability to function effectively in Bolivia and what obstacles you've faced in the realms of verbal and non-verbal communication 3. Overall, how has this course enriched your academic experience? Use concrete examples. (due in Carmen Dropbox Monday May 27).
- Journal: 20% Students will reflect on a) their experiences and observations in relation to their course readings, and b) on what has intrigued, puzzled, irritated, and delighted them about life, people, and things in Bolivia. Journal entries will consist of one entry per day, of 50-100 words. (A "journal highlights" document of around 200 words is due on Friday May 24).

Grading Scale

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C: 72.5% and

above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

Course Policies

- Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
- Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Schedule

May Term 2013 (May 6-20th)

- Day 0 (pre-departure): Research proposal due
- May 6: Travel from Columbus to La Paz, Bolivia
- May 7: City Tour of La Paz (Old Town, Government buildings; museums, Southern district, Valley of the Moon)
- May 8: Day trip to the Yungas-Coroico region (8am-6pm): Traditional coca plantations in a global context; alternative agriculture (coffee and cacao); highlands vs. lowlands (ecological floors), as we go up to over 15,000 ft over sea level and down to 5,000 ft.

- May 9-10: Two-day excursion to Copacabana/Lake Titicaca/Isla del Sol: Inca and pre-Inca history; sanctuaries and popular religiosity; ecotourism (6am, May 9 – 6pm May 10)
- May 11: Lecture on Contemporary Politics and Cultures in Bolivia; Cultural Show (*Peña*)/group dinner
- May 12: City Tour of Cochabamba; Lecture on Intercultural relations in Bolivia
- May 13: Service Learning day (8am – 6pm), at Orphanage supported by Columbus' Global Gallery
- May 14: Day trip (8am-6pm) to Tarata and the agricultural valleys
- May 15: Half-day trip to Portales (and the export-boom of the 20th-Century); Lecture on Political Conflicts
- May 16: Day trip to hot springs and hike into Tunari National Park; trip to Santa Cruz in the evening;
- May 17: City Tour of Santa Cruz; Lecture on the "modern" Bolivia
- May 18: Day Trip (8am – 7pm): Samaipata (Inca ruins, a UNESCO Cultural Heritage Site, and the encounter of different indigenous groups)
- May 19: Day Trip: Biocentro Güembé: Butterfly sanctuary and ecotourism; end-of-trip group dinner
- May 20: Return travel from Santa Cruz
- May 24: Journal highlights due
- May 27: Reflection paper due
- May 29: Research paper due

Recommended Readings

- Abercrombie, Thomas A. 1998. *Pathways of Memory and Power. Ethnography and History Among an Andean People*. Madison: U Wisconsin P.
- Altaraz, Kepa. 2012. *Bolivia: Refounding the Nation*. London: Pluto P.
- Calderón, Fernando. 1993. "LA Identity and Mixed Temporalities; or How to Be Postmodern and Indian at the Same Time." *Boundary* 2 20.3: 55-64.
- Crabtree, John and Laurence Whitehead, eds., 2008. *Unresolved Tensions. Bolivia: Past and Present*. Pittsburgh, U Pittsburgh P.
- Crabtree, John and Laurence Whitehead. 2001. *Toward Democratic Viability: The Bolivian Experience*. London: Palgrave.
- Dunkerley, James. 2000. *Americana. The Americas in the World, around 1850*. London: Verso.

- Fabricant, Nicole and Bret Gustafson, eds. 2011. *Remapping Bolivia. Resources, Territory, and Indigeneity in a Plurinational State*. Santa Fe: School for Advanced Research.
- Gamarra, Eduardo. 2007. *Bolivia on the Brink*. Washington, DC: Council on Foreign Relations.
- Gustafson, Brett D. 2009. *New Languages of the State: Indigenous Resurgence and the Politics of Knowledge in Bolivia*. Durham: Duke UP.
- Healy, Kevin, 2001. *Llamas, Weavings, and Organic Chocolate: Multicultural Grassroots Development in the Andes and Amazon of Bolivia*. Notre Dame, IN: U Notre Dame P.
- Klein, Herbert S. 2011. *A Concise History of Bolivia*. Cambridge: Cambridge UP.
- Kohl, Benjamin H. and Linda C. Farthing, 2006. *Impasse in Bolivia*. London: Zed Books.
- Léons, Madeline Barbara and Harry Sanabria, eds. 1997. *Coca, Cocaine, and the Bolivian Reality*. Albany, NY: SUNY P.
- Mayer, Enrique, 2002. *The Articulated Peasant. Household Economies in the Andes*. Boulder: Westview P.
- Merilee S. Grindle and Pilar Domingo, *Proclaiming Revolution. Bolivia in Comparative Perspective*. Cambridge, MA: Harvard UP, 2003.
- Morales, Waltrud Q. 2003/2010. *A Brief History of Bolivia*. New York: Facts On File.
- Pearce, Adrian J., ed. 2011. *Evo Morales and the Movimiento al Socialismo in Bolivia. The First Term in Context, 2006-2010*. London: Institute for the Study of the Americas.
- Postero, Nancy G. 2007. *Now We are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Stanford: Stanford UP.
- Reyes, Sandra, ed. 1998. *Oblivion and Stone. A Selection of Contemporary Bolivian Poetry and Fiction*. Fayetteville: U Arkansas P.
- Sanjinés C, Javier. 2004. *Mestizaje Upside-Down. Aesthetic Politics in Modern Bolivia*. Pittsburgh: U Pittsburg P.
- Santos, Rosario, ed. 2000. *The Fat Man from La Paz. Contemporary Fiction from Bolivia*. New York: Seven Stories P.
- Stephenson, Marcia. 1999. *Gender and Modernity in Bolivia*. Austin: U Texas P.
- Van Cott, Donna Lee. 2000. *The Friendly Liquidation of the Past: The Politics of Diversity in LA*. Pittsburgh, U Pittsburgh P.
- Webber, Jeffery R. 2011. *From Rebellion to Reform in Bolivia. Class Struggle, Indigenous Liberation, and the Politics of Evo Morales*. Chicago: Haymarket Books.