

**Syllabus: Spanish 2798.11 (May 2018; # 19191)**  
**Bolivian Cultures and Identities**  
**(subject to minor changes; 4/30/18)**

Professors Fernando Unzueta (.1) and Estelí PuenteBeccar(.1)  
(Department of Spanish and Portuguese: (614) 292-4958/ Office Hours: By appointment

**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:

- Nataniel Aguirre, *Juan de la Rosa* (first 4 chapters);
- L Farthing & B Kohl, *Evo's Bolivia. Continuity and Change*.
- Additional materials in Carmen (C), including 5 short stories (4 from Santos ed, *Fat Man from La Paz*), a historical overview article by W. Morales, and a few other articles.
- 6 films from/about Bolivia

### 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 be attentive at all classes, lectures and guided presentations, to ask questions, and be prepared to discuss about the topics presented with lecturers, guides, and fellow students. Likewise, students are expected to foster and not disrupt a positive group dynamic during the trip.
- Journal: 20%. On a daily basis, students will reflect on their experiences and observations during the trip and in relation to their course readings (or film viewings), and write them down on a journal/notebook. Journals entries will contain a minimum of 50-100 words per day. Students will show their new entries to the RDs each morning during breakfast (days 2-14). A “**journal highlights**” document (reflecting on the trip’s highlights, as chosen by each student, with at least three items) of around 250 words (**Due** in Dropbox on **Friday May 25**).
- Reflection Paper: 20%. Students must submit a 800-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 developed an ability to function effectively in Bolivia and what obstacles you 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 Dropbox, **Monday May 28**).
- Critical commentaries: 40%. Students must submit **two** documents with two critical commentaries, based on the four topics listed below (400- words minimum for each; total of 1600+ words in the two documents [800 words+ each set of commentaries]). The commentaries should be primarily based on the class films, with support from the other class readings (film commentaries; 20%), and on the novel selection, short stories, and other class readings (commentaries – other readings; 20%), but they may also include some of your experiences abroad. Cite the readings appropriately. By “critical” I mean

reflective and analytical, as opposed to merely descriptive (do not summarize plots or themes...). **(Due in Dropbox, Friday June 1).**

#### Topics for critical commentaries:

- a) **Film commentaries (two commentaries, 400 words+ each, on):**
  - 1) Discuss one of the social problems addressed in *Los Andes no creen en Dios/The Andes don't Believe in God*
  - 2) Discuss a common topic on two other films and their different treatment in each work
- b) **Other readings (two commentaries, 400 words+ each, on):** :
  - 3) How does *Juan de la Rosa* and/or some of the short stories reflect on Bolivia as a nation?
  - 4) What is Bolivia's "Process of Change" (*'proceso de cambio'*), as described in the other readings? What are its achievements and limitations?

While the class participation and the daily journal activities will be done and noted during the study trip, the journal highlights, the reflective essay, and the critical commentaries will be submitted via Dropbox after the study trip on or before the noted due dates. Please submit your work on word or pdf documents, doubled-spaced, and including your name.

#### **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](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](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 8-23rd, 2018**

- Day 0/May 9: Travel (meet at Columbus' airport @ 3:30pm)
- Day 1/May 09: Arrival in Santa Cruz; become familiar with area  
4-6 pm: Class/meeting (#1); group dinner (Casa del Camba)
- Day 2/May 10: City Tour of Santa Cruz; Biocentro Güembé  
6-8pm: Class/meeting (#2)
- Days 3-4/ May 11-12: 2-day trip to San José de Chiquitos & Chochis; Jesuit Missions
- Day 5/May 13: Travel to Cochabamba; City Tour (in the afternoon)  
6-8pm: Class/meeting (#3)
- Day 6/May 14: Day-trip to Valle Alto, the high valleys of Cochabamba
- Day 7/May 15: Lecture & class at the UPB (Universidad Privada Boliviana), w/ Prof. M. Lacunza (on Bolivian Film)  
Visit Palacio Portales (20<sup>th</sup>-C export boom)
- Day 8/May 16: Day trip to hot springs (Cabaña de la Torre) and hike into Tunari National Park;  
Class/meeting (#4)?
- Day 9/May 17: Travel to La Paz; City Tour  
6-8pm: Class/meeting: Conversation with **film director Antonio Eguino !**
- Day.10-11/ May 18-19: 2-day trip to the Yungas-Coroico region: 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.
- Day 12/May 20: 10am-noon: Lecture/class meeting,  
Rest of the day: Free!
- Days 13-14/May 21-22: 2-day excursion to Copacabana/Lake Titicaca/Isla del Sol: Inca and pre-Inca history; sanctuaries and popular religiosity; ecotourism.  
Dinner/Folk Show (Peña Huari)
- Day 15/May 23: Return travel (back to Columbus)
- May 25: Journal highlights due
- May 28: Reflection paper due
- June 1: Critical commentaries due

**Readings and films: required (bold) and recommended**

- Aguirre, Nataniel. 1998 [1885]. *Juan de la Rosa. Memoirs of the Last Soldier of the Independence Movement*. Oxford: Oxford UP. [first 4 chapters, in Carmen]
- “Bolivia.” 2011. *ReVista. Harvard Review of Latin America*. 11.1: <http://revista.drclas.harvard.edu/book/bolivia-fall-2011>.
- Altaraz, Kepa. 2012. *Bolivia: Refounding the Nation*. London: Pluto P.
- Anderson, Benedict. 1991 [1983]. *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Baudoin, Magela. 2013?. “Red Ribbon”. (in Carmen).
- Crabtree, John and Ann Chaplin. 2013. *Bolivia: Processes of Change*. London: Zed Books: <http://site.ebrary.com/lib/ohiostate/detail.action?docID=10696012>.
- Crabtree, John and Laurence Whitehead, eds., 2008. *Unresolved Tensions. Bolivia: Past and Present*. Pittsburgh, U Pittsburgh P.
- Fabricant, Nicole and Bret Gustafson, eds. 2011. *Remapping Bolivia. Resources, Territory, and Indigeneity in a Plurinational State*. Santa Fe: School for Advanced Research.
- Farthing, Linda C. and Benjamin H. Kohl. 2014. *Evo’s Bolivia. Continuity and Change*. Austin: U Texas P. [OSUL has ebook access: <https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=3443737> ]
- Gamarra, Eduardo. 2007. *Bolivia on the Brink*. Washington, DC: Council on Foreign Relations.
- Grindle, Merilee S. and Pilar Domingo. 2003 *Proclaiming Revolution. Bolivia in Comparative Perspective*. Cambridge, MA: Harvard UP.
- 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.
- Morales, Waltrud Q. 2003/2010. *A Brief History of Bolivia*. New York: Facts On File.
- Morales, Waltrud Q. 2015. “Bolivia.” In *Politics of Latin America*. Ed. By H. Vanden and G Prevost. Oxford: Oxford UP. 481-513. [Carmen]
- Paz Soldán, Edmundo. 2006 [2003]. *Turing’s Delirium*. Boston: Houghton Mifflin Co.
- Peñaranda, Raúl, ed. and coord. 2014. *From Military Dictatorships to Evo Morales Populism. Three Decades of Intense Bolivian History*. La Paz: Página Siete: <http://paginasiete.info/web/20160511%5Clibro30/index.html>.
- Postero, Nancy G. 2007. *Now We are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Stanford: Stanford UP.
- Santos, Rosario, ed. 2000. *The Fat Man from La Paz. Contemporary Fiction from Bolivia*. New York: Seven Stories P. [Carmen]: Cespedes, “The Well; Ocampo, “The Indian Paulino”; Carvalho, “The Creation”; Lema, “Fat Man from La Paz”
- Shultz, Jim and Melissa Crane Draper, eds. 2009. *Dignity and Defiance. Stories from Bolivia’s Challenge to Globalization*. Berkeley: U California P:
- Webber, Jeffery R. 2011. *From Rebellion to Reform in Bolivia. Class Struggle, Indigenous Liberation, and the Politics of Evo Morales*. Chicago: Haymarket Books.

**Films :**

- También la lluvia / Even the Rain* (Dir. I. Bollaín; 2010 – available in Netflix)
- Los Andes no creen en Dios / The Andes don’t Believe in God Dios* (Dir. A. Eguino; 2007) – on line versions don’t have Spanish subtitles; subtitled version will be available on OSU’s Secure Media Library: <https://drm.osu.edu/media/>
- Who Killed the White Llama / Quién mató a la llamita blanca?* (Dir. R. Bellot; 2007): [https://www.youtube.com/watch?v=wKsYcxxh\\_A4](https://www.youtube.com/watch?v=wKsYcxxh_A4)
- Cocalero* (Dir. Landes, 2007 – on line; Eng subtitled versión will be available through OSU’s Secure Media Library)
- Zona Sur / Southern District* (Dir. JC Valdivia; 2009): <https://vimeo.com/81604180> (also: <https://osu.kanopy.com/>)

*Yvy Maraey /Land Without Evil* (Dir. JC Valdivia; 2013): <https://osu.kanopy.com/>

### **Independent Reading/viewing guide for Spa 2798.11**

- 1) Start with a historical overview:
  - **Morales, Waltrud Q., “Bolivia.”** (for a more in-depth historical background, read W Morales’ or H Klein’s books) – Carmen/Readings.
- 2) To learn about the origin of the Incas and a bit about early indigenous civilizations read:
  - **Garcilaso de la Vega** – Carmen/Readings.
- 3) For a historical novel about the beginnings of the independence period (early 19<sup>th</sup>-C), and a period perspective on colonial times, read:
  - **N. Aguirre, Juan de la Rosa** ([1885] selection: first 4 chapters)
- 4) **Céspedes** short story (“The Well”) deals with the Chaco War (1930s) and Bolivia’s society prior to the National Revolution.
- 5) To learn about the Bolivian National Revolution (mid-20<sup>th</sup> C), read:
  - Whitehead’s article – Carmen/Readings.
- 6) **Read** three of Bolivia’s best short stories; fictional takes about the aftermath of the National Revolution (**Ocampo**), the development of the Lowlands (**Carvalho**), and the political situation and corruption of the 1980s (**Lema**). **Baudoin**’s short story is more recent and tackles violence against women – Carmen/Readings: short stories.
- 7) To learn about Evo Morales and his priorities, read:
  - **Evo Morales’** article – Carmen/Readings.
- 8) For an important analysis of recent trends in Bolivia, and for your commentaries, read:
  - **Farthing, Linda C. and Benjamin H. Kohl, *Evo’s Bolivia. Continuity and Change***
  - **Crabtree and Chaplin, *Bolivia: Processes of Change*** (Intro, Chaps. 1, 5, 7, Conc--in Carmen)

### **Watch at least the following six films:**

***También la lluvia / Even the Rain*** - about the Conquest of Latin America (Christopher Columbus... and the Water Wars in Cochabamba, in 2000)

***Los Andes no creen en Dios / The Andes don’t Believe in God Dios*** – about the importance of mining at the beginning of the 20<sup>th</sup>-C in Bolivia

***Who Killed the White Llama / Quién mató a la llamita blanca?*** – a critical satire about politics, regionalism, drug trafficking, etc in the 2000s

***Cocalero*** – a documentary, about Evo Morales’ presidential campaign in 2005

***Zona Sur*** – about an upper-class family, race relations, in a changing political and economic times of present-day Bolivia

***Yvy Maraey/Land Without Evil*** – about a Bolivian filmmaker who travels to the Chaco with a Guarani guide to make a film about the Guarani

As we will meet with Antonio Eguino (on May 17<sup>th</sup>), *Los Andes/The Andes* is **a must-see film before that date**. I’ll also put two other of his films on OSU’s Secure Media Library.