

## Term Information

Effective Term Spring 2026  
[Previous Value](#) Summer 2013

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Change number to 3000-level. Correct pre-reqs, Add Themes Citizenship for a Just and Diverse World, as well as HIP 4cr designation.

**What is the rationale for the proposed change(s)?**

This experience does not currently apply toward the GE program.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Increased participation in Global May Bolivia programming

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## 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	3798.11
<a href="#">Previous Value</a>	<a href="#">2798.11</a>
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: 4
<a href="#">Previous Value</a>	<a href="#">Fixed: 3</a>

## Offering Information

Length Of Course	4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Field Experience
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**

Foundations course in Literary, Visual and Performing Arts, or Historical and Cultural Studies, or Race, Ethnicity and Gender Diversity.  
Spanish 4516 (Taught in English) recommended, but not required.

### ***Previous Value***

*Prereq: 4516 or permission of instructor.*

### **Exclusions**

### **Electronically Enforced**

No

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

16.0905

### **Subsidy Level**

General Studies Course

### **Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Education Abroad (new); Citizenship for a Diverse and Just World; Intercultural and Global Awareness

The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*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**

- Students recognize and describe similarities, differences, and interconnections between citizenship, justice, and diversity Bolivia and the U.S. through class activities, pláticas, projects, and sharing their overseas experience.
- Students function effectively outside the United States by living and studying in Bolivia and by travelling both to and from and within that country, and by engaging respectfully and appropriately with classmates, professors, and in-country contact
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Bolivia through class activities, pláticas, projects, and sharing their overseas experience.
- 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, national and international politics, and more.
- Students will engage in experiential learning by travelling within Bolivia & engaging in active learning, as well as visiting key culturally & historically significant sites.
- Students will develop critical thinking skills by analyzing academic and cultural content and trip experiences. Students will develop communications skills through class activities, pláticas, projects, and sharing their overseas experience.

**Previous Value**

**Content Topic List**

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

**Sought Concurrence**

No

**Attachments**

- Global and Intercultural Learning Virtual Course Inventory.docx: course inventory  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- Connections to theme Citizenship for a Just and Diverse World.docx: Theme  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- Platicas description and rubric.docx: Supporting docs  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- Bolivia May course contact hours.docx: Contact Hours  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*
- Bolivia May Syllabus 08-15-2025.docx: Syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- Rationale for 4 credit REVISION - Bolivia May.docx: Rationale 4cr  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*

**COURSE CHANGE REQUEST**  
3798.11 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
08/14/2025

## Comments

- Adjusted docs 8-14-25 added RS  
Please see attached credit hour rationale & syllabus addendum that highlights contact hours.  
Please see adjusted Platicas and Rationale Docs attached 6/17/2025 RS *(by Sanabria,Rachel A. on 08/14/2025 12:32 PM)*
- Please see feedback email sent to department 05-22-2025 RLS  
Clearer credit hour rationale required; please see email to department for additional details. RLS *(by Steele,Rachel Lea on 06/18/2025 11:27 AM)*
- - If this course is requesting to be a High Impact Practice Theme course, it will need to be 4 credit hours, right? On the form in curriculum.osu.edu, the course is still said to be 3 credits.  
- Please upload a credit hour rationale that explains how this course is worth 4 credits. See here  
<https://ascas.osu.edu/submission/development/submission-policies/credit-allocation-guidelines-education-abroad-programs> *(by Vankeerbergen,Bernadette Chantal on 04/30/2025 03:11 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	04/24/2025 01:34 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	04/24/2025 01:34 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/30/2025 03:13 PM	College Approval
Submitted	Sanabria,Rachel A.	05/08/2025 09:01 AM	Submitted for Approval
Approved	Sanabria,Rachel A.	05/08/2025 09:01 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/08/2025 10:15 AM	College Approval
Revision Requested	Steele,Rachel Lea	05/22/2025 04:46 PM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	06/17/2025 01:56 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	06/17/2025 01:57 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	06/17/2025 02:07 PM	College Approval
Revision Requested	Steele,Rachel Lea	06/18/2025 11:27 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	08/14/2025 12:32 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	08/14/2025 12:32 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 12:46 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/14/2025 12:46 PM	ASCCAO Approval

**Syllabus: Spanish 2798.11 (May 2026)**  
**Global May Bolivia**

Professors Anna Babel (.6) and Elvia Andia Grageda (.1)

Department of Spanish & Portuguese

614 292 4958

Cell numbers: XXXXXX and XXXXXX

Office hours: By appointment

This interdisciplinary course introduces students to citizenship through the history, politics, cultures, and identities of Bolivia. It explores three geographical regions (the *Altiplano* or highlands; the valleys, and the tropical lowlands) and the groups of people who live there; the different political and cultural currents within the country and its diverse regions; and examples of contemporary indigenous activism, languages, and movements. Students will engage in hands-on, experiential learning and assemble an experiential learning portfolio over the course of this trip. Among other topics, students will explore the politics of citizenship in Bolivia; the diverse ethnic and cultural groups in the country; and efforts towards environmental and social justice. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Bolivian approaches to citizenship, justice, and diversity can teach them about the United States and our traditions around these concepts.

Goals (Citizenship for a Just and Diverse World)

- Analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
- Integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
- Examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes (Citizenship for a Just and Diverse World)

Successful students will be able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Undertake an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

#### Goals (Education Abroad and Away)

- Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations, and (1.1) engage in critical and logical thinking about the topic or idea of the theme, as well as (1.2) engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future, as well as (2.1) identify, describe, and synthesize approaches or experiences as they apply to the theme and (2.2) demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

#### Expected Learning Outcomes (Education Abroad and Away)

**1.1.a. Critical thinking:** Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.

**1.1.b. Analysis:** Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.

**1.1.c. Critical thinking & analysis:** Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.

**1.2.a. Scholarly engagement:** Articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which they are working.

**2.1.a. Integration of knowledge:** Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.

**2.1.b Multiple perspectives:** Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.

**2.2.a. Cultural self-awareness:** Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect and are affected by both local and global communities they live in.

**2.2.b. Intercultural empathy:** Interpret and explain intercultural experience from the perspectives of their own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.

Specific Goals and Learning Outcomes for this course:

- Students recognize and describe similarities, differences, and interconnections between citizenship, justice, and diversity Bolivia and the U.S. through class activities, pláticas, projects, and sharing their overseas experience.
- Students function effectively outside the United States by living and studying in Bolivia and by travelling both to and from and within that country, and by engaging respectfully and appropriately with classmates, professors, and in-country contacts.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in Bolivia through class activities, pláticas, projects, and sharing their overseas experience.
- 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, national and international politics, and more.
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Course Requirements and Grades

Grading percentage	Assignment	Corresponding ELOs	
		Citizenship	Ed. Abroad
10%	Pre-trip assessment (750 words; may be completed in written, audio, or video format)  How do you understand the concepts of “citizenship,” “diversity,” and “justice”? What examples can you give of these ideals in action?  What were your motivations for choosing this course? What are your hopes, curiosities, and worries or fears going into the trip?	2.2	2.2.a
50%	“Pláticas” (offered every 1-2 days) Structured discussions with professors/leaders regarding lectures, readings, and organized activities. These opportunities will give students the chance to ask questions, discuss their experiences, consider daily activities and their links to course themes. Professors/leaders will offer cultural context and interpretation to frame experiences and make	1.1 2.1 2.2 3.1 3.2 4.1 4.2	1.1.a 1.1.b 1.1.c 2.1.a 2.1.b 2.2.a 2.2.b

	connections between different sites and activities. This will also be an opportunity for students to compare experiences and for professors/leaders to address expectations and group dynamics. Students must attend and actively participate in at least 80% of the pláticas to pass the course.		
30%	Experiential learning portfolio – complete 30 points selected from the options below		
	<u>10 points</u> Daily journal – students will reflect on their experiences and observations during the trip and in relation to their course experiences, activities, lectures, and discussions, and write them down on a journal/notebook. There must be at least 10 entries of a minimum of 150-200 words per day. Checked daily (cannot be turned in all at once at the end of the trip)	1.1 2.1 2.2 3.1 3.2 4.1 4.2	1.1.a 1.1.b 1.1.c 2.1.a 2.1.b 2.2.a 2.2.b
	<u>10 points</u> Messages home – a group of 8-10 messages to friends or family members reflecting on the trip and what you have learned. May be in any medium (letters, emails, text messages, social media posts) but no less than 150-200 words per message. Must contain <i>reflections on the class themes</i> and descriptions of your experiences in Bolivia. Checked daily (cannot be turned in all at once at the end of the trip)	1.1 2.1 2.2 3.1 3.2 4.1 4.2	1.1.a 1.1.b 1.1.c 2.1.a 2.1.b 2.2.a 2.2.b
	<u>10 points</u> Photo archive – a curated group of 10-15 photos representative of your visit to Bolivia with 50-100 word captions detailing what makes them stand out to you and how they are related to class themes	2.2 3.2 4.1 4.2	2.1.a 2.1.b 2.2.a 2.2.b
	<u>15 points</u> Scrapbook or artifact collection – a carefully selected collection of 15-20 objects, found items, handmade crafts, gifts, or souvenirs that you collected over the course of the trip with 50-100 word captions detailing what makes them cohere as a collection and a discussion of how they are related to course themes and goals	2.2 3.2 4.1 4.2	2.1.a 2.1.b 2.2.a 2.2.b
	<u>15 points</u> Creative project (visual art, poetry, video essay, children's book) – create a project that captures the essence of your learning about Bolivia. Explain your motivation for creating the project and its connection to course themes in a 300-450 word explanation. Consult with professors/leaders for guidelines & appropriateness.	2.2 3.2 4.1 4.2	2.1.a 2.1.b 2.2.a 2.2.b

	<p><u>20 points</u> Academic essay – write a 1000-word essay about a particular topic that drew your interest during the trip (for example: indigenous rights; ecotourism; Bolivian governance; water scarcity) using an academic essay format and citing at least three academic sources. This essay should draw on your existing knowledge/coursework, course readings, what you learned in Bolivia, and your own independent research. Consult with professors/leaders for guidelines &amp; appropriateness. Essay will be due in 4 installments (proposal, outline+bibliography, rough draft, final draft) and must demonstrate personal engagement and learning.</p>	1.1 1.2 2.1 3.1 4.1 4.2	1.1.a 1.1.b 1.1.c 1.2.a 2.1.a
10%	<p>Post-trip reflection (750 words; may be completed in written, audio, or video format)</p> <p>Having visited Bolivia, has your understanding of “citizenship,” “diversity,” and/or “justice” changed? If so, what spurred this change? How does this compare to relate to your expectations and experiences beforehand?</p> <p>To what extent do you think that you were effective in implementing an active, hands-on (“experiential”) learning strategy through the activities offered on this trip? What kinds of adjustments or changes did this require? Give examples.</p> <p>What were your “highs” and “lows” during the trip? Explain.</p>	1.1 2.1 2.2 3.1 3.2 4.1 4.2	1.1.a 1.1.b 1.1.c 2.1.a 2.1.b 2.2.a 2.2.b

All activities, reflections, portfolio materials, and other course requirements must be completed by the date of the final exam, **DATE/TIME**, and turned in via Carmen.

Rubrics will be provided on Carmen and discussed on the date indicated on the syllabus.

### Readings (all available online via Carmen)

Arnold, D.Y. (2023). Weaving as writing: a serious omission in the Bolivian Educational Reform of 1994. *Cultural Psychology* 4, 47–65. [LA PAZ]

Babel, A. (2018). Chapter 1, “Western highlands versus eastern lowlands: Cambas and Collas.” In *Between the Andes and the Amazon: Language and social meaning in Bolivia*. University of Arizona Press. [SANTA CRUZ]

Bjork-James, C. (2020). Chapter 2, “This is how we all have to fight together.” *The sovereign street: Making revolution in urban Bolivia*. University of Arizona Press. [COCHABAMBA]

Christie, J. J. (2020). Wak'a/shrine making and pilgrimage tourism in Copacabana, Bolivia. In *Pilgrimage beyond the Officially Sacred* (pp. 122-147). Routledge. [COPACABANA]

Goldstein, Daniel M. (2012). Chapter 1. Security, rights, and the law in Evo's Bolivia. *Outlawed: Between Security and Rights in a Bolivian City*, New York, USA: Duke University Press, pp. 1-34. [COCHABAMBA]

Gustafson, Bret. (2020). Chapter 9: Quarrel over the Excess. *Bolivia in the Age of Gas*, New York, USA: Duke University Press, 2020, pp. 223-246. [SANTA CRUZ]

Pearson, Z. (2020). Bolivia, coca, culture and colonialism. In *Research handbook on international drug policy* (pp. 283-300). Edward Elgar Publishing. [CHAPARE]

Sanchez-Lopez, M. D. (2019). From a white desert to the largest world deposit of lithium: Symbolic meanings and materialities of the Uyuni Salt Flat in Bolivia. *Antipode*, 51(4), 1318-1339. [UYUNI]

Shakow, M. (2014). Chapter 4: The intimate politics of the new middle class in Sacaba. *Along the Bolivian highway: social mobility and political culture in a new middle class*. University of Pennsylvania Press [COCHABAMBA]

Sturtevant, C. (2021). On choosing sides: ethical anthropology and inter-indigenous conflict in Alto Beni, Bolivia. *Latin American and Caribbean Ethnic Studies*, 17(3), 371–389. [BENI]

Swinehart, K. (2024). Chapter 4, "Tupak in their veins." *Voice and Nation in Plurinational Bolivia: Aymara Radio and Song in an Age of Pachakuti*. Bloomsbury Publishing. [LA PAZ]

### 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%

## Sample Schedule

May 11th to June 4th, 2026

Day	Date	Description	Notes	Contact hours/time invested
Sunday, May 10: Departure				
	Fly to Bolivia from Columbus, arrive Santa Cruz early Monday morning			
Monday May 11th				
Morning	Pickup at airport (VVI)		4 hours informal free time in country	
Afternoon	Welcome Lunch and Health & Safety Orientation meeting at Güembé Aviario, Mariposario, and resort (Location: Km. 5 road to Porongo, Zona Urubó Santa Cruz de la Sierra – Bolivia)	This is a well-known nature refuge and sanctuary with a focus on native birds, butterflies, and insects  <b>Reading: Babel 2018</b>	<b>Entering the study abroad context:</b> Discussion of the connections between the natural and human world and the role of nature in law and citizenship in the Bolivian context.  2 hours formalized instruction (from instructors)  2 hours other required or structured educational experiences (from guides)	
Evening	Free evening; optional group dinner		First impressions of Bolivia from the students  4 hours informal free time in country	
Tuesday May 12th				
Morning	Class meeting (2 hrs) – discussion of biodiversity and the role of ecotourism in the Bolivian economy	Self-guided tour of the sanctuary, following prepared prompts	<b>Justice and stewardship:</b> Learning about principles of balance and conservation and the links between stewardship and environmental justice	

			<p>2 hours formalized instruction</p> <p>2 hours other required or structured educational experiences</p>
Afternoon	Guided walking tour of Güembé with local staff/guides	Activity: Environmental education and protection of species of the Bolivian Amazon.	<p><b>Morality and spirituality:</b> Discussing the role of culture, religion, and spirituality in developing moral stances towards a human-environment responsibilities and interactions</p> <p>4 hours other required or structured educational experiences</p>
Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> What principles do our concepts of citizenship, justice, and diversity rest on?</p> <p>2 hours formalized instruction</p> <p>2 hours informal free time in country</p>
Wednesday May 13th			
Morning	Class meeting (2 hrs) – to learn about the IPELC (Instituto Plurinacional de Estudio de Lenguas y Culturas de Bolivia), which we will visit in the afternoon. Discussion and question period with professors	<p>Activity: Create a short list of questions for the afternoon presentation.</p> <p><b>Reading: Gustafson 2020</b></p>	<p><b>Pluriethnic, plurilingual citizenship:</b> Efforts to integrate a plurilingual, pluriethnic society into structures of citizenship such as education. Discussions of <i>pluralism</i> vs. <i>multiculturalism</i>. Deeper understanding of the culture tied to the language, including customs, traditions, and social norms.</p> <p>2 hours formalized instruction</p>

			2 hours other required or structured educational experiences
Afternoon	Visit to IPELC - Instituto Plurinacional de Estudio de Lenguas y Culturas de Bolivia	Topic: The relevance of the establishment of national enclaves to protect indigenous language and cultures.	<b>Linguistic justice:</b> Learn from language activists and speakers of indigenous languages about their efforts to preserve and make space for their languages to flourish  4 hours other required or structured educational experiences
Evening	Free evening; optional group dinner		4 hours informal free time in country
Thursday May 14th			
Morning	Class meeting (2 hrs) – to learn about UNICEF Bolivia, which we will visit in the afternoon. Discussion and question period with professors	Activity: Create a short list of questions for the presentation.	<b>Global citizenship:</b> Learn about UNICEF and its programs benefiting children in need.  2 hours formalized instruction
Afternoon	Visit to UNICEF Bolivia.	Activity: UNICEF's participation in curriculum design to ensure respect for children and indigenous peoples of Bolivia.	2 hours other required or structured educational experiences (morning)  How are governmental and non-governmental organizations connected beyond the structure of the nation-state?  4 hours other required or structured educational experiences (afternoon)
Evening	Plática; check notebooks/assignments		<b>Discussion question:</b> What kinds of institutional structures support citizenship and advocacy for human rights and linguistic and cultural

			<p>justice? How do the institutions we have observed approach this responsibility?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Friday May 15th			
Morning	<p>Bus leaves from Santa Cruz de la Sierra to Buena Vista meeting point (trip 3 hrs)</p>	<p><b>Reading: Sturtevant 2021</b></p>	<p><b>Development and industry:</b> Discuss the massive growth of the city of Santa Cruz and its impact on local communities and the national economy, as well as the role of rural-urban migration in this expansion</p> <p>3 hours informal free time in country (travel time)</p> <p><b>1 hour</b> formalized instruction – professor-guided discussion</p>
Afternoon	<p>Hotel check in</p> <p>Buena Vista</p>	<p>Guided walking tour of Buena Vista.</p>	<p><b>Public lands and biodiversity:</b> Learn about the importance of sustainable tourism and eco-friendly practices and how the park manages its resources, wildlife, and environmental impact. Return to discussions of environmental stewardship and human-environment interactions</p>

			<p>2 hours other required or structured educational experiences (walking tour)</p> <p>2 hours informal free time in country</p>
Evening	Free evening: dinner recommendations provided		4 hours informal free time in country
Saturday May 16th			
Morning	<p>Breakfast at the hotel</p> <p>Getting ready for the hiking trip.</p>		<p><b>National protected spaces and memorials:</b> Discussion of the establishment of the park, and the importance of activism for human and environmental justice. Discussion of the role of citizenship and justice in protecting biodiverse spaces.</p> <p>2 hours formalized instruction</p>
Afternoon	Visit and excursion to Parque Nacional Amboró	<p>Guided by a local tourist guide.</p> <p>Hiking guide provided by the park</p>	<p><b>World heritage and ecotourism:</b> Discussion of the economic and ecological history and present of this vast natural space, and ongoing efforts to maintain this area as a natural preserve. Learn about local communities that contribute to the management of the park and the role of flora and fauna in cultural practices.</p> <p>6 hours other required or structured educational experience (tour of park)</p>

Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> How can we understand the interrelationship of plants, animals, and humans in protected spaces? How do western/colonial notions of citizenship compare to indigenous conceptions of land/scapes, spirituality, responsibilities between humans/nature/the divine, and traditional lifeways?</p> <p>2 hours formalized instruction</p> <p>2 hours other required or structured educational experiences</p>
Sunday May 17th			
Morning	Breakfast at the hotel  Bus leaves from Buena Vista to Chimoré (trip 4 hrs)	<b>Reading: Shakow 2014</b>	<p><b>Biodiversity and ecological management:</b> Discussion of the importance of (eco)tourism to the economy of Bolivia and the interconnections between international travelers, diverse species, environmental protections, and local economies. Discuss extractivist versus conservationist approaches to natural resources.</p> <p>4 hours informal free time in country (travel)</p>
Afternoon	Walking tour of the town of Chimoré	Self-guided tour, with prompts provided	<p><b>Cultural and historical models of citizenship:</b> Learn about the historical and cultural elements of the area's</p>

			<p>indigenous communities, local landmarks, and the development of systems of governmental participation based on pre- and post-colonial models of citizenship</p> <p>2 hours other required or structured educational experience</p> <p>2 hours informal free time in country</p>
Evening	Free evening; optional group dinner		4 hours informal free time in country
Monday May 18th			
Morning	Walking tour to get to know the Universidad Indígena Boliviana Quechua Casimiro Huanca.	Walking lecture/discussion with professors	<p><b>Self-governance and universities:</b> Learn about the creation of the indigenous universities and their unique characteristics. Recognition of the institution as a response to the social need for higher education spaces for indigenous peoples.</p> <p>4 hours formalized instruction (morning – with professors)</p> <p>4 hours other required or structured educational experience (afternoon – colloquium and student meeting)</p>
Afternoon	<p>Second part of the visit to Universidad Indígena Boliviana Quechua Casimiro Huanca.</p> <p>Lunch with students and professors.</p>	<p>Meeting with university student(s); conversations among students from Bolivia and the US</p> <p>Colloquium at the University: Access to higher education for indigenous peoples. Students ask questions and engage with speakers one-on-one</p>	
Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> What contrasts to you see between models of governance at the community and institutional level compared to the structures that you are familiar with in the US or elsewhere? What is the role</p>

			<p>of equal access to education in developing a sense of citizenship? How can universities and other cultural institutions best encourage participation in the practices of citizenship?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Tuesday May 19th			
Morning	<p><b>Breakfast on their own</b></p> <p><b>Bus leaves from Chimoré to Shinahota (trip 1 hr)</b></p> <p>Check-in at the hotel</p>	<b>Reading: Pearson 2020</b>	<p><b>Rural and urban citizenship:</b> Learn about small communities, particularly those in rural or isolated areas, that face unique challenges. Visiting these places can highlight issues like access to resources, economic development, or environmental concerns.</p> <p>Discussion of the role of US policy in Bolivian legal and extra-legal coca production – again touching on issues of economy, morals, responsibility, and (global) citizenship</p> <p><b>4 hours</b> informal free time in country (travel, free morning)</p> <p><b>2 hours</b> formalized instruction (professors)</p>
Afternoon	Shinahota	<p>Guided tour of Shinahota</p> <p>Discussion of the coca industry, coca policy, and Bolivia-US relations around coca/cocaine</p>	

			2 hours other required or structured educational experience (guided tour)
Evening	Free evening; optional group dinner		4 hours informal free time in country
Wednesday May 20th			
Morning	Breakfast at the hotel  Free morning		4 hours informal free time in country
Afternoon	Visit to the municipality's tourism project to strengthen the art of sculptors and art students of Bolivia.  Din Kong Resort theme park.	Discussion with tourism professionals; interviews and questions from students  Self-guided tour, with prompts provided	<b>Constructing national and local identities:</b> learn about the rich cultural traditions, stories, myths, and local legends that contribute to the construction of the collective memory and identities of the region's residents. Discuss the role of verbal and visual art in constructing common identities.  2 hours other required or structured educational experience (tourism professionals)  2 hours other required or structured educational experience (independent exploration)
Evening	Plática; check notebooks/assignments		<b>Discussion question:</b> How do people develop a sense of citizenship? What kinds of issues can impede or encourage people to identify as

			<p>citizens? Are there different kinds of citizenship?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
<b>Thursday May 21<sup>st</sup> – half day</b>			
Morning	Check out from the hotel. Bus leaves from Chimoré to Villa Tunari (trip 3 hrs)	<b>Reading: Bjork-James 2020</b>	<b>4 hours</b> informal free time in country (travel)
Afternoon	Check in at the Hotel Chimoré	Self-guided walking tour, with prompts provided	<p><b>Struggles over citizenship:</b> Discuss Bolivian political participation and regional identification. Discuss the “medialuna” and the autonomy movement versus Evo Morales’s MAS government and the “cocaleros”</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Evening	Free evening; optional group dinner		<b>4 hours</b> informal free time in country
<b>Friday May 22nd</b>			
Morning	Visit to the Machia Ecotourism Park.	Excursions in small groups	<p><b>Civil disobedience:</b> Learn about the 1988 Villa Tunari Massacre and opposition between coca growers and the government over the Ley 1008 (prohibiting coca growing in the Chapare region). Discuss the participation of the DEA and the role of unions (<i>sindicatos</i>) in putting</p>
Afternoon	Visit to the La Jungla Ecotourism Park.	Excursions in small groups	

			<p>pressure on the government. Introduce the role of blockades as resistance due to Bolivia's mountainous geography and few roads</p> <p><b>4 hours</b> other required or structured educational experiences (morning)</p> <p><b>4 hours</b> other required or structured educational experiences (afternoon)</p>
Evening	<p>Dinner at a local restaurant: Restaurante turistico San Silvestre</p> <p>Plática; check notebooks/assignments</p>		<p><b>Discussion question:</b> What is the role of protest and civil disobedience in citizenship? What kinds of community justice were called into effect through the protests in the Chapare? What is the role of organizations such as unions in putting pressure on the elected government?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Saturday May 23rd			
Morning	Breakfast on their own	Self-guided tour, with prompts provided	<p><b>2 hours</b> other required or structured educational experiences</p> <p><b>2 hours</b> informal free time in country</p>
Afternoon	Visit to Carrasco Park: High-Andean biodiversity.	Guided walking tour	<p><b>Cooperation and solidarity in citizenship and environmental justice:</b> Visit the park; learn about inter-indigenous and international cooperation at Inti Wara Yassi. Learn</p>

			<p>about animal behavior &amp; conservation efforts, and understood the significance of protecting endangered species to Bolivian national identity</p> <p><b>4 hours</b> other required or structured educational experiences</p>
Evening	<p>Bus leaves from Villa Tunari to Cochabamba (trip 4 hrs.)</p> <p>Check in at the Hotel; optional group dinner</p>		<p><b>4 hours</b> informal free time in country (travel)</p>
Sunday May 24rd			
Morning	Hotel Regina Resort & Conventions Tiquipaya (Buffet breakfast, lunch, and dinner included)	<b>Reading: Goldstein 2012</b>	<b>4 hours</b> informal free time in country
Afternoon	Trip in the tour bus to get to know Cochabamba	Bus guide provided; students take notes and ask questions; walking segments (e.g. La Cancha market)	<p><b>The Water Wars:</b> As we learn more about the monuments and districts of central Cochabamba, discuss the inequities and injustices that led to the <i>Guerra del Agua</i> due to privatization of government resources. Discuss the role of indigenous women in resisting government – touch on <i>Las Heroínas</i> (history of women revolutionaries).</p> <p><b>2 hours</b> formalized instruction (professors)</p> <p><b>2 hours</b> other required or structured educational experience (bus guide, city tour)</p>

Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> How do people of different genders have different experiences of citizenship? What kinds of agency do people exercise when they feel that their rights are threatened? What do processes of reconciliation or peace-making look like?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Monday May 25 <sup>th</sup>			
Morning	Guided walking tour to Parque Tunari		<p><b>Highland subsistence:</b> Discuss scarcity and the role of community in subsisting at high elevations. Learn about typical highland crops – quinoa, habas, chuño, trigo, and sheep and goat herding. Discuss “asentamientos” at the border of the park and debates over private vs. public usage of the land.</p> <p><b>4 hours</b> other required or structured educational experiences</p>
Afternoon	Guided tour to the Teleferico-Cristo de la Concordia	Walking tour	<p><b>Embodied ritual:</b> Discussion of the ritual power of embodied movement and pilgrimage traditions, as well as the role of Catholicism in Bolivian national identity</p>

			4 hours other required or structured educational experiences
Evening	Free evening; optional group dinner		4 hours informal free time in country
Tuesday May 26 <sup>th</sup>			
Morning	Breakfast at the hotel. Visit to La Universidad Mayor de San Simón. Department of Applied Linguistics to Language Teaching	Conversation with the director of the department of linguistics; students prepare questions for director and students	<b>Linguistic diversity and cultural citizenship:</b> Bolivia is a multilingual country, and language teaching and learning programs include more than 30 languages. Participants can learn about the training processes of professionals who specialize in teaching these languages, and how children are socialized into national and identities through the use of indigenous languages  2 hours formalized instruction  2 hours other required or structured educational experiences
Afternoon	Bus leaves from the hotel to visit to the Liriuni hot springs (1 hour).	Immersion in the hot springs	<b>Economy and tourism:</b> Learn about community-based tourism and understand its benefits and challenges. Compare natural and human resources available in the Cochabamba area with the natural and human resources we saw in Santa Cruz, and discuss the diverse ways that different communities have of caring for and exploiting those resources.

			<p><b>1 hour</b> informal free time in country (travel)</p> <p><b>1 hour</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> Now that we've been in Bolivia for a little over 2 weeks, let's look back at our initial journal entries and impressions. What have you learned, and what has been most impactful for you?</p> <p><b>2 hours</b> formalized instruction</p> <p><b>2 hours</b> other required or structured educational experiences</p>
Wednesday May 27 <sup>th</sup>			
Morning	Weaving session from an indigenous Quechua woman	<p>Hands-on weaving lesson from Takiy Unquy indigenous organization</p> <p><b>Reading: Arnold 2023</b></p>	<p><b>Cultural citizenship:</b> Learn about this ancient Andean practice and understand its role in the generational teachings of grandparents, parents, and children. Discuss the role of traditional practices in generating a sense of belonging and representing a national identity. Talk about khipus as an ancient writing and recording system.</p> <p><b>4 hours</b> other required or structured educational experiences</p>

Afternoon	Bus tour to visit: Tarata, Punata and Arani (trip 6 hrs.)	Local guide provided; walking segments in each location.  Workshop on the process of making chicha	<b>The Bolivian heartland:</b> Visiting medium-size towns in the Cochabamba region and learning about ways of life outside the urban center prompts students to compare and contrast urban and rural experiences of citizenship and diversity. Discussion of the role of the “heartland” in national identity.  Discuss the role of chicha in Bolivian national identity  4 hours other required or structured educational experiences
Evening	Free evening; optional group dinner		4 hours informal free time in country
Thursday May 28 <sup>th</sup>			
Morning	Breakfast at the hotel. Visit to the research and training center. Centro Interdisciplinario PROEIB Andes.	Charla: Projects and research with a cultural and linguistic focus. Students interview teachers and students.	<b>Linguistic diversity and cultural citizenship:</b> Learn about the training processes of indigenous researchers, people who work with languages, and community educational projects. Discuss historical exclusion of indigenous people from higher education spaces.  2 hours formalized instruction  2 hours other required or structured educational experiences (PROEIB staff)

Afternoon	Traditional food preparation.	From Takiy Unquy indigenous organization. Students learn traditional food preparation (hands-on)	<b>Cultural citizenship:</b> Understand the historical and cultural significance of the methods, ingredients, and techniques used in preparing the food in a particular region or community. Discuss the role of “national cuisine” in developing a sense of citizenship or belonging.  4 hours other required or structured educational experiences
Evening	Flight to La Paz		4 hours informal free time in country (during travel)
Friday May 29 <sup>th</sup> – half day			
Morning	Rest & acclimate to altitude.	<b>Reading: Sánchez-Lopez 2019</b>	4 hours informal free time in country
Afternoon	Discussion of La Paz, Potosí and Oruro as pre-colonial, colonial, and modern cities with links to Europe and North America (provided by Profs. Babel and Andia Grageda at the hotel – will need classroom space)	Guided tour provided at the museum.	<b>Colonial histories and citizenship:</b> Learn about the centrality of Potosí in colonial times due to its mineral wealth. Discuss the history of the Cerro Rico de Potosí and the role of indigenous people and ritual in mining. Discuss the environmental and health impacts of silver mining. Return to the theme of extractivism vs. conservation. Return to the theme of highland subsistence  2 hours formalized instruction  2 hours other required or structured experiences
Evening	Plática; check notebooks/assignments		2 hours formalized instruction

			2 hours other required or structured educational experiences
Saturday May 30 <sup>th</sup>			
Morning	Meet with students of the UPB (Universidad Privada Boliviana)		4 hours other required or structured educational experiences
Afternoon	Trip to El Valle de la Luna		<p><b>Extractivism and citizenship:</b> Learn about the geological processes that formed these landscapes and how the park's geology influences its ecosystem. Discuss extractivism and lithium mining within the borders of the park. Consider the role of natural resources in producing access to commodities like the lithium that is used to power batteries worldwide. Discuss the damage done to fragile landscapes due to races like Dakar.</p> <p>4 hours other required or structured educational experiences</p>
Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> What is the balance between development, human rights, and environmental sustainability in the mining and (eco)tourism industries? How do the concepts of citizenship, justice, and diversity inform this question?</p> <p>2 hours formalized instruction</p> <p>2 hours other required or structured educational experiences</p>

Sunday May 31 <sup>st</sup>			
Morning	Free morning		4 hours informal free time in country
Afternoon	Bus leaves to La Paz City- Trip to Copacabana and Lake Titicaca (Trip 4 hrs. with stops for discussion)	Reading: Christie 2020	<p><b>The Inca and the national imaginary:</b> Discuss the role of the Inca in constructing a Bolivian national identity. Compare Aymara and Quechua ethnic groups and discuss long-term historical contact and intermarriage between these groups. Discuss cross-border (with Peru) contacts and cultural similarities.</p> <p>4 hours informal free time in country (travel)</p>
Evening	Check in at the Hotel and rest. Optional group dinner.		4 hours informal free time in country
Monday June 1 <sup>st</sup>			
Morning	<p>Breakfast at the hotel</p> <p>Boat trip to the Islas Flotantes in Copacabana</p>	Guided tour of the Islas Flotantes; hands-on workshop on making reed boats; <i>k'oa</i> ceremony	<p><b>Sacred spaces:</b> Return to the role of ritual in constructing group identity. Discuss the role of <i>purification</i> ceremonies in ironing out differences or arriving at consensus. Discuss indigenous heritage and Catholic-indigenous religious and cultural syncretism. Touch on the “vertical archipelago”.</p> <p>4 hours other required or structured educational experiences</p>
Afternoon	Copacabana	Self-guided tour, with prompts provided	2 hours other required or structured educational experiences

			2 hours informal free time in country
Evening	Plática; check notebooks/assignments		<p><b>Discussion question:</b> How do we balance belonging with difference, both within and between borders? How are processes of identity and differentiation important to the notion of citizenship? How do people “cross” multiple communities, such as Aymara/Quechua ethnolinguistic groups and Bolivian/Peruvian national identities?</p> <p>2 hours formalized instruction</p> <p>2 hours other required or structured educational experiences</p>
Tuesday June 2nd			
Morning	Discretionary time (rest, spend time in Copacabana)		4 hours informal free time in country
Afternoon	Return to La Paz (bus trip, 4 hours with stops for discussion)		<p><b>The capital city (or cities?):</b> Discuss the unique governance model of Bolivia in which the judicial capital is located in Sucre and the administrative capital is located in La Paz. Discuss history of La Paz and the symbolic role of the capital in national identity. Discuss the twin cities of El Alto and La Paz, and the vibrant indigenous culture of both urban spaces</p> <p>4 hours informal free time in country (travel)</p>

Evening	Free evening; optional group dinner		4 hours informal free time in country
Wednesday June 3rd			
Morning	Visit the Museo Nacional		2 hours formalized instruction  2 hours other required or structured educational experiences
Afternoon	Mercado de las Brujas  Group excursion on the teleférico – visit a street market in El Alto	Group tour, discussion with sellers on the street  <b>Reading: Swinehart 2024</b>	<b>Witches and wishes:</b> What does the Mercado de las Brujas tell us about the desires and beliefs that people feel? Which of these do you feel a connection to and which are new to you? How do imaginations of a better future affect notions of citizenship, justice, and diversity?  2 hours formalized instruction  2 hours other required or structured educational experiences
Evening	Plática; check notebooks/assignments		<b>Discussion question:</b> How do you imagine a better future? What kinds of wishes affect the way that you see citizenship for a just and diverse world? What kinds of sacrifices are you willing to make for this vision? What kinds of responsibilities to citizens have to contribute to justice in their communities?  2 hours formalized instruction

			2 hours other required or structured educational experiences
Thursday June 4th			
Morning	Hotel conference space		2 hours formalized instruction
	Wrap up session		2 hours other required or structured educational experiences
Afternoon	Share of experiences		2 hours formalized instruction
			2 hours other required or structured educational experiences
			Any remaining time → informal free time in country

## Syllabus statements:

# Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

# Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)

[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)

[COMMITTEE ON ACADEMIC MISCONDUCT \(COAM\)](#)

## Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Counseling and Consultation Services / Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

# Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

## Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new

state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Connections to theme “Citizenship for a Just and Diverse World”**

This course fits within the Citizenship for a Just and Diverse World theme by engaging students in an immersive, interdisciplinary study of citizenship, justice, and diversity in Bolivia, centrally including exposure to a variety of ecological management strategies, interactions with indigenous students and professionals, and hands-on experiential learning. As they travel across Bolivia’s diverse regions—the Altiplano and the salt flats, the temperate valleys, and the tropical lowlands—students will explore indigenous activism, environmental movements, debates over natural resource management and ecotourism, and the intersections of politics, ethnicity and cultural identity. Through structured discussions (*pláticas*), guided exploration, site visits, and reflective assignments, students will critically analyze Bolivian approaches to citizenship and compare them with U.S. traditions, deepening their understanding of a comparative approach to diverse global conceptualizations of justice, citizenship, and diversity.

### **ELO 1.1** Engage in critical and logical thinking.

Course activities and assignments foster critical and logical thinking by requiring students to analyze and reflect on their experiences in Bolivia through structured discussions (*pláticas*), experiential learning, and written reflections. The pre-trip assessment asks students to articulate their initial understanding of citizenship, diversity, and justice, prompting them to establish a baseline from which their learning can be measured. Daily *pláticas* encourage students to engage with course readings, site visits, and lived experiences in a dialogical discussion format. Students will be expected to engage politely and appropriately with Bolivian hosts, professionals, academics, fellow students, and tour guides. The experiential learning portfolio challenges students to synthesize their observations through activities such as journals, curated photo archives, creative projects, or academic essays, requiring them to logically connect their experiences to broader course themes. Finally, the post-trip reflection asks students to critically evaluate how their perspectives evolved, demonstrating growth in analytical reasoning and cross-cultural understanding.

### **ELO 2.1** Identify, describe, and synthesize approaches or experiences.

Course activities and assignments support an advanced, in-depth, scholarly exploration of citizenship, justice, and diversity in Bolivia by integrating academic approaches, travel in different zones of Bolivia, discussion with study abroad leaders and local professionals, students, and academics, and their own critical reflection. The pre-trip assessment prompts students to articulate their initial perspectives on these themes, setting the stage for learning over the course of the trip. Daily *pláticas* and structured discussions connect

scholarly readings with experiential learning, allowing students to critically engage with issues that come up over the course of our trip. The experiential learning portfolio offers multiple pathways for in-depth analysis, including the option of an academic essay that requires engagement with course readings, independent research, and first-hand observations. Site visits to locations such as the Universidad Indígena Boliviana Quechua Casimiro Huanca, the Universidad Mayor de San Simón, UNICEF Bolivia, and ecotourism parks and preserves provide direct access to experts and local perspectives which may challenge the students' assumptions. The assigned readings provide students with academic context for their hands-on activities and in-person conversations. Finally, the post-trip reflection challenges students to synthesize their experiences and critically assess how their understanding of citizenship and justice has developed or changed over the course of the trip.

**ELO 2.1** Identify, describe, and synthesize approaches or experiences.

Course activities and assignments integrate academic study with experiential learning. Through daily *pláticas*, self-guided explorations of different sites, and structured discussions, students engage with multiple perspectives and connect them to their firsthand observations. The experiential learning portfolio requires students to document and reflect on their experiences through journals, photo archives, creative projects, or an academic essay, encouraging synthesis of theoretical knowledge and real-world encounters. Additionally, visits to institutions, particularly indigenous-led institutions, expose students to different cultural and political frameworks, helping them compare and contrast approaches to education, activism, and governance. Hands-on activities such as cooking and weaving classes and interactions with young people will open opportunities for dialogue and for the students to grapple with new ideas. As they begin to assimilate these experiences into their worldview, the post-trip reflection prompts students to critically analyze how their experiences and academic learning intersect, demonstrating their ability to synthesize what they have observed about US and Bolivian perspectives on citizenship and justice.

**ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

A study abroad experience in Bolivia, with its deep indigenous histories, diverse linguistic and cultural landscapes, and complex political dynamics, will push students beyond their comfort zones. Engaging with local communities and indigenous leaders, visiting the tropical lowlands of the Chapare and learning about the coca industry, and learning from activists and scholars will challenge students to rethink their assumptions about

citizenship and justice. Experiencing Bolivia's varied geography—from the high-altitude cities of La Paz and Potosí, through the lush intermontane valleys, and into the tropical lowlands—will require students to adapt to new environments, strengthening their resilience and intercultural competence. Observing the intersections of environmental activism, indigenous rights, and national politics firsthand will provide moments of self-reflection, helping students understand and critique their own positionalities. By the end of the trip, students will not only have expanded their academic knowledge but also gained deeper self-awareness, flexibility, and a more nuanced understanding of their place in a diverse and varied world.

**ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Course activities and assignments integrate experiential learning with academic study. Through traveling in different regions of Bolivia, working on hands-on activities, and documenting their experiences, students will learn about diverse viewpoints from a variety of different viewpoint. The course will highlight indigenous perspectives on linguistic and cultural rights, contrasting with state-centered models of citizenship; for example, Bolivia was the first country to recognize the rights of Mother Earth (the Pachamama) under national and international law.

Students will be immersed throughout the trip in a variety of perspectives and interpretations of the cultural, political, and historical context of Bolivia. Students will be expected to synthesize these perspectives through their written, oral, and expressive assignments, demonstrating how direct engagement with individuals and communities deepened their understanding of citizenship across national, cultural, and global frameworks.

**ELO 3.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Course activities and assignments lead students to immerse themselves in Bolivia's diverse cultural, linguistic, and political landscapes. Through guided and self-guided tours, students experience the landscape personally, subsequently assimilating their experience through daily *pláticas* and structured discussions. Visits to institutions like the Universidad Indígena Boliviana Quechua Casimiro Huanca, the Universidad Mayor de San Simón, ecotourism resorts such as Din Kong Resort and Guëmbé Park and Bioreserve, the national park Noel Kempff Mercado, and development organizations such as UNICEF Bolivia expose students to different models of education, governance, and activism, challenging them to

critically assess their own cultural assumptions in the context of their international experience.

The experiential learning portfolio encourages students to reflect on their intercultural experiences through journals, creative projects, and material artifacts, requiring them to consider how their interactions in Bolivia inform their understanding of global citizenship. Assignments such as the photo archive and scrapbook/artifact collection push students to analyze cultural symbols and practices in context, while the academic essay option allows them to explore complex issues—such as indigenous rights or environmental justice—through a cross-cultural lens.

By traveling across Bolivia's varied regions, from the urban activism of La Paz to the indigenous governance structures of Shinahota, students develop the ability to navigate different cultural contexts with respect and critical awareness. Finally, the post-trip reflection challenges them to apply their learning by considering how their experiences abroad shape their future academic, professional, and personal engagements as globally competent citizens.

**ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Course activities and assignments require students to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion by providing firsthand experience with Bolivia's cultural, social, and economic diversity and encouraging comparisons with their own lives in the U.S. Through daily *pláticas* and structured discussions, students reflect on their direct encounters with cultural differences, indigenous rights, and social justice, critically analyzing how diversity, equity, and inclusion are interpreted in different contexts. Site visits to government and non-government institutions, as well as smaller communities, expose students to policies and grassroots efforts aimed at promoting equity and inclusion, prompting them to compare these initiatives with those in the U.S.

The experiential learning portfolio deepens this engagement by requiring students to reflect on their interactions with individuals from diverse backgrounds, including those with different linguistic traditions, economic realities, and political experiences. Assignments such as the photo archive and scrapbook/artifact collection encourage students to document what they notice about the landscape and society in Bolivia, while they can take advantage of the academic essay to critically evaluate issues such as racial and ethnic identity, political representation, and economic justice in Bolivia and relate them to similar issues in the U.S.

Over the course of the trip, students gain firsthand insight the structural factors that shape access to resources and opportunities. The post-trip reflection prompts them to synthesize these experiences, critically assessing how cultural and economic differences influence concepts of diversity, equity, and inclusion, and drawing meaningful comparisons between their experiences in Bolivia and their own lives in the U.S., encouraging them to think about global connections and inequalities in new ways.

**ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

The assignments and activities in this course encourage students to analyze and critique the intersection of justice, difference, and citizenship by engaging with Bolivia's diverse cultural, political, and ecological landscapes. Students explore how indigenous identity, linguistic rights, and state policies shape citizenship and social justice. Visits to academic, government, and non-government institutions provide firsthand exposure to efforts promoting equity and inclusion, and engagement with artisans and craftspeople through hands-on workshops will prompt them to experience the trip not only from the window of a tour bus, but by actively engaging in local practices and activities.

The experiential learning portfolio requires students to reflect on these encounters through projects such as journals, creative projects, or an academic essay, in which they can reflect on topics like indigenous governance, environmental justice, and economic differences. Students will also learn about the lasting effects of events in recent history such as the Cochabamba Water War and Evo Morales's rise to power and presidency.

Biodiversity plays a key role in these discussions, as students visit national parks and ecological reserves to explore the connections between ecotourism, resource management, and indigenous language and cultural rights. Throughout the course, instructors draw on their academic and personal expertise to provide deeper context and facilitate meaningful engagement with local communities.

As they travel across Bolivia, students gain firsthand insight into the intersections of justice, identity, and power in the history and present of this beautiful country. The post-trip reflection challenges them to connect these experiences to their own cultural and national contexts, fostering a deeper understanding of citizenship, justice, and diversity in a global context.

# Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

**Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This May study abroad program encourages students engage deeply with the social, cultural, and ecological context of Bolivia through a combination of academic resources, guided site visits, self-paced exploration, and structured reflection. The daily schedule includes assigned readings, group discussions, and experiential learning activities, providing opportunities for academic and personal growth.

The experiential learning portfolio enables students to document and analyze their experiences in real time, reinforcing their learning across the program as well as reflection at the end of the study abroad experience. Structured daily *pláticas* with faculty and peers provide opportunities for students to reflect on their encounters with local people, Bolivian cultural traditions, and sociopolitical issues. Visits to cultural institutions and talks from Bolivian professionals, academics, and craftspeople will give students the opportunity to stretch their boundaries both mentally and with hands-on activities.

By engaging with community organizations, visiting cultural institutions, and exploring public spaces and ecological preserves, students develop an informed perspective on contemporary Bolivian society and culture. The program's immersive structure and prompts students develop meaningful and critical analysis about justice, diversity, and citizenship while critically reflecting on their own positionality and forming parallels that lead them to think critically about these categories in their home country.

**Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course sets high academic and experiential expectations by requiring students to critically engage with Bolivia's linguistic diversity, indigenous rights, efforts to preserve biodiversity, and political movements through structured travel, experiential learning, and scholarly inquiry. Course activities—including discussions with local intellectuals and professionals, visits to ecological preserves, hands-on exploration of cultural practices, and guided discussions—will support students as they integrate theoretical perspectives with firsthand experience.

Assignments such as the bookend pre- and post-reflections, the experiential learning portfolio, and attendance at *pláticas* challenge students to reflect on and document their interactions with local communities, in ecological reserves, with political organizations, and in conversation with representatives of cultural and academic institutions. Faculty will be available to prompt reflection and assist the students in developing deeper analytical perspectives, and we plan to facilitate connections with local university students as well. Course assignments synthesize these experiences, demonstrating their ability to critically evaluate the intersection of citizenship, justice, and diversity in Bolivia.

**Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course plan provides for structured interactions between students, faculty, and peers - both who are fellow travelers on the study abroad trip and those who live permanently in Bolivia. In the dialogical format of daily *pláticas*, study abroad leaders will encourage critical discussions of indigenous movements, geographic and cultural differences, and academic approaches to Bolivian politics and culture. This forum will also provide space for students to process experiences, analyze readings, and reflect on their positionality as visitors in Bolivia.

Study abroad leaders will draw from their own research, life experiences, and fieldwork to help students examine linguistic diversity, indigenous activism, and environmental issues. Group activities such as site visits, guided reflections, and analysis of cultural artifacts encourage students to explore different perspectives on citizenship, justice, and diversity from historical and contemporary perspectives.

Students engage in structured written reflection through experiential learning portfolios, which include activities such as scrapbooking, daily journals, and photo

essays. We expect them to approach topics such as language and identity; economic currents; history and colonialism; environmental stewardship; and natural resource management as their interests dictate.

By engaging in discussions with study abroad leaders and local contacts, students develop a deeper understanding of citizenship, justice, and diversity in Bolivia as well as reflecting on their own positionalities as US students.

**Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course is designed to provide ongoing, structured feedback to help students critically engage with intercultural interactions and academic content throughout their time in Bolivia. Feedback is integrated into daily *pláticas*, experiential learning assignments, and faculty check-ins, ensuring students receive regular guidance on their reflections and analyses.

Students receive verbal feedback during daily *pláticas*, where faculty facilitate discussions that help students refine their interpretations of cultural experiences, readings, and site visits. These discussions allow students to ask questions, process their observations, and receive immediate input from instructors and peers.

The experiential learning portfolio assignments—such as daily journals, photo archives, and scrapbooks—are reviewed regularly, with faculty providing timely feedback to help students navigate their understanding of intercultural experiences. Students are encouraged to integrate this feedback into their subsequent reflections and final post-trip reflection paper.

Additionally, structured interactions with local experts, guides, and community members provide informal but valuable feedback on students' engagement with Bolivian culture. Whether through Q&A sessions at institutions like the Instituto Plurinacional de Estudio de Lenguas y Culturas de Bolivia or discussions with local activists, students gain insight into how their questions, perspectives, and assumptions are received in cross-cultural settings.

**Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Reflection is embedded throughout the program in daily *pláticas*, experiential learning assignments, and the pre- and post-trip reflection papers.

Daily *pláticas* serve as a dedicated space for students to discuss and analyze their encounters with cultural differences, approaches to ecology and natural resource management, social categorization, and the historical context of Latin America. These conversations, guided by faculty, help students make connections between their experiences during the trip, course readings, and broader discussions of citizenship and justice.

The experiential learning portfolio reinforces reflection by requiring students to document and analyze their experiences through assignments such as journals, photo archives, and scrapbooks. For example, students may reflect on interactions where language barriers shaped communication, or examine the contrast between economic realities in Bolivia and the US. Or they might document a particularly delicious meal that they helped prepare and enjoyed eating. Faculty provide regular feedback, encouraging students to refine their insights and consider alternative perspectives.

The post-trip reflection paper serves as a culminating assignment, prompting students to synthesize their learning by addressing how their understanding of citizenship, diversity, and justice has evolved. They are asked to critically assess how their expectations compared to their actual experiences and how they navigated moments of cultural discomfort or unexpected differences.

**Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course helps students connect academic learning with real-world applications, encouraging them to analyze citizenship, justice, diversity, language rights, and environmental issues in Bolivia and globally. Through site visits, guided discussions, travel through the distinct ecological areas of Bolivia, and experiential learning assignments, students engage with topics such as indigenous rights, environmental activism, linguistic diversity, and economic justice.

Visits to local organizations introduce students to Bolivia's language policies, highlighting the role of Quechua, Aymara, and other indigenous languages in national identity and governance. These experiences allow students to compare Bolivia's approach to linguistic diversity and minority rights with similar debates in

the U.S. For example, discussions of the Cochabamba Water War can help students critically examine global struggles over resource privatization and access to clean water.

The course also emphasizes Bolivia's ecological diversity, with visits to sites such as Tiquipaya in the Chapare tropical lowlands, Parque Nacional Noel Kempff Mercado in the Amazon and the highland Uyuni Salt Flats, where students explore the connections between biodiversity, conservation, and indigenous land rights. These experiences provide firsthand exposure to natural resource management and ecotourism, linking local conservation efforts to global environmental challenges.

Assignments such as the experiential learning portfolio, journals, photo archives, and scrapbooks require students to document and analyze how their observations relate to global issues of justice and citizenship. For those who choose to write an academic essay, students will select a specific topic to explore in greater detail.

**Public Demonstration of competence both in academic settings and, if possible, in the study away site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course requires students to demonstrate their learning in both academic and real-world settings through structured reflection, discussion, and hands-on experiential learning.

Daily *pláticas* allow students to critically analyze their experiences, engage with course readings, and refine their ideas through faculty and peer discussions. The experiential learning portfolio serves as a key demonstration of students' analytical and reflective abilities. Assignments such as photo archives, scrapbooks, and creative projects require students to document and analyze their experiences, while the academic essay challenges them to connect field observations with scholarly research on topics like indigenous activism, environmental governance, or language policy.

Students also engage in hands-on learning through cooking classes, weaving workshops, and direct engagement with local communities, gaining insight into Bolivia's cultural traditions. By learning from indigenous artisans, preparing traditional foods, and interacting with community members, students develop a deeper understanding of the intersections of cultural identity, labor, and social organization. These activities encourage active participation and critical reflection, ensuring that students apply their learning beyond academic discussions.

Additionally, students engage with local experts, activists, and scholars at institutions such as the Instituto Plurinacional de Estudio de Lenguas y Culturas de Bolivia, local universities, and UNICEF Bolivia, where they ask informed questions and discuss course themes in real-world contexts.

Because these assignments rely on firsthand experiences, personal observations, and direct interactions, they discourage the use of AI-generated content. Students are expected to produce original, reflective work rooted in their unique encounters in Bolivia. Faculty emphasize critical thinking and ethical academic practices, ensuring that student work authentically reflects their learning.

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course is framed around an immersive cultural and intellectual introduction to Bolivian society, history, and culture. In alignment with indigenous pedagogical practices, students will engage in hands-on learning experiences, such as weaving workshops, cooking classes, and interactions with local students and professionals, allow students to engage meaningfully Bolivians from many walks of life.

We will leverage study abroad leaders' connections with institutions such as the Instituto Plurinacional de Estudio de Lenguas y Culturas de Bolivia, the Universidad Indígena Boliviana Quechua Casimiro Huanca, and the Universidad Mayor de San Simón to expose students to Bolivia's linguistic and ethnic diversity and the importance of indigenous political movements.

The experiential learning portfolio requires students to document and reflect on these moments, whether through photo archives, scrapbooks, or written journals. Assignments and discussions prompt students to analyze their interactions, recognize moments of cultural misunderstanding or growth, and consider how their own cultural background shapes their perceptions.

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course is designed to foster inclusivity, cultural self-awareness, and a sense of belonging through intentional pedagogical strategies, structured reflection, and faculty support. Study abroad leaders use culturally responsive teaching methods to guide students in engaging respectfully with diverse communities while also reflecting on their own positionality as visitors in Bolivia.

Daily *pláticas* provide a structured space for students to process their experiences, voice concerns, and discuss moments of cultural difference, misunderstanding, or discomfort in a supportive environment. Faculty draw on their personal and academic expertise in Bolivian culture and history to help students navigate intercultural interactions thoughtfully and respectfully.

The course incorporates universal design principles by allowing students to choose from multiple formats for reflection and assessment—including written journals, photo archives, scrapbooks, and creative projects—ensuring that all students can engage with course material in ways that align with their strengths.

To promote a sense of safety and well-being, students receive clear guidance on cultural norms, health and safety protocols, and ethical engagement before and during the trip. Study abroad leaders will provide ongoing individual and group check-ins to ensure students feel supported throughout the program.

By embedding structured reflection, flexible assessment methods, and faculty mentorship, the course provides students with the tools to engage with new cultural contexts while thinking critically about their own experiences.

**Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course will be promoted through OIA, the Department of Spanish and Portuguese, and undergraduate student organizations to ensure that students from a variety of backgrounds are aware of the opportunity. Special attention will be given to reaching students who may not have previously considered studying abroad.

To address financial barriers, faculty will work with the Division of Arts and Humanities and the Office of International Affairs to connect students with relevant grants and scholarships. Promotional materials and information sessions will emphasize that Spanish fluency is not required, making it clear that students from different academic disciplines and language backgrounds are welcome.

Study abroad leaders will also coordinate with academic advisors to ensure that the course reaches students who may benefit from its interdisciplinary focus. The Center for Latin American Studies (CLAS), the Quechua language program, and BTAA CourseShare will help promote the course to students interested in indigenous languages, Andean studies, and Latin American issues, including those at other Big Ten institutions.

The course will be advertised through classroom visits, the study abroad fair, department newsletters, and Ohio State's study abroad website, making it accessible to a broad range of students. While no single strategy can remove all barriers to study abroad, these efforts aim to make the course more accessible to students who might not otherwise consider an international experience.

## **Pláticas description and rubric**

*Pláticas* borrows a word from Mexican Spanish meaning ‘to chat, converse in an informal manner.’ (A close equivalent in Quechua is *rimanakuy*, ‘reciprocal conversation amongst a group’.) We draw on Chicana feminist theory in positioning conversation, a dialogical exchange, at the center of our syllabus and grading structure. These meaningful conversations require students to put their own minds, hearts, and bodies at the center of the educational experience, rather than checking boxes or employing standardized measures on a test. The *plática* also opens the possibility of exchange between teachers and students, allowing students to teach from their own positionality and learning process.

*Pláticas* as we envision them in this course are structured discussions between students and professors/leaders regarding lectures, readings, and organized activities. These opportunities will give students the chance to ask questions, discuss their experiences and those of others, and emplace their daily activities by linking them to course themes. Professors/leaders will offer cultural context and interpretation to frame experiences and make connections between different sites and activities. This will also be an opportunity for students to compare experiences and for professors/leaders to address expectations and group dynamics. Students must attend and actively participate in at least 80% of the *pláticas* to pass the course; conversely, they may skip two of the twelve *pláticas* if they are not feeling up to attending or need a break.

Students must be physically present at the *plática* to earn points, but if they prefer not to contribute verbally we will pass around sticky notes and/or a communal notebook where students can write down and circulate their thoughts. However, all comments must be authored to be considered and counted.

### **References:**

- Bernal, D. D., & Elenes, C. A. (2011). Chicana Feminist Theorizing: Methodologies, Pedagogies, and Practices: Dolores Delgado Bernal and C. Alejandra Elenes. In *Chicano school failure and success* (pp. 118-138). Routledge.
- Fierros, C. O., & Delgado Bernal, D. (2016). Vamos a platicar: The contours of *pláticas* as Chicana/Latina feminist methodology. *Chicana/Latina Studies*, 15(2), 98-121.
- Flores, A. I., & Morales, S. (2021). A Chicana/Latina feminist methodology: Examining *pláticas* in educational research. *Handbook of Latinos and Education*, 35-45.
- Morales, S., Flores, A. I., Gaxiola Serrano, T. J., & Delgado Bernal, D. (2023). Feminista *pláticas* as a methodological disruption: Drawing upon embodied knowledge, vulnerability, healing, and resistance. *International Journal of Qualitative Studies in Education*, 36(9), 1631-1643.

## Rubric

0 points	1 point	2 points	3 points	4 points	5 points
Does not attend the plática	Attends but does not show evidence of engagement in any form	Attends the plática;  Discusses concrete experiences and events since arrival in Bolivia	Attends the plática;  Discusses concrete experiences and events since arrival in Bolivia;  Makes connections between home country and study abroad context	Attends the plática;  Discusses concrete experiences and events since arrival in Bolivia;  Makes connections between home country and study abroad context  Synthesizes personal experience with experiences of others (guides, classmates, historical events)	Attends the plática;  Discusses concrete experiences and events since arrival in Bolivia;  Makes connections between home country and study abroad context  Synthesizes personal experience with experiences of others (guides, classmates, historical events)  Relates to theoretical concepts of the class, including citizenship & justice

## Rationale for 4 credit (high impact) course designation – SPAN 3798.11 Global May Bolivia

(1) Prerequisite – students must have completed a Foundations course in one of the following areas:

- a. Literary, Visual and Performing Arts OR
- b. Historical and Cultural Studies OR
- c. Race, Ethnicity and Gender Diversity

(2) Contact hours rationale

- Formalized instruction (traditional classroom time led by faculty member): 60 total ~ 17 per week
- Other required or structured educational experiences: 130 hours total ~ 37 per week
- Informal free time in country: 106 total ~ 30 per week
- With 60 hours of “direct instruction” and 130 hours of “other required or structured educational experiences” this is well in excess of the required 25 contact hours per credit / 100 contact hours for a 4-credit Education Abroad course (see <https://oia.osu.edu/global-education/planning-program/credit-allocation-guidelines>)
- The course also meets and exceeds the requirement of including at least 50 hours of “direct instruction”
- This course is considered analogous to “laboratory or studio courses in which ‘instruction is supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the [laboratory or studio] experience, then one hour of credit shall be awarded for a total of 1,500 minutes [or 25 hours]’” (see <https://asccas.osu.edu/submission/development/submission-policies/credit-allocation-guidelines-education-abroad-programs>)

Students will be in-country for the entire duration of the May term, departing May 11<sup>th</sup> 2026 and returning June 4<sup>th</sup> 2026. Please see summary below and detailed breakdown on the attached document.

### Summary of contact hours

Date	Formalized instruction	Other required or structured educational experiences	Informal free time in country
<b>Totals</b>	<b>60</b>	<b>130</b>	<b>106</b>

<b>Per week (/3.5)</b>	<b>17.1</b>	<b>37.1</b>	<b>30.3</b>
Day 1 – May 11	2	2	8
Day 2 – May 12	4	6	2
Day 3 – May 13	2	6	4
Day 4 – May 14	4	8	0
Day 5 – May 15	1	2	9
Day 6 – May 16	4	8	0
Day 7 – May 17	0	2	10
Day 8 – May 18	6	6	0
Day 9 – May 19	2	2	8
Day 10 – May 20	2	6	4
Day 11 – May 21	2	2	8
Day 12 – May 22	2	10	0
Day 13 – May 23	0	6	6
Day 14 – May 24	4	4	4
Day 15 – May 25	0	8	4
Day 16 – May 26	5	6	1
Day 17 – May 27	0	8	4
Day 18 – May 28	2	6	4
Day 19 – May 29	4	4	4
Day 20 – May 30	2	10	0
Day 21 – May 31	0	0	12
Day 22 – June 1	2	8	2
Day 23 – June 2	0	0	12
Day 24 – June 3	6	6	0
Day 25 – June 4	4	4	
<b>Totals</b>	<b>60</b>	<b>130</b>	<b>106</b>
<b>Per week (/3.5)</b>	<b>17.1</b>	<b>37.1</b>	<b>30.3</b>