

Re-imagining Nicaragua: Youth Culture, Media, and Expression

LACB-3005 (3 Credits / 45 class hours)

SIT Study Abroad Program:
Nicaragua: Youth Culture, Literacy, and Media

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

In this seminar, students explore Nicaragua's youth cultures. They question who the term youth refers to and how understandings of adolescence and early adulthood have evolved. Is there a parallel to the millennial generation in Nicaragua? What has been the impact of the Revolution of the 1980s on Nicaraguan youth? Can we really speak of a global youth culture? Through dialogue with local youth, students will examine how today's young people in Nicaragua are expressing themselves. In what spaces is there expression and in what genres, and to whom? What are the themes they want to discuss? How do gender, class, and ethnicity intersect with these desires? How does higher education enter into (or not) these efforts? How will this generation leave a mark and be heard?

This seminar analyzes the experience of previous generations of Nicaraguan youth who succeeded in bringing about tremendous political, economic, and social transformation in the country from the overthrow of the Somoza Family Dictatorship to Revolutionary and Counter-revolutionary movements. In this seminar our students will interact with and learn from the post-Revolution generation of Nicaraguan youth who are facing new realities and are armed with new tools for expression and mobilization.

Learning Outcomes

By the end of the seminar, students will be able to:

- Critically analyze youth cultures in Nicaragua with key references to how the blanket label of youth intersects with a range of differences.
- Appraise the opportunities and challenges faced by young people in Nicaragua.
- Articulate an emerging sense of what issues youth find most urgent and how these are expressed (in what medium) with reference to specific experiences, sites, and cases.
- Form a critical opinion about the notion of a global youth culture.

Language of Instruction

This course is taught entirely in Spanish, with the exceptions of lectures on the Caribbean Coast of Nicaragua.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

The different topics of the seminar are imparted through oral presentations, combined with the study of the basic recommended bibliography, active participation by the students, and the organization of debates once the study of each topic is concluded. The professors will be available to conduct bilateral consultations with those students who request it. All topics will be complemented by field trips to political and cultural centers as well as the preparation of academic tasks and meetings with notable figures from the nation's political and cultural life.

Module 1: Youth Protagonist in Nicaraguan History

- Youth and Politics
- Youth and Family
- Youth Promoting Social Change

Module 2: Nicaragua's Demographic Boom and Generational Differences

- Threats and Opportunities of a Young Nation
- Learning from the Mistakes of the Past
- Nicaraguan Youth Cultures – Unity in Diversity?

Module 3: Journalism, the Media, and Politics in Nicaragua Today

- Who is speaking, who is writing for and to whom? The Role of Media and Social Media in the Lives of Nicaraguan Youth
- Freedom and Limits of Social Media – Mobilization or Sedentary? Exclusion or Activism?

Module 4: Gender and Sexualities

- Interaction between Sexuality and the Media
- Youth and Sexualities – *Machismo* and Youth
- Religion/Family and Sexualities

Module 5: Nicaraguan Youth Constructing their Own Identity

- Youth and Resistance
- Technology and Social Media in Nicaragua's Struggles Today
- Examples of Social Media and Mobilizations/Activism for Change

Excursions

Excursions to both rural and urban areas throughout Nicaragua and in Havana, Cuba link classroom learning to interactions with diverse youth community experiences.

- Radio station visit (*Radio Universitario* in Managua) to help create vignettes and public service spots.
- NGOs and youth groups that work within political parties or with youth related organizations like *La Corriente* working with youth on sexuality themes.

- A visit to the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) and Jóvenes Estableciendo Nuevos Horizontes to meet with groups of ethnically diverse young people.
- Visit with young community leaders in rural communities to understand the opportunities of tourism and or megaproject development.
- In Havana, Cuba meet with young artists organized with the *Asociación Hermanos Saiz* for a comparative look at young artists and expression.

Required Readings

- Programa de las Naciones Unidas para el Desarrollo en Nicaragua. (2011). *El Informe Nacional sobre Desarrollo Humano 2011: Las juventudes construyendo Nicaragua*. Managua: PNUD. Retrieved from http://planipolis.iiep.unesco.org/upload/Nicaragua/Nicaragua_HDR_2011.pdf
- Centro de Investigaciones de la Comunicación. (2011). *La generación de los 90: Jóvenes y cultura política en Nicaragua*. Managua: CINCO. Retrieved from <http://www.cinco.org.ni/archive/8.pdf>

Other readings will be compiled and available in the program's virtual classroom.

Recommended Readings

- Montenegro, S. (1998). *La Cultura Sexual en Nicaragua*. Managua: CINCO. Retrieved from http://sidoc.puntos.org.ni/isis_sidoc/documentos/00512/01870/01870_00.pdf
- Pineda, B. (2006). *Shipwrecked identities: Navigating race on Nicaragua's Mosquito Coast*. New Brunswick: Rutgers University Press.
- Medina Carrasco, G., Child Goldenber, R., & Guiraldes, C. (2006). *Youth, sexual culture and social response to HIV/AIDS in Central America and the Caribbean: Executive summary*. Mexico: United Nations Population Fund, Country Support Team Latin America and the Caribbean.
- Buckingham, David. (Ed.) (2014). *Youth cultures in the age of global media*. London: Palgrave MacMillan.
- Bennett, A., & Kahn-Harris, K., (Eds). (2004). *After subculture: Critical studies in contemporary youth culture*. New York: Palgrave Macmillan.
- Rodgers, D. (2006). Living in the shadow of death: Gangs, violence and social order in urban Nicaragua, 1996–2002. *Journal of Latin American Studies*, 38(02), 267-292.
- United Nations Department of Economic and Social Affairs. (2004). *World youth report 2003: The global situation of young people*. New York: UN. Retrieved from <http://www.un.org/esa/socdev/unyin/documents/worldyouthreport.pdf>.

Evaluation and Grading Criteria

In different modes, all written work asks students to critically engage lectures and readings, with experiences in the local sites, homestay families, and on excursions. PhotoVoice will also be used on excursions.

Thematic Seminar: Youth Cultures, Media and Expression (YCME)		
Tareas	Porcentaje	Fecha de Entrega
• Campo: StoryCorps Interview (e-mail)	20%	
• Coast: StoryCorps/Splice Interview (e-mail)	25%	
• Cuba: StoryCorps/Splice Interview (e-mail)	25%	
• La Maximo: StoryCorps/Splice Interview (e-mail)	20%	
• Participation/Attendance	10%	
Total	100%	

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies. No plagiarism or cheating; nothing unethical.
- Respect differences of opinion, including classmates', lecturers, and local constituents engaged with on the visits. You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.