



Historical and Contemporary Social Change in Bolivia

LACB-3000 (3 Credits / 45 hours)

SIT Study Abroad Program:
Bolivia: Multiculturalism, Globalization, and Social Change

PLEASE NOTE: This syllabus is representative of a typical semester. 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 interdisciplinary seminar, students explore Bolivia's complex history and current realities to contextualize the program's theme of community well-being (or "vivir bien"). Students examine the encounter between indigenous groups and the Spaniards; the psychological impact of conquest, colonization and the extractivist mentality; and histories of resistance and resilience. With 36 ethnic groups, the largest indigenous population in Latin America, and the first indigenous president in the Americas, Bolivia provides a unique site in which to consider these issues. Students will explore the influence of indigenous cosmovision and systems of knowledge in the articulations of new visions of social change in Bolivia. Finally, students will consider the interplay between multiculturalism and globalization, including a critical examination of western models of "helping." This course includes lectures by leading intellectuals and leaders of social movements in Cochabamba, Sucre, and Potosí.

Learning Outcomes

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

- Identify, describe, and analyze major historical, cultural, and political factors that shape Bolivia's current realities with particular reference to colonization and the extractivist mentality.
- Examine and assess the complexities and pressures (resistance) exerted by historically marginalized groups for greater inclusion, recognition, and autonomy within Bolivia's current social and political transformations.
- Discuss and evaluate the concepts of multiculturalism and globalization as they relate to Bolivia's foreign-domestic relationships.
- Examine North-South relationships as they relate to Bolivia, and examine how western notions of aid and helping intersect with other cultures and worldviews, including Andean cosmovision.

Language of Instruction

This course is taught in Spanish.

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.**

Module 1: The Psychology of Colonialism and the Extractivist Mentality

In this module, students will examine how and why Bolivia went from being the richest and most promising country in South America at the time of its independence from Spain to the poorest country in the region just 40 years later, where it remains to this day. They will explore how Bolivia's extractivist mentality affects the psychology and well-being of the nation, its communities, and its families. In addition to lectures in Cochabamba, students will visit the depressed city of Potosí (the 3rd largest city in the world during the colonial period) and see firsthand how extractivism and the colonial legacy currently affect workers, families, and children, focusing in particular on migration and child labor. *The trauma of U.S.-trained military dictatorships in Bolivia will also be examined. Students will be encouraged to make sense of their role as young North Americans wanting to do right in an increasingly globalized world.*

Session 1: Understanding Bolivia's Challenges: An Overview (Orientation)

Session 2: Intro to Bolivian Historical, Cultural and Political Issues through Street Art (Orientation)

Session 3: Course Overview

Session 4: The Devil's Miner: Extractivism and Child Labor

- Required Reading:
- Sutherland, Graham. (2001). In the Realm of Supay: The Stories of the Miners. Unpublished Independent Study Project, SIT Study Abroad Bolivia: Multiculturalism, Globalization and Social Change.

Session 5: The Legacy of Potosí and the Mining Mentality

Required Reading:

- Boccara, B. (2014). Undoing Traumas in Bolivia. *Socio-Analytic Dialogue: Incorporating Psychosocial Dynamics into Public Policies*. Pennsylvania: Rowman & Littlefield Publishing Group.
or (in Spanish)
- Boccara, B. (2013). Potosi: y al principio fue el hecho. *Bolivia: Revertiendo traumas*. La Paz: CERES/Plural.
- Watkins, M. and Shulman, H. (2008). Selected sections of Introduction, Beyond Ideology: Dialogue (Chapter 2), Part II: Psychic Wounds of Colonialism and Globalization (pp. 1-5, 28-31, 49-52) and From Bystanding to Engaged Witness (Chapter 5). In *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.

Recommended Reading:

- Martin-Baro, I. (1994). The Political Psychology of Work. *Writings for a Liberation Psychology*. Aron, E., Ed. Cambridge: Harvard University Press.
- Puente, R. (1999). Bolivia a través de su historia. Document partially published in the Módulo del Programa de Formación de Educadores Jóvenes y Adultos a Distancia FEJAD. Cochabamba.
- Galeano, E. (1973). Lust for Gold, Lust for Silver. In *The Open Veins of Latin America* (30-49). New York: Monthly Review Press.

Session 6: Trauma and Resilience: Bolivia's Military Dictatorships

Required Reading:

- Klein, N. (2007). Introduction: Blank is Beautiful. *The Shock Doctrine*. New York: Picador.
- Kohl, B.H., Muruchi, F.P., Farthing, L. (2012). Joining the State Company (Chapter 4) and Union Activist (Chapter 5). In *From the Mines to the Streets: A Bolivian Activist's Life*. Austin (Tex.): University of Texas Press.
- Watters, E. (2010). The Wave That Brought PTSD to Sri Lanka. In *Crazy Like Us: The Globalization of the American Psyche* (1-9). United States of America: Free Press.

Recommended Reading:

- Martin-Baro, I. (1994). The Psychological Value of Violent Political Repression. *Writings for a Liberation Psychology*. Aron, E., Ed. Cambridge: Harvard University Press.
- Watkins, M. and Shulman, H. (2008). Mourning and Witness after Collective Trauma (Chapter 7). *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.

Session 7: Those Who Leave: Emigration from Bolivia

Required Reading:

- Whitesell, L. (2009). And Those Who Left. In Shultz, J. & Draper, M. (Eds.). *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (213-253). Berkeley: University of California Press.
- Averbook, C. (June 2017). Only the Bridge Matters Now. www.onlythebridge.com
- Román, O. (2009). Mientras no estamos: Migración de mujeres-madres de Cochabamba a España. Cochabamba, Bolivia: Centro de Estudios Superiores Universitarios.

Session 8: Conflict, Power and Race in Bolivia

Required reading:

Postero, N. (2017). Race and Racism in the New Bolivia. Chapter 5 in *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia*. University of California Press.

Session 9: Afro Bolivian History and Resilience

Session 10: Visit to Potosí Mine

Session 9: The Plundering of Potosí

Session 10: The Current Role of NGOs in the Lives of Mining Families

Session 11: Student-Led Discussion and Analysis of Module I

Module 2: Towards Decolonization: Resistance and Resilience

This module explores the ways in which Bolivia's marginalized groups have pushed back against colonial and neocolonial oppression. Students will learn about the historical and contemporary resilience of *campesinos*, indigenous groups, Afro-Bolivians, women, and laborers who have found powerful and creative ways to resist oppression and to revitalize their communities and cultures. *Students will also explore the complex and tenuous historical and contemporary relationship between Bolivia and the West (including the U.S.) in the form of neoliberal economic policies, the U.S. War on Drugs, development projects and social responsible business models. Students will be encouraged to make sense of their role as young North Americans wanting to do right in an increasingly globalized world.*

Session 1: Module Overview

Session 2: Pushing Back Against the Globalized Music Industry: Teaching Folkloric Music as Youth Empowerment and Revitalizing Community

Required Reading:

- Sanchez, W. (2001) Cosmology and Music Among the Aymaras. In *The Musical Diversity of Bolivia as Illustrated by the Festival* (46-48). Geneva: Simon I. Patino Foundation.
- Sharp, J. (2009). Coke or Mecca-Cola? Globalisation and Cultural Imperialism. In *Geographies of Postcolonialism: Spaces of Power and Representation* (82-105). Sage Publications.
- Watkins, M. and Shulman, H. (2008). Section of Liberation Arts: Amnesia, Counter-Memory, Counter-Memorial (pp. 243-258). *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.

Session 3: A Case Study in Ethnodevelopment: Revitalizing Andean Communities through Ancient Weaving Techniques

Required Reading:

- Healy, K. (1992). Back to the future: Ethnodevelopment among the Jalq'a of Bolivia. *Grassroots Development*, 16(2), 22-34.

Session 4: Historical Indigenous Resistance and Resilience in Bolivia

Required Readings:

- Rivera Cusicanqui, S. (1991). Pachakuti: The historical horizons of internal colonialism. First published as Aymara Past, Aymara Future. *Report on the Americas*, Volume 25-Issue 3. New York: NACLA.

Session 5: Women and Labor: Domestic Workers Push for Legitimization

- Draper, M. (2009). Workers, Leaders, and Mothers: Bolivian Women in a Globalizing World. In Shultz, J. & Draper, M. (Eds.). *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (213-2539). Berkeley: University of California Press.

Recommended Readings

- Buechler, H. & J. Buechler. (1996). Changing Identifications. In *The World of Sofía Velasquez*. New York: Columbia University Press.
- Weihs, Margaret. (2010). Yo Tampoco Se. Cochabamba: Editorial KIPUS.

Session 6: Maria Auxiliadora Women's Collective Property and Living Community

Required reading:

- Olivera, L. (2014, November 25). Bolivian women fight back against climate of violence. In New Internationalist Blog. Retrieved from: <http://newint.org/blog/2014/11/25/bolivia-women-climate/>

- Session 7: Women's Issues in Bolivia

- Lecturer: Maria Ester Pozo, PhD, Vice-Rector, Universidad Mayor de San Simon

- Required Reading

- Paredes, J. and Guzman, A. (2014). *El Tejido de la Rebeldía: ¿Qué es el feminismo comunitario? Bases para la despatriarcalización* (44-87). La Paz: Mujeres Creando Comunidad.

- Draper, M. (2009). Workers, Leaders, and Mothers: Bolivian Women in a Globalizing World. In Shultz, J. & Draper, M. (Eds.). *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (213-2539). Berkeley: University of California Press.

- Recommended Readings

- Buechler, H. & J. Buechler. (1996). Changing Identifications. In *The World of Sofía Velasquez*. New York: Columbia University Press.

- Rousseau, S. (2011). Indigenous and Feminist Movements at the Constituent Assembly in Bolivia: Locating the Representation of Indigenous Women. *Latin American Research Review*, Vol. 46, (2), 5-28.

- Rivera Cusicanqui, S. (2004). La noción de "derecho" o las paradojas de la modernidad postcolonial: indígenas y mujeres en Bolivia. *Revista Aportes Andinos* No. 11. Aportes sobre diversidad, Diferencia e Identidad. Ecuador. Universidad Andina Simón Bolívar.

Session 7: Social and Worker's Movements in Bolivia

Required Readings:

Shultz, J. (2009). Cochabamba's Water Revolt. In Shultz, J. & Draper, M. (Eds.). *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (Berkeley: University of California Press).

Olivera, O. (2013). Los Movimientos sociales en la construcción colectiva del “Buen Vivir”. Unpublished document prepared for SIT Bolivia. Cochabamba, Bolivia.

Session 8: Youth and social theater in the southern zone of Cochabamba

Lecturer: Lanzarte/Danza Social Theater Group

Session 9: Cocaleros Push Back Against the U.S. War on Drugs

Session 10: Auto-decolonization

Lecturer: Documentary Film “Autodescolonización” and discussion with filmmaker Ismael Saavedra

Reading

Saavedra, I. (2014). Reflexiones sobre el Paradigma de la Descolonización. Unpublished document prepared for SIT Bolivia. Cochabamba, Bolivia.

Session 11: Decolonization Efforts under Evo Morales

- Required Readings
- Watkins, M. and Shulman, H. (2008). Beyond Development: Liberation (Chapter 3). In *Towards Psychologies of Liberation*. New York and Hampshire: Palgrave Macmillan.
- Healy, K. (2001). The Biases of Western Aid. In *Llamas, Weavings and Organic Chocolate: Multicultural Grassroots Development in the Andes and Amazon of Bolivia* (17-38). Indiana: University of Notre Dame.
- Naz, F. (2006, July-Sept.). Review Article: Arturo Escobar and the Development Discourse: An Overview. *Asian Affairs*, 28(3), 64-84.
- Escobar, A. (1994). Introduction and Chapter 1 (selected sections). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press
- Farthing, L. (2017). Evo’s Bolivia: The Limits of Change. *Latin American’s “pink tide” and the challenge of systemic change*. Washington, D.C.: The Next System/Democracy Collaborative. Retrieved from: <https://thenextsystem.org/learn/stories/evos-bolivia-limits-change>.

- Recommended Reading:
- De la Cadena, M. Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond “Politics”. *Cultural Anthropology*, Vol. 25, (Issue 2), 334-370.
- (pages 337-352 optional, pages 352-358 required)
- Useem, J. (July/August 2017). Power Causes Brain Damage. *The Atlantic Magazine*. Retrieved from <https://www.theatlantic.com/magazine/archive/2017/07/power-causes-brain-damage/528711/>.

- Puente, R. (2011). Chapter 12: Empieza la quinta transición: Hacia la refundación del país. In *Recuperando la memoria: Una historia crítica de Bolivia*. Tomo 2. Santa Cruz: Alejandro Dausa.
- Rivera Cusicanqui, S. (2006). Chhixinakax utxiwas. Una reflexión sobre prácticas y discursos descolonizadores. *Modernidad y Pensamientos Descolonizador*. Memoria del Seminario Internacional. La Paz. PIEB/IFEA.
- Portugal, P.M. (2011). Visión posmoderna y visión andina del desarrollo. *Desarrollo en Cuestión: Reflexiones desde América Latina*. pp. 253-282 La Paz: Plural editores.
- Gudynas, E. (2013). "Churcar" las alternativas al desarrollo. *Petrobras* No. 30 Enero-Febrero 2013. (17-22)

Session 12: Discussion and Analysis of Module 2

Evaluation and Grading Criteria

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth, argumentation and presentation of evidence.

A more detailed description with specific grading criteria will be made available for each of the assignments below.

Description of Assignments:

- *Oral History Module Analysis Paper*: Students are required to conduct a life history interview with a Bolivian and write a 6 page paper analyzing and drawing connections between the interviewee's life experiences and specific knowledge learned about Bolivia from the major historical, political, social and/or psychological themes presented in either Module 1 or Module 2 of this course. These papers must critically address the main theme of the module by drawing on lectures, field visits, and readings.
- *Leading of Group Analysis and Discussion*: For each of the modules in this course, a group of students will be prepare and lead a stimulating class discussion about the concepts and controversies introduced in this module, including readings, lectures, and field visits. Students must prepare well-thought out discussion questions ahead of time for approval.
- *Participation*: This includes active involvement in lectures, readings, discussions and excursions.

Assessment:

Oral History Module Analysis Paper	55%
Module Discussion Preparation & Facilitation	35%
Participation	10%

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

Alternative Forms to Written Assignments

In this course, as for all courses on this program, students are invited to submit some or all assignments in formats other than the traditional written paper. Alternative (or nontraditional) formats could include photography, video, music, creative writing, painting etc. Students must obtain prior approval from the AD for nontraditional formats and set up clear criteria for insuring academic rigor.

Video Students

Students who plan to produce their ISP in video format are required to submit your journal either partially or completely in video format.

Expectations and Policies

- Assignments: Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.
- Excursions: Many of the visits will be to underprivileged areas, challenging students to understand how historical oppression and public policies affect the lives of peoples today. Students are expected to be respectful and curious as they engage with these experiences.
- Readings: Students are responsible for all of the required readings, and should be prepared to bring them to bear in class. The readings will help place the classes in context, engage lecturers, generate questions for class discussions, and deepen student knowledge of particular issues discussed in class.

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.

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>.