

**Development Studies and Social Change**

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Class Year: 2011

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## **Rationale**

In today's world, the causes of poverty and inequality are undeniably interwoven. On one hand, to solve these societal problems, it is important to have members of society who specialize in economics, sociology, government, and environmental studies. However, it is equally valuable to have members of society who can synthesize knowledge and information and provide new insights into the causes and conditions of poverty and inequality. The emerging need for the new field of Development Studies has been recognized by institutions such as Brown University, Columbia University, George Washington University, Clark University, and UCLA. According to the Earth Institute of Columbia University, "A new generation of professionals is in need with strong management skills as well as practical knowledge *across a range of disciplines*."<sup>1</sup> Thus, in our multifaceted world it is integral to have citizens with interconnected understandings.

I am proposing a self-determined major in Development Studies and Social Change because I wish to understand the causes and effects of inequality and poverty and because I wish to acquire skills to create innovative ideas to alleviate their root causes. According to Amartya Sen, winner of the Noble Prize in Economics, the study of Development must shift from the traditional economic perspective that examines human wellbeing by income levels to examining wellbeing by the individual's ability to act freely and participate in social choice within society. According to Sen, this approach to

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<sup>1</sup> Columbia University. The Earth Institute at Columbia University. 2008. A Guide to Educational Programs in Environmental and Sustainable Development at Columbia University. New York, NY: Columbia University. Online. Available from Internet, <http://www.earthinstitute.columbia.edu/articles/view/1002>, accessed 5 October, 2008.

development examines the linkages “of what people can positively achieve through economic opportunities, political liberties, social powers, good health, and basic education.”<sup>2</sup> Thus, my proposed course of study concentrates on how economics, education, government, environmental studies, and sociology interlace to cause poverty and inequalities both within nations and between them.<sup>3</sup>

To provide depth to the multidisciplinary study, I will concentrate on the social component to Development Studies. The root of the Social Change concentration aims at learning how to create social justice and institutional reform<sup>4</sup> and will take place through classes in the sociology, social work, business, education, and hands-on experience.

Thus, the combination of development and social change will unite an interdisciplinary perspective on poverty and inequality with a specialization in social inequities and social solutions. The major will answer several core questions: How did large inequalities in societies come about? How and why have large social gaps widened? What solutions are working and why? What is not working and why?

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<sup>2</sup> Sen, Amartya. Development as Freedom. New York: Anchor Books, 1999.

<sup>3</sup> Brown University. 2004. Development Studies at Brown. Provident, RI: Brown University. Online. Available at: <http://www.watsoninstitute.org/ds/>, accessed 10 November, 2008.

<sup>4</sup> Clark University. International Development and Social Change. Worcester, MA: Clark University. Online. Available from internet at <http://www.clarku.edu/departments/IDCE/ID/ba/index.cfm>, accessed 15 October, 2008.

## **Outline of Curriculum**

The goals of the curriculum are to ensure I leave Skidmore with an interdisciplinary *and* concrete understanding of Development and Social Change. I wish to be able to propose alternative ways to promote sustainable development strategies and to propose concrete, workable strategies that communities can use to achieve higher levels of equity and social justice.

I hope to build skills through an interdisciplinary academic experience. I modeled my curriculum on Brown University's Development Studies major. It is organized by core courses that address development, methodological courses, an area of concentration in social change, and elective classes. EC 316 Economic Development, ES 221, Sustainable Development, and Culture and Development Seminar (offered abroad), are three classes that specifically concentrate on Development and will give me a broad introduction to the field through environmental, economic, and cultural lenses.

I will take three methodology courses that build skills in researching social issues quantitatively and qualitatively: SO 226 Social Research Analysis, AN 350 Anthropology Field Study Seminar (offered abroad), and MB 351 through non-profit marketing. Such classes will provide pragmatic hands-on skills in collecting data and performing research as well as in marketing and organizational skills.

The classes within the concentration of Social Change are united by their insight into possible reforms and solutions to lessen inequalities and poverty. In Sociology and Social Work, classes include SO 331 Women in the Global Economy, SOC 208 Social

Inequality, SW 338 Social Policy and Social Justice; from Education Studies I will take ED 215, School and Society.

I also hope to build skills in social change through hands-on experience. Through an internship with the Latino Advocacy Program I have already received training in grant writing, community organizing, translating, teaching ESL, and program development. I will continue my work with the program to strengthen my ability to intertwine academic understandings of social change with the practical needs of underprivileged communities.

### **Features and Distinguishing Factors of the Curriculum**

What separates development and social change from other majors offered at Skidmore is that all classes in the curriculum will be united by their examination of inequality and poverty and the solutions to those problems. This program does not fit into the Environmental Studies major because I wish to examine environmental issues as a key component that plays into development issues yet are not the main focus underlying the curriculum. The Environmental Studies major would require me to specialize in environmental development rather than social development. Two introductory environmental classes as well as three ES Cluster B1, Exploring the Natural World classes, will force me to drop essential social focused classes that round out the program.

Although the Sociology department offers classes that pertain to social change, the rigidity of Sociology major inhibits the interdisciplinary structure of Development Studies. I would be required to take an additional courses in subject matter that stray from the topic of development, such as SO 101 Sociological Perspectives, SO 324 Development of Sociological Thought, SO 325 Contemporary Social Theory. In

addition, while sociology does provide insight on the causes and effects of poverty and inequality within nations, it does not provide the international element that has caused many of today's inequities, often addressed in Economics, Government, and Environmental Studies classes.

While it may seem feasible to incorporate the program into the International Affairs major, the structure of the major would discard key classes in the curriculum that have methodological or domestic foci. I would have to eliminate classes such as "Social Research Analysis," "Social Inequality," "Social Policy and Social Justice," and "Urban Anthropology." Although classes in International Affairs provide important insight, the IA curriculum would prevent me from taking advantage of many of Skidmore classes pertaining to inequities, poverty, and classes that focus on methodical skills for improving social issues.

A unique feature of the program is I have been accepted to study abroad through the School for International Training's Culture and Development program in Bolivia. This program provides essential academic components. An Introduction to Development seminar, a methodological course in field research, and an independent study will provide me with the insights, skills, and freedom to explore the effects of international development on the Bolivian people. This opportunity will allow me to examine international development's effects on domestic life. Combined with work in the Latino Advocacy Program, this experience will provide me with a unique comparison between international development programs and domestic development programs. It will also build upon my Spanish speaking abilities, which will serve as an asset in both international and domestic contexts.

In my senior year I will conduct a capstone project that ties together the academic concepts of Development and Social Change with hands on experience by examining the structure of Non-Governmental Organizations (NGOs), from small scale non-profits such as Amigos De Las Americas in Houston, TX to large international corporations such as the World Bank and the World Trade Organization, to understand how different organizations attempt create social change. I would like to examine how small NGO's organize themselves to analyze the different approaches large verse small organizations use to make their missions realities. The study would aim to answer the questions: How does the structure of certain organizations allow them to create positive change? How does the structure of different organizations often lead to negative impacts or stagnant impacts on poverty and inequality? The underlying goal of the study will be to unveil where failures exist within the structure of today's organizations that prohibit them from reaching their goals. From this project, I hope to understand how I, as a future director of a non-profit organization, can offer valuable recommendations of how to run an organization to keep its actions in line with its mission.

## **Curriculum**

### Core Courses:

### Development Courses:

- LACB 3000 (5) - Development and Culture Seminar (abroad)
- EC 316 (3) Economic Development (taken)
- ES 221 (3) Sustainable Development

### Perspectives on Social Change:

- SO 331 (3) Women in the Global Economy
- SO 208 (3) Social Inequality
- SO 321 (3) American Social Change
- ED 215 (4) School and Society (taken)
- SW338 (3) Social Policy and Social Justice
- IN 100 (3) Exploration Internship: Latino Advocacy Program (taken)
- SO 229 (3) Internship: Latino Advocacy Program
- EC 319 (3) Economics of Income Distribution and Poverty
- ISPR3000 (4) Independent Study Project (abroad)

### Methodology courses:

- SO 226 (4) Social Research Analysis (or) SO 227 (3) Social Research Design
- AN 3500 (2) Field Study Seminar (abroad)

### ID 371, 372: Senior Thesis/ Capstone

### *Elective classes:*

- MB 351(3) Not- For- Profit Marketing
- SO 326 (3) Social Theories of the Environment
- EC 103 (4) Macroeconomics (taken)
- AN 251 (3) Urban Anthropology (taken)
- GO 101 (4) Introduction to American Government
- GO 231 (4) Environmental Politics and Policy
- GO 313 (4) Politics of Contemporary United States Social Movements
- GO 339 (4) International Political Economy and the Environment
- GO 371 ISPR 1000 Independent study (abroad)
- MB 100 (4) Introduction to Business Management

## **Semester Schedules:**

Freshman Fall 2007:

- SSP100: Freshman Seminar: Latin American Images and Realities
- AN 101: Introduction to Cultural Anthropology
- EN 105: Transformation Tales
- FS 206: Spanish Conversation

Freshman Spring 2008:

- EC 103: Introduction to Microeconomics
- SO 223: Environmental Sociology
- IN100: Exploration Internship: Latino Advocacy Program
- GO 241: Ethnic Conflict in the Global System

Sophomore fall 2008:

- EC 316: Economics of Development
- ED 215: School and Society
- FS 212: Spanish American Literature
- EN 229: Literature and the Environment
- MP 281: Piano

Sophomore Spring 2009:

- AN 251C: Urban anthropology
- ES 221: Sustainable Development
- ES 105: Field Studies Environmental Science
- SO 299: Pro. Internship Sociology- Latino Advocacy Program

-MU 101: Rudiments of Music

Junior Fall 2009: Abroad

-LACB 3000: Culture and Development seminar

-ANTH 3500: Field study seminar

-ISPR 3000: Government Independent Study

-SPAN 2505: Intermediate Spanish II

Junior Spring 2010:

-SO 226: Social Research Analysis

- MB 107: Business Organization and Management

-SO 208: Social Inequality

Senior Fall 2011:

-SW 338: Social Policy and Social Justice

-SO 321: American Social Change

Senior Spring 2011:

- FS 211: Survey of Spanish Literature

-MB 351: Not-For-Profit Marketing

-SO 331: Women in the Global Economy

-ID 371: Senior Thesis

## **Class Descriptions:**

### ES 221. SUSTAINABLE DEVELOPMENT 3

Examination of the tension between the need for economic development by less developed countries and the necessity to protect and preserve global environment. We will explore both domestic issues facing developing countries as they struggle to address their economic and environmental problems, and how their relationship with the rest of the international community influences their decisions. We will use various case studies (e.g., international fisheries) to explore the interplay between the environment, society, and economics on both local and global levels. Prerequisite: QR2. K. Kellogg

This class is essential for understanding the field of development, specifically through the environmental lens.

### EC 103. INTRODUCTION TO MACROECONOMICS 4

An introduction to national income analysis, money and banking, and balance of payments. The course deals with theory and policies of a mixed economy, using the United States as a prime example. Emphasis is placed upon the determination of public policies to solve the problems of unemployment, inflation, and stable economic growth. Prerequisite: QR1. (Fulfills QR2 and social sciences requirements.)

The Department

This class is necessary to have a foundation of understanding of how the economic system functions to later be able to examine the role economics plays in poverty.

### EC 316. ECONOMICS OF DEVELOPMENT 3

The theory and practice of economic development in the third world. Topics include: analysis of world income distribution and causes of world income inequalities; the contribution of social change, politics, economics and economic planning to the process of development; means of improving the quantity and quality of domestic and international economic resources; methods for improving sectoral output and productivity; policies for redistribution and basic needs and for combating the equity-

efficiency trade-off in development strategies. *Prerequisites:* EC235. M. Odekon

This class is essential to understand the field of development through an economic lens and to understand the domestic and international relationship within economics that creates poverty.

#### EC 319. ECONOMICS OF INCOME DISTRIBUTION AND POVERTY 3

The definition and measurement of economic inequality and poverty and the investigation of economic factors determining the distribution of income and wealth. On the macro level, the course examines the dynamics of input markets, including productivity and technological change. The micro level focuses on the personal distribution of income and poverty in the United States. Alternative theories are examined. Other topics include the role of the government through policies such as taxes, transfers, and public education. *Prerequisites:* EC235 and 236 or permission of instructor. N. Chiteji, M. Odekon

This class is important to understand the economics behind the creation of poverty and inequality domestically and to receive skills on how to measure and analyze it.

#### SO 223. ENVIRONMENTAL SOCIOLOGY 3

An exploration of social-environment interactions. More than any other species, humans adapt their environments to suit their purposes. This course explores those purposes, including the roles that corporations, public policy, class, gender, and other social factors play in altering the environment and the resulting effects on people and places. Specific topics addressed include the environmental movement, environmental justice, and the political economy of the environment. *Prerequisite:* SO101 or ES100 R. Scarce

This class is important because it sheds light on the affects social inequality has on the environment, and it offers solutions for how society can operate equitably with the environment.

#### SO 331. WOMEN IN GLOBAL ECONOMY 3

A comparative analysis of women's roles in the global economy. The course examines how global economic transformations affect women as well as how women affect those processes. Topics include the effect of economic development on women's participation in various forms of economic activity, including agriculture, microenterprises, and manufacturing, as well as gender relations in families throughout the world, with particular emphasis on countries of the Southern Hemisphere. In addition, the course considers the environmental issues women face during the process of economic development, such as sustainable development, population policies, and women's environmental activism. *Prerequisite:* SO101 or WS101. C. Berheide

This class is essential because it examines the relationship between women and development. Empowering women is popularly known to be one of the most effective ways to improve communities.

#### SO 226. SOCIAL RESEARCH ANALYSIS 4

Examination of quantitative analysis in the social research process. This course involves the study and application of statistics for solving problems in the social sciences. Students use computers as tools for social research as they analyze sociological data sets.

*Prerequisites:* QR1 and two courses in the social sciences, or permission of instructor. (Fulfills QR2 requirement.) W. Fox

This class is important because it offers methodological and practical skill for researching social issues.

### SW 338. SOCIAL POLICY AND SOCIAL JUSTICE 3

The study of social policy, welfare program planning, and social service implementation, evaluation, and analysis. Included are reviews of selected policies on federal, state, and local levels. Students will compare the social policies of the United States with those in other countries. The value, political, and societal issues that underpin policies and programs are questioned and specific attention is given to the evaluation of policies by using research skills and by applying the principles of social justice. *Prerequisite:* SW222 or permission of instructor. The Department

This class is important to learn about comparative social services and will provide insight on systematic flaws and ways to improve them.

### MB 107. BUSINESS ORGANIZATION AND MANAGEMENT 4

A broadly based introduction to the field of business that can serve either as the first course in the departmental sequence or as an only course for a student desiring an overview of the business world from a manager's perspective. Topics include strategic analysis and planning, marketing, financial management, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations.

This class provides practical knowledge of how businesses are organized and managed. This is essential to understand how to improve non-profit organizations working on development projects.

### ED 215. SCHOOL AND SOCIETY 4

An introduction to the social, historical, and philosophical foundations of the issues involved in educating young people in the United States. The social context of education in the U.S. is explored, including the influence of the courts, politics, multiculturalism, and recurring controversy over issues of race, class, and gender. In addition, this course will help students develop the skills necessary for interpreting and resolving new issues as they arise, including a critical, reflective perspective toward the public debate of educational issues. (Fulfills social sciences requirement.)

D. Riley

This class is essential because it teaches how inequality in educational systems perpetuate inequalities in society. It sheds light on educational funding, policy, and reform. Education the foundation of societies and is a key component to the improvement of poverty; therefore, understanding how the educational system affects society is integral.

# **COURSE SYLLABUS**

## **Culture and Development Seminar**

LACB-3000 (5 Credits / 75 class hours)  
Spring 2008

SIT Study Abroad Program:  
Bolivia: Culture and Development  
Academic Director: Heidi Baer-Postigo, M.S. and Ismael Saavedra

### **COURSE DESCRIPTION**

The objectives of the Seminar are to:

- Provide you with a wealth of information on aspects of Bolivia's history, and current economic, political, and cultural processes.
- Provide you with access to some of the leading analysts and intellectuals of Bolivia.
- Through exercises, challenge you to make the connections between the materials studied (via lectures and readings) and different peoples' experiences.
- Engage theory, i.e. challenge you to explore the ways we make sense of the world and particular social processes; and,
- Prepare you to choose a relevant, informed, and interesting problem to be studied for your ISP.

The seminar encompasses four broadly defined and related areas of inquiry. Each area entails a series of lectures, readings, and in some cases, short fieldwork assignments carried out individually or in small groups. The major thematic concerns are:

1. Historical Foundations.
2. The Politics of Contemporary Issues.
3. Cosmovision, Culture and Development Practices in La Paz, El Alto, Sucre and Potosi.
4. Culture, Gender and Rural Development.
5. The Lowlands: Land, Environment, Development, and Indigenous Movements.

## **COURSE REQUIREMENTS**

### **Readings**

You are responsible for all the required readings, and should be prepared to discuss them in class. Readings include those in the readers and those required prior to your arrival. Recommended Readings will be placed in a folder in the program library.

### **Class Participation**

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This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

Criteria for assessment of participation:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge and information. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability - participates as a part of a group during field excursions and classes.
- Respect - culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

### **Alternative Forms to Written Assignments**

In this course, as for all courses on this program, you are invited to submit some or all of your assignments in formats other than the traditional written paper. Alternative (or non-traditional) formats could include photography, video, music, creative writing, painting etc. Please discuss this option with the ADs if you are interested.

### **CDS Assignments and Integration with Language Seminar (LS)**

All CDS assignments must be submitted in Spanish. Please note that the assignments listed with an asterisk (\*) in the schedule above overlap with LS assignments. Essentially, this means that you will be submitting two versions of the same assignment for two different classes. The

first (LS) version will have an earlier due date and will be graded (for Spanish writing skills and grammar) by your LS teacher. After receiving this feedback, you are then required to correct and revise the assignment before turning it in for CDS credit. While the ADs will not penalize you for grammatical errors in Spanish, your ideas must be expressed clearly enough that we are able to adequately evaluate for content.

**SIT STUDY ABROAD STUDENT HANDBOOK**

We encourage students to refer to the SIT Study Abroad Student Handbook (in your Orientation Handbook) for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Assignments**

See attached descriptions for each of the following assignments. Keep in mind that all assignments should draw upon the course lectures and readings, in addition to the assigned out-of-class activity.

1. Oral History Assignment\* Due Week 4
  
2. Contemporary Issues Group Project  
Outline Due Week 5  
Paper and Presentation Due Week 9
  
3. Final Open-Book Essay or Semester Work Journal Due Week 11  
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**Evaluation and Grading**

Class Attendance and Participation (including on excursions.....	15%
Oral History Assignment.....	25%
Contemporary Issues Project.....	30%
Final Essay or Semester Work Journal.....	30%

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**Oral History Assignment**

Select one of the older members of your homestay family to interview (i.e. parent, grandparent). Ask him/her to set aside time to talk to you. Prepare an interview outline

ahead of time. Your objective is to make connections between the person's "life story" and what you are learning about Bolivian history. For this reason, you should not only ask questions about this person's life, but also encourage him/her to discuss how specific historical/political events have affected his/her life. You may find that you will also need to do some historical research after the interview to make such links. After the interview, write (in Spanish) a 4-5 page report of the person's life story and address the questions at the bottom of the page on a separate sheet.

### *Purpose*

Bolivians

### *Methods*

You must conduct at least one interview with your subject. You may choose to hold many interview sessions; you may have the interviews structured or unstructured, and you may record the information in whatever way you choose. We encourage you to experiment with different styles.

### *Questions*

1. How did your interviewee's life history relate to what you have learned about Bolivian history through CDS lectures and readings?
2. Please describe your methods and considerations in selecting them. To what extent did they meet your needs?
3. Please comment on the process of conducting the interview. What did it feel like? Any surprises? What were your subject's reactions?
4. Include a copy of your interview questions.

### *Criteria for Assessment of Assignment*

1. 25% Organization and clarity of written paper
2. 25% Depth and content of life history interview
3. 25% Use of connections between personal life history and Bolivian history
3. 25% Responses to written questions #1-4

## **Contemporary Issues Group Project**

Over the course of the semester you will be presented with an array of materials and field

based opportunities to explore the meaning and practice of development. In light of what

you have learned of development here in Bolivia, your task is to investigate one specific contemporary development issue to present both in class and in a short, type-written paper.

This should be done in small groups of students (4 individuals each). If possible, we recommend that you choose a topic that is related to your ISP. Topics should be chosen in

consultation with the ADs. For topic ideas, you should keep your eyes and ears attuned

to local media concerning current and **relevant** Bolivian issues, and check the following journals:  
**Cuarto Intermedio, Informe R, 30 Días**, among others. While your methodology should include some review of the literature (i.e. newspapers, journals, books), you are also (more importantly) expected to practice field method research techniques such as interviewing, observation, etc. Be sure that your methodology is clearly stated in both your written paper and the oral presentation.

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#### Schedule of Activities:

asap Form group and meet to choose a topic.

Week 5 Hand in research topic and brief outline specifying the following information:

- (a) description of research objective
- (b) its relevance
- (c) methods for data collection
- (d) research plan and division of labor among group members

Week 9 All groups turn in a type-written paper of about 7-10 pages. The paper should be double-spaced on 8 1/2 x 11" sheets, leaving 1" margins, and using 12 point font.

Week 9 Each group will give a 20-minute oral presentation with an additional 10 minutes for questions.

This assignment will be graded according to the following criteria:

Quality of Research and Methodology 33%  
Quality and Organization of Written Paper: 33%  
Quality of Oral Presentation: 33%

#### **Grading Criterion for Oral Presentation**

25% General Organization, Use of Time, Distribution of Tasks  
25% Engaging, Interesting, Creative  
25% Comprehensive in Relating Ideas and Experiences  
25% Handling of Questions

#### **Final Open-Book Essay**

The final exam for this course will be an open-book essay question. The topic will be announced a week prior to the due date, and will be comprehensive of the material (lectures, readings, excursions, etc.) covered during the entire semester. Grading criterion will be given on the exam.

- OR -

**Semester Work Journal (highly recommended)**

In lieu of the final open-book essay, students have the option of submitting a semester work journal. This journal is something that the student must have worked on throughout the entire semester and should contain the following sections:

1. Class notes and reflections on lectures (including excursions)
2. Notes and reflections on readings
3. On-going "field notes" (descriptions, reflections, analyses) of your everyday experiences in Bolivia (including class visits, excursions, homestay, assignments and projects, cultural interactions and observations, discussions with other students, Bolivians, etc.) as they relate to what you are learning in the CDS class. This section is most effective if you dedicate each journal entry to a specific theme or topic, rather than a running commentary on the day \_s or week \_s activities.

Your journal will be graded on the following:

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33% Organization/clarity and/or creativity

33% Thoroughness (how well it includes aspects of the semester's classes, readings and activities)

33% Depth of analysis and thoughtfulness of reflections and detail in observations

You may turn your journal in at any time during the semester for AD feedback to make sure

that you are "on the right track". Feel free to be creative and include non-traditional forms of expression in your journal (photos, video, artwork, poetry, etc.)

**CULTURE AND DEVELOPMENT SEMINAR  
GENERAL COURSE OUTLINE**

Please note that the readings are compiled into weekly volumes.

- Volume I Historical Foundations
- Volume II The Politics of Contemporary Issues I  
(Globalization, Cochabamba Conflicts)
- Volume III La Paz Readings
- Volume IV The Politics of Contemporary Issues II

(Social Movements, New Government Proposals: Gas and Asamblea Constituyente)  
Volume V Potosi and Sucre Readings  
Volume VI War on Drugs; Andean Culture; Gender and Rural Development  
Volume V Santa Cruz Readings

**(CDS 1): Introduction to Contemporary Issues in Bolivia**

Lecturer: Lic. Jorge Komadina, Sociologist, Professor, UMSS (Vol. I)

**(CDS 2): Precolombian Polities and Colonialism**

Lecturer: Dr. José Gordillo, Historian, Professor Universidad Mayor de San Simon (Vol. I)

**(CDS 3): Military Dictatorships in Bolivia**

Lecturer: Ismael Saavedra, Academic Director (Vol. I)

**(CDS 3): Republican Bolivia and the National Revolution**

Lecturer: Dr. José Gordillo, Historian, Professor Universidad Mayor de San Simon (Vol. I)

**(CDS 5): Capitalization and Neoliberal Politics**

Lecturer: Dr. José Gordillo, Historian, Professor Universidad Mayor de San Simon (Vol. I)

**(CDS 6): Social and Indigenous Movements**

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Lecturer: Lic. Rafael Puente, pedagogist and political analyst, researcher, former congressman (Vol. IV)

**(CDS 7): Asamblea Constituyente and Gas**

Lecturer: Lic. Rafael Puente, pedagogist and political analyst, researcher, former congressman (Vol. IV)

**(CDS 8): Globalization: Bolivia's Water and Gas Wars**

Lecturer: Jim Shultz, M.S., Executive Director, Democracy Center (Vol. II)

**(CDS 9): Discussion of Lectures to Date**

Facilitators: ADs

**(CDS 10): Casa de la Moneda Museum (Potosí)**

Lecturer: Official Museum Guide (Vol.V)

**(CDS 11): The Devil \_s Miner**

Lecturer: Documentary Film (Vol.V)

**(CDS 12): Centro de Desarrollo Regional de Potosi (Potosi)**

Lecturer: Engineer Wilhelm Pierola, Director, CDR: Centro de Desarrollo Regional de Potosi  
(Vol. V)

**(CDS 13): Cooperative Mine (Potosi)**

Lecturer: Cerro Rico Ex-Miner (Vol.V)

**(CDS 14): Asamblea Constituyente (Sucre)**

Lecturer: TBA (Vol. IV)

**(CDS 15): ASUR Textile and Ethodevelopment Museum (Sucre)**

Lecturer: Official Museum Guide (Vol.V)

**(CDS 16): Family Planning and Sexual Education Program**

Lecturer: TBA, Director, CIES (Center for Sexual and Reproductive Health) (Vol. V)

**(CDS 17): Folkloric Music and Street Children: A Development Program**

Lecturer: Roberto Sahonero, Director (Vol. V)

**(CDS 18): Political Debate**

Lecturer: TBA, MAS Congressman; Member TBA PODEMOS Congressman; mediator  
Fernando Mayorga, CESU (Vol. II)  
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**(CDS 19): Discussion of Lectures to Date**

Facilitators: ADs

**(CDS 20): The War on Drugs and Alternative Development**

Lecturer: Kathryn Ledebur, Historian, Coordinator of the Andean Information Network  
(Vol.VI)

**(CDS 21): Tiwanaku Pre-Incan Civilization**

Lecturer: Lic. Oswaldo Rivera, Archeologist, ex-vice- minister of the government ministry

of  
tourism, former World Bank consultant (Vol. III)

**(CDS 22): Copacabana Pre-Incan Civilization**

Lecturer: Lic. Oswaldo Rivera, Archeologist, ex-vice- minister of the government ministry  
of  
tourism, former World Bank consultant (Vol. III)

**(CDS 23): Andean Cosmvision**

Lecturer: Lic. Fernando Huanacuni, Lawyer, Expert in Andean Cosmvision. (Vol. III)

**(CDS 24): World Bank's Perspective on Development in Bolivia**

Lic. Carlos Mollinedo, World Bank Economist (Vol. III)

**(CDS 25): Andean Feminism and Feminist Movement in Bolivia**

Lecturer: Activist and Leader of Mujeres Creando Feminist Group (Vol. III)

**(CDS 26): El Alto - Wayna Tambo Youth Cultural Center**

Lecturer: Santos Callejas, Director of Wayna Tambo Youth Cultural Center and Radio Station,  
Abraham Bojorquez, Aymara rap singer and youth educator (Vol. III)

**(CDS 27, 28): Chuquiago and Yawarmallku, Classic Bolivian Films**

Lecturer: Lic. Antonio Eguino, Filmmaker, Ex Vice-Minister of Culture (Vol. III)

**(CDS 29): Modern Art in Bolivia**

Lecturer: Roberto Mamani Mamani, Artist (Vol. III)

**(CDS 30): Discussion of Lectures to Date and Mid-Semester Debriefing**

Facilitators: ADs

**(CDS 31): Andean Cultures**

Lecturer: TBA (Vol. VI)

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**(CDS 32): Gender, Water and Rural Development**

Lecturers: Julia Montes, Sociologist and M.S. in Gender Studies, Water for People;  
Susana Southerwood, Water Engineer and Peace Corps Trainer(Vol.VI)

**(CDS 33) Rural Development (Village Stay)**

TBA (Vol VII)

**(CDS 34,35): Student Presentations of Contemporary Issues Projects**

Lecturers: Students

**(CDS 36): Cultures of the Bolivian Lowlands**

Lecturer: Ismael Saavedra, Academic Director (Vol.VII)

**(CDS 37): Cultures and History of the Chiquitania (Concepción)**

Lecturer: Lic. Jaime Sanchez (Vol. VII)

**(CDS 38): History of the Jesuit Missions in Santa Cruz (Concepción)**

Lecturer: Lic. Jaime Sanchez (Vol. VII)

**(CDS 39): Culture and Rural Community Development (Santa Rita)**

Lecturer: Community Leaders of Santa Rita, Concepción (Vol. VII)

**(CDS 40): Indigenous Movements in the Lowlands (Santa Cruz)**

Lecturer: ALAS (Asesoría Legal y de Asistencia Social), Director Edil Mojica, Lawyer,  
Yalile Araya de Carvajal, Sociologist, Coordinadora de Proyectos del Area Social (Vol. VII)

**(CDS 41): Discussion of Lectures to Date**

## **COURSE SYLLABUS**

### **Field Study Seminar**

ANTH-3500

(2 Credits/ 30 class hours)

Spring 2008

SIT Study Abroad Program:

Bolivia: Culture and Development

Academic Director: Heidi Baer-Postigo, M.S. and Ismael Saavedra

### **OBJECTIVES**

The principal objectives of FSS are:

- To provide students with the necessary skills for adapting to and understanding other cultures.
- To become familiar with some of the standard methodologies used in the social sciences, including in-depth interviewing, participant and nonparticipant observation, and case studies as well as ethical considerations in field study.
- To develop an understanding of appropriate methodologies used to carry out an Independent Study Project utilizing the unique human and physical resources available in Bolivia.

### **STRUCTURE**

FSS meetings will be held approximately once a week and include some or all of the following:

1. Ongoing discussion of the relation between experience (what we live), fieldwork methods (deliberate ways of "seeking to know"), and theory (ways of organizing what is lived/learned).
2. Evaluation and reflection on the methods employed in the week's assignment (difficulties encountered, strengths and weaknesses, ethical issues, etc.).
3. Discussion and analysis of relevant cross-cultural issues or "critical incidents".
4. Discussion of the weekly assigned readings.
5. Logistical discussion for upcoming excursions.
6. Briefing on the up-coming assignment, and a short lecture on the methods to be used.

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Course Syllabus Field Study Seminar

### **REQUIREMENTS**

1. Full participation in all exercises, readings and discussions.
2. Timely Completion of Assignments
3. Active Searching for ISP topics and contacts

### **GRADING**

Assignments           70%  
Reading Discussion Summaries   15%  
Class Participation       15%

\* Late assignments will be penalized

### **DISCUSSION SECTIONS**

Because of the large size of the group this semester, we may divide the course into two sections for some of our discussions. Both sections will meet at the same time and will cover the same material.

### **FSS ASSIGNMENTS AND INTEGRATION WITH LANGUAGE SEMINAR (LS)**

During the course of the semester you will be assigned a number of exercises, offering you the chance to find out how people live and experience the cultural, historical, and economic processes discussed in the seminar. Each exercise will require you to try out new ways of carrying out fieldwork. These exercises are crucial in preparing for your ISP, providing the hands-on opportunities to try out new methods, and search for topics, events, places and



- (#6) IRB Proposal
- (#7) Final ISP Proposal 20%
- (#8) Brief Oral ISP Presentation
- (#9) ISP Contact Cards #1 5%
- (#10) ISP Logistical Information Sheet
- (#11) ISP Contact Cards #2 5 %
- (#12) ISP Summary

### **CLASS PARTICIPATION**

This includes active involvement in lectures, readings, discussions and excursions.

Criteria for assessment of participation:

- Attendance - promptness to class and positive presence in class
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes
- Involvement in Class Discussions - either in small or large groups, sharing knowledge and information. This means challenging yourself to speak up if you usually don't, and also means controlling yourself and allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability - participates as a part of a group during field excursions and classes
- Respect - culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

### **WEEKLY GROUP READING DISCUSSION SUMMARIES**

Students are expected to complete all of the assigned readings for this class and to prepare for small group discussions on these readings. Each student is required to come to the discussion

with one or two written stimulating discussion questions. As a group, it is your responsibility to

organize a time outside of class (*before* that week's FSS class) to get together and discuss the readings. Below you will find a schedule of reading discussion groups. The group is also responsible for compiling the discussion questions written by group members and writing a brief summary of the group's discussion. This summary should include the main points or highlights of the discussion and any questions that the group would like to raise to the ADs during the

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Course Syllabus Field Study Seminar

## **COURSE SYLLABUS**

### **Independent Study Project**

ISPR-3000 (4 Credits / 120 class hours)

Spring 2008

SIT Study Abroad Program:  
Bolivia: Culture and Development

Academic Director: Heidi Baer-Postigo, M.S. and Director: Ismael Saavedra

The Independent Study Project (ISP) provides the opportunity to study in greater depth an aspect of particular academic interest relating to the program theme. Students are required to indicate their proposed area of study as part of the admissions process. In most cases, the topic is then revised once in-country, or a new topic is developed out of the lectures, discussions, and field trips of the thematic seminar. With the assistance of the Academic Director, a project advisor appropriate to the topic is selected. Advisors are usually host country professors or experienced field professionals. In conducting their projects, students directly utilize the concepts and skills of field-based learning discussed in the Field Study Seminar, language capabilities developed through formal instruction and informal practice, knowledge gained in the thematic seminar, and contacts made in the homestay or larger community setting. In the process, they hone their skills in dealing with, and learning from, the unexpected, while accomplishing a major academic project in a challenging new environment.

### **Major Course Objectives**

- 1) To select, design, and implement an individual project that investigates a dimension of Bolivian life and culture.
- 2) To learn and effectively utilize a field study report format.
- 3) To develop self-confidence and an understanding of field-based education.

### **Requirements**

- 1) A minimum of 120 hours of fieldwork toward completion of the ISP.
- 2) An oral presentation to the group and guests and distribution of the paper to interested individuals and agencies.
- 3) A well-documented, well-written, in-depth paper or project presenting field study findings.

### **Evaluation**

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In conjunction with the project advisor, the Academic Director evaluates student performance based on the following:

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The quality of the investigation (30%);

Depth of analysis and insight (25%);

Clarity and coherence of writing (30%);

The quality of the oral presentation (15%).

**SIT Study Abroad student handbook**

We encourage students to refer to the SIT Study Abroad Student Handbook (in your Orientation Handbook) for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.