

**CCCU-LASP**  
**Latin American Studies Concentration**  
**Spring 2018**

**Responses to Latin American Reality**

<b>Program Coordinator/Lead faculty:</b> Javier Arguedas Ruano <b>Office Hours:</b> 8:00 a.m. to 3:30 p.m. <b>Contact:</b> javier@lasp.co.cr	<b>Credit hours:</b> 3  <b>Seat Time:</b> 63 hrs. appx.
<b>Schedule</b> Monday to Friday, weeks 8, 9 y 10, from 8:00 a.m. to 4:00 p.m. (See schedule of activities).	

Entitled “*Responses to Latin American Reality*”, the Latin American Studies Concentration (LASC) aims to explore diverse Latin American responses to many of the problems presented during the Perspectives of Latin America Seminar and the Regional Study Travel Seminar.

#### **I. LEARNING OUTCOMES**

At the end of the LASC concentration, students will be able to

1. Demonstrate a critical understanding of how Latin Americans respond to their realities.
2. Describe their worldview in relation to the beliefs of those they meet during the concentration, and express how it has been challenged or confirmed.
3. Reflect on how their *telos* (reason for being/purpose) might direct their *praxis* (active response to reality), and tentatively formulate a plan to live as a follower of Jesus Christ throughout their life, based on their understanding of Scripture and the realities of Latin Americans that they have discovered throughout this semester.
4. Demonstrate progress in the four language skills: reading, writing, speaking, and listening in Spanish.

#### **II. COURSE DESIGN**

The course seeks to identify with and deepen the discussions on Latin American identity, using the Spanish language as a tool.

The course focus on issues of great interest within contemporary Latin American studies, such as the meaning of the concept of Latin America, populism, Liberation Theology, immigration, violence and its impact on children and poverty, war on drugs, gender and social exclusion, all in direct relation to the topic of neo-colonialism.

During classes professor and students will speak in Spanish; homework, class activities and Final Presentations will be done in Spanish; and readings will be done, some in Spanish and some in English.

#### **SOURCE MATERIALS**

In addition to guest speakers, material will be presented through texts, music, and film, to include selections from (see specific dates on the course calendar):

The Bible/ Santa Biblia

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"Easy Prey: Criminal Violence and Central American Migration".  
<https://www.crisisgroup.org/latin-america-caribbean/central-america/easy-prey-criminal-violence-and-central-american-migration>. 2016.

"American Drug War. The Last White Hope", 2007 (documentary)

Arias, Oscar. "Fix the immigration crisis at its root." *The Washington Post*, July 2014.

Aznar, Pedro. "Los chicos de la calle."

Boff, Leonardo and Clodovis. "A Concise History of Liberation Theology." / "Una Historia Concisa de la Teología de la Liberación" From the book, *Introducing Liberation Theology*, Orbis Books, 1987

Brackley, Dean. "Migrants: Illegals or God's Ambassadors?".  
[http://epublications.marquette.edu/theo\\_fac](http://epublications.marquette.edu/theo_fac), 2010

Calle 13, "Latin America"

Calle 13 & Mercedes Sosa, "Canción para un niño en la calle."

"City of God," 2002 (film)

Cobb, John. "The War on Drugs" from *Progressive Christians Speak*. 2003.

Count the Costs 50 Years of The War on Drugs. "La guerra contra las drogas: Socavando el desarrollo y la seguridad internacional, incrementando el conflicto". En:  
[http://www.countthecosts.org/sites/default/files/Development\\_and\\_security\\_Spanish.pdf](http://www.countthecosts.org/sites/default/files/Development_and_security_Spanish.pdf)

"De Nadie", 2005 (documentary)

García Márquez, Gabriel. "Solitude of Latin America" (1990)/ "Soledad de América Latina" (1982).

Gieco, León. "Cinco siglos igual"

Gieco, León. "Sólo le pido a Dios"

Guerra, Juan Luis. "Visa para un sueño".

Guerra, Pedro. "Cantos de trabajo"

Guerra, Pedro. "Eva"

Guerra, Pedro. "Niña"

Guzmán Martínez, Víctor. "Migraciones Latinoamericanas a Estados Unidos de América: Tendencias, motivaciones y transculturalización en un mundo globalizado". En: <http://www.anepe.cl/wp-content/uploads/Migraciones-latinoamericanas-a-Estados-Unidos1.pdf> - 2011.

Henoa, Luis Andres. "Latin America Rejects Old US Approach in Drugs War". Reuters. January 2010.

Hopwood, Bill, Mary Mellor and Geoff O'Brien. "Sustainable Development: Mapping Different Approaches" - *Sustainable Development Sust. Dev.* 13, 38-52 – Published online in Wiley InterScience ([www.interscience.wiley.com](http://www.interscience.wiley.com)) - 2005.

Johnson, Elizabeth. "The Incomprehensibility of God and the Image of God Male and Female". Published in *Theological Studies*, vol.45, no.3, 1984, pp.441-465.  
<http://www.womenpriests.org/classic/johnson3.asp>

Main, Alexander. "The U.S. Re-militarization of Central America and Mexico". NACLA Report on The Americas. Summer 2014.

Martí, José. "Our América." *Monthly Review Press* (1891, 1977). "Nuestra América." *Diferencias*, 2014.

Myers, Brian. "Development Practice: Principles and Practitioners" from *Walking with the poor*. Orbis Book. 2011

Patterson-Jackson, Emily. "Two opposing views on a Christian's response to immigration reform." <http://www.examiner.com>. April, 2010.

Schenk, Hans. "A Christian Response to Immigration in the United States". Fuller Seminary. Summer 2008.

Roberts, Tobias. "From the Bible Belt to Liberation Theology." *The Huffington Post*. March, 2013.

Romero, Oscar Arnulfo. *La violencia del amor*. Plough Publishing House. 2001

Vance, Laurence. "Should Christians Support The War on Drugs" from <http://www.westernjournalism.com/should-christians-support-the-war-on-drugs-2/> - 2015.

## SCHEDULE OF ACTIVITIES

DAY	TOPIC	ACTIVITIES	HOMEWORK	EVALUATION
Monday, March 5 <sup>th</sup> 8:00 a.m.	<b>Latin America. What is Latin America? The Latinoamericas</b>	Review the syllabus. Discussion of the concepts: "Cosmic race" by José Vasconcelos, "Civilization and barbarism" by José Domingo Sarmiento and "Our America" by José Martí. Listen to and discuss the Calle 13 song "Latin America."	Readings: Our America (Nuestra América), by José Martí, and The Solitude of Latin America (La Soledad de América Latina) by Gabriel García Márquez	Homework
Tuesday, March 6 <sup>th</sup> 8:00 a.m.	<b>Latin America: Open Veins</b>	Discussion of the readings Our America, by José Martí, and The Solitude of Latin America by Gabriel García Márquez. Presentation and discussion of central ideas of "Open Veins" by Eduardo Galeano. Listen to and discuss León Gieco song: "Cinco Siglos Igual".	***	Homework
Tuesday, March 6 <sup>th</sup> 1:00 p.m.	<b>Violence and Children of the Street</b>	Movie: "City of God"	Movie Analysis	Homework
Thursday, March 8 <sup>th</sup> 8:00 a.m.	<b>Violence and Children of the Street</b>	Discussion of the Movie "City of God". Listen to and discuss Pedro Aznar song: "Los chicos de la calle" and Calle 13 and Mercedes Sosa's song: "Canción para un niño en la calle." Group reflection about Poverty, Violence and Children of the streets.	***	***
Thursday, March 8 <sup>th</sup> 1:00 p.m.	<b>Latin American context: The Cold War</b>	Movie: "Fidel: Untold Story"		Quiz 1: Latin America
Friday, March 9 <sup>th</sup> 8:00 a.m.	<b>Latin American Biblical context</b>	Lecture by David Castillo	***	***
Monday, March 12 <sup>th</sup> 8:00 a.m.	<b>War on Drugs</b>	Lecture by Agustín Gutiérrez Carro. Lawyer and Professor.	Readings: Cobb, John, "The War on Drugs". Henao, Luis Andres, "Latin America Rejects Old US Approach in Drugs War". Main, Alexander. "The U.S. Remilitarization of Central America and Mexico". Vance, Laurence, "Should Christians	Homework

			Support The War on Drugs". Velimirovic, Sara, "US Military Aid destroys lives of women in Latin America". Count the Costs 50 Years of The War on Drugs, "La guerra contra las drogas: Socavando el desarrollo y la seguridad internacional, incrementando el conflicto".	
Monday, March 12 <sup>th</sup> 1:00 p.m.	<b>War on Drugs</b>	Documentary: "American Drug War. The Last White Hope" Group reflection about War on Drugs.	Documentary Analysis	***
Tuesday, March 13 <sup>th</sup> 8:00 a.m.	<b>War on Drugs</b>	Movie: "American Made"	Movie Analysis	Homework
Tuesday, March 13 <sup>th</sup> 1:00 a.m.	<b>International Development in Latin America</b>	Lecture by James Padilla DeBorst	Hopwood, Bill, Mary Mellor and Geoff O'Brien. "Sustainable Development: Mapping Different Approaches." Myers, Brian. "Development Practice: Principles and Practitioners" from Walking with the poor.	***
Wednesday, March 14 <sup>th</sup> 1:00 p.m.	<b>Immigration: Historical, Political and Economic reasons for Immigration in Central America</b>	Lecture by Carmen Caamaño, PhD.	Readings: "Easy Prey: Criminal Violence and Central American Migration". Guzmán Martínez, Víctor. "Migraciones Latinoamericanas a Estados Unidos de América: Tendencias, motivaciones y transculturalización en un mundo globalizado".	***
Thursday, March 14 <sup>th</sup> 8:00 a.m.	<b>Immigration: The road to the U.S. and the situation in Mexico</b>	Documentary: "De nadie" (No One)	Documentary Analysis Readings: "Migrants: Illegals or God's Ambassadors?". "A Christian Response to Immigration in the United States," "Two Opposing Views on a Christian".	Homework
Thursday, March 15 <sup>th</sup> 1:00 p.m.	<b>Immigration: Central American</b>	Presentation and discussion about latino immigrants in USA: Latino perspective. Group	***	***

	<b>People in the U.S.</b>	discussion and Presentation about the documentary “De Nadie” and assigned readings about immigration. Listen to and discuss Juan Luis Guerra song: “Visa para un sueño”.		
Friday, March 15 <sup>th</sup> 8:00 a.m.	<b>Immigration, Drugs, Xenophobia</b>	Documentary: “13”		Quiz 2: Drugs and Immigration
Monday, March 19 <sup>th</sup> 8:00 a.m.	<b>Liberation Theology</b>	Movie: Romero	Movie Analysis Readings: “A Concise History of Liberation Theology” By Leonardo and Clodovis Boff. “From the Bible Belt to Liberation Theology” by Tobias Roberts. “Liberation Theology” by Leonardo Boff	Homework
Monday, March 19 <sup>th</sup> 1:00 p.m.	<b>Liberation Theology</b>	Presentation about the movie “Romero” and assigned readings about Liberation Theology. Analysis of extracts of the book “La violencia del amor” by Oscar Arnulfo Romero. Listen to and discuss León Gieco’s song: “Solo le Pido a Dios”.	***	Quiz 3: Liberation Theology
Wednesday, March 21 <sup>st</sup> 8:00 a.m.	<b>Arts in Latin America</b>	Lecture by Adrián Goizueta	Lisa Shaw et al. “Pop Culture in Latin America”.	***
Thursday, March 22 <sup>nd</sup> 8:00 a.m.	<b>Challenges and responses to the challenges of Latin America: Final Presentations</b>	Group Presentations: <ul style="list-style-type: none"> <li>• Honduras: de la Guerra Fría al Golpe de Estado.</li> <li>• Venezuela: Socialismo Democrático o Estado Totalitario.</li> <li>• Argentina: Madres de la Plaza de Mayo y el drama actual de los nietos recuperados.</li> </ul>	***	Final Presentations

### LEARNING TOOLS (used to accomplish course goals)

- 1. Active Listening and Questioning:** During class, you will engage presentations by guest speakers and professor. These are designed to open a space for students to dialogue in Spanish on the subjects. Active participation is an important part of the grade, regardless of your level of Spanish. Oral participation will be graded based on progress in speaking ability rather than perfection in speaking. Furthermore, your participation enhances the overall group learning process.
- 2. Quizzes:** You will complete three written quizzes on the assigned readings and presentations.

3. **Homework:** Almost every day you will have reading assignments in English and Spanish and you must respond to those readings in Spanish. This response will be used in class to generate a class discussion about the topic.
4. **Group Project Presentation:** The group project assignment requires you to collaborate with classmates in researching and presenting in Spanish on one of the following topics that represent responses of Latin Americans to their realities: Honduras: de la Guerra Fría al Golpe de Estado; Venezuela: Socialismo Democrático o Estado Totalitario, Argentina: Madres de la Plaza de Mayo y el drama actual de los nietos recuperados. Presentation will be graded based on content (history, context and analysis of the topic in relation to what you've learned thus far this semester), creativity and adequate responses in question-answer period.

**Group Project Evaluation Rubric:**

<b>GROUP PROJECT PRESENTATION EVALUATION RUBRIC</b>			
<b>CATEGORY</b>	<b>3</b>	<b>2</b>	<b>1</b>
Introduction	Clearly introduce your group's topic	Your group's topic is mixed with other ideas	Your group's topic is unclear
Sources	Support your analysis, position, and recommendations with references to readings, interviews, etc.	Mention few sources, or a single type	No bibliography provided
Content	Analyze diverse perspectives on your topic	Present diverse perspectives but don't analyze them	Present only one perspective
Q/A	Respond to questions from the group demonstrating breadth and depth of understanding	Respond to questions clearly most of the time	Respond to questions from the group often mumbles or cannot be understood or unable to respond
Time-limit	Respect presentation time limits: 20 minutes maximum (not including Q & A)		Not conclude the presentation in the assigned time
Creativity	Be creative. Motivate the audience to want to learn more about your topic		Boring or doesn't capture the attention of your peers
Presentation in general	Spoke clearly all the time. Students used notecards briefly. Easy to see the visuals.	Spoke clearly most of the time. Students had to refer to notecards often. Visuals not very useful.	Often mumbled or could not be understood. Student read from notecards or used typed script. No visual or student read from visual.

**GRADING**

Active course participation and attendance are required. Your grade will be based on the grade.

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|-----------------------------|-----|
| 1. Participation/Attendance | 15% |
| 2. Homework                 | 25% |
| 3. Quizzes (3)              | 30% |
| 4. Final Presentation       | 30% |

### **SPECIAL NOTES**

**Tardiness:** Any student arriving after class has begun won't be able to participate in the class. Students must be punctual for the start of class.

**Late Submission:** There will be a 5% per day grade reduction for any assignment that is turned in late.

**Academic Dishonesty:** In the event of plagiarism, no credit will be granted for the assignment. Other disciplinary action will follow.