

CCCU-LASP

PERSPECTIVES ON LATIN AMERICAN HISTORY AND CONTEMPORARY ISSUES

Spring 2019

Program Coordinator/Lead faculty: Dan Siefken

Office Hours:

12:30 p.m. to 4:00 p.m. M-F

Contact:

dsiefken@bestsemester.com

Schedule:

Monday to Friday, from 9:00 a.m. to 11:30 a.m. weeks 1-6.

Credit hours: 3

Seat Time: 45 hrs. appx.

Experiential Learning Time: 18 hrs. appx.

Welcome to the LASP Perspectives on Latin America

This course exposes students to key topics facing Latin America, both in the past and in the present day.

Perspectives course design

1. A combination of *classroom-based learning* (assigned readings, lectures, discussions) and *experiential learning* (site visits and research in the community).
2. *Interdisciplinary content* which will allow us to explore history, environmental issues, economic relationships, political dynamics, religion, and social aspects of Latin America.
3. A *challenge* to analyze the perspectives of others and allow such views to inform the development of your own positions on key topics that characterize Latin America.
4. An *appreciation* of theories and Christian theologies of Social Justice in relation to concrete issues such as peace-building, war, violence, social, political and economic justice.
5. Latin American guest speakers from a variety of disciplines to *enhance* your learning.

Perspectives course outcomes: At the end of this course, the student will be able to:

1. *Understand and articulate* the major historical, political, economic, religious and socio-cultural developments in Latin America in general and Central America in particular, from the point of contact with Europeans to the present time.
2. *Identify assumptions* that inform one's beliefs, ideas, values and actions, examining the students' worldviews by engaging diverse perspectives on faith and practice in Latin America.
3. *Evaluate and integrate diverse perspectives* on present and future Latin American reality, articulating how these perspectives challenge one's assumptions.
4. *Describe in depth* a single topic relevant to the course through a research-based project.
5. *Understand and articulate* Latin America's past, present and future *from a Christian perspective* through written reflections and presentations.
6. *Articulate* how students plan to practice their faith after LASP.
7. *Describe* various forms of oppression, power, ideology, corruption, environmental degradation, racism, sexism, as well as aspects of international development, public policy processes, and the role of social change movements in relation to Social Justice orally in class discussions and through written exercises.
8. All students, regardless of concentration, will demonstrate increased *Spanish* listening comprehension and speaking skills.

General student expectations:

Your active engagement can create a powerful and stimulating learning experience for you and our group at large. Successful completion of the Perspectives Seminar requires you to invest yourself in this learning process rather than passively observing from the "grandstands." LASP faculty encourage you to critically embrace this learning opportunity.

1. *Active participation* in this learning experience
 - **Engage** each experience, idea or concept while holding biases or prior judgments lightly.
 - **Strive for accurate and complete information**, weighing evidence and assessing arguments.
 - **Reflect critically** on presuppositions and their consequences.
 - **Question conclusions** and actively listen to others do the same.
 - **Develop theories** that give order to your tentative conclusions.

- **Act on your conclusions** to test hunches, to make decisions, to solve problems.

2. *Completion of all assignments*

3. *An open and flexible heart: to God, seminar speakers, and your peers.*

Special Notes

Language Requirements: Advanced Language and Literature Concentration participants or other students wishing to receive Spanish credit from their home campus for this class are required to complete all written work in Spanish with additional Spanish readings. Latin American Studies Concentration and Business Concentration participants will receive 2% extra credit for assignments completed in Spanish.

Questions for Presenters: Please maintain a humble and inquisitive spirit while engaging our speakers. The question and answer period is a special opportunity to solicit the perspectives of guest speakers and not an opportunity to flaunt your own knowledge and opinions.

Dress: In order to demonstrate respect for our speakers, the following is required for all seminar sessions: Men are expected to wear slacks or nice jeans and a nice sleeved shirt. No tank tops or shorts. No flip-flops or sandals for men. Women are expected to come to class in slacks, nice jeans, a skirt, or a dress. Sleeveless blouses are appropriate, but tank tops and shorts are not. Nice sandals are appropriate, but flip-flops are not.

Food: Eating food during class is not acceptable in our context. In every class students will have a break during which time they may eat a snack.

Cell phones/computers: No cell phones are permitted during the class session. No laptops are permitted unless you have explicit permission from the instructor to use them for note-taking or other academic purposes.

Tardiness: Any student arriving after a guest speaker has started their presentation must wait for the break to enter the classroom.

Course Readings

- ❖ Classic selections as well as recent research and opinion pieces – See below: “SEMINAR CALENDAR AND READING SCHEDULE”

Learning Tools (used to accomplish course goals)

1. **Active Listening and Questioning:** Class includes multiple presentations by Latin American guest speakers. To maximize these opportunities, we expect you to be attentive, keep eye contact with the speaker, take notes, and reflect on what is said. Multi-tasking on hand-held technology or personal electronic devices is not appropriate. Students should bring their hand-written notes from their readings the night before to engage speakers on their questions from the readings. As you listen to each speaker, you will be expected to formulate questions to be asked following the presentation. Even “awkward” questions related to the ideas expressed are acceptable. Active participation is an important part of your grade. Furthermore, your participation enhances the overall group learning

process. It is culturally inappropriate to eat during class or to get up and leave for the bathroom or any other reason while class is in session.

2. **Group Reflections:** Throughout these six weeks, at least once a week, after class, LASP professors will open a group discussion. These group discussions have three primary purposes: a) to provide space for reflecting on seminar content from a Christian perspective; b) to help you organize and clarify course material - complex readings, presentations, and personal reactions; c) to allow you to serve as classifiers, sympathizers, reactors, devil's advocates, and prompters for your classmates. For this reason, all assigned readings are mandatory. Prior to some group reflection sessions, you may be required to reflect on relevant Biblical passages to enrich the group interaction.
3. **Biblical Reflections:** Reflection on biblical passages is integrated throughout this course. Students will participate in three Biblical Reflections, which will be led by a guest theologian. The purpose of these reflections is to deepen our understanding of God's role in specific areas of study. These reflections will enhance the classroom experience and provide students with additional opportunities for spiritual formation.
4. **Spiritual Journey:** This mandatory one-day activity allows students and professors to have a space to share their spiritual journeys. Participants will share their personal experiences and the way in which these experiences have shaped their faith.
5. **Bitácora de clase:** Every Monday students will submit a Bitácora sheet. This instrument allows you to engage in critical discussion on oppression, power, ideology, corruption, environmental degradation, racism, sexism, as well as aspects of international development, public policy processes, as related to the presentation and readings for the day, and to evaluate assumptions in your beliefs and examine your worldview and those of the speakers. At the same time, this instrument will become a tool to help you articulate the major historical, political, economic, religious and socio-cultural developments in Latin America discussed in our classes in your "Speaker Reflection Essay". Each Bitácora should include content from every Perspectives session during the week, including presentations, guest lecturers, readings, excursions and street interviews. The following are guiding questions that you can use for the critical analysis in your Bitácora: What in the presentation and readings did you find especially valuable or problematic (and why)? What disappointed or disturbed you? What new questions did the presentation or readings stimulate? What evidence of bias did you observe in the presentation or readings? What evidence of bias did you observe in yourself as you attended the lecture and completed the readings? How did the readings connect with lectures, other readings and other experiences? What new insights or principles are you ready to integrate into your personal beliefs on the topic? What actions have the presentation or readings inspired in you?

A Bitácora looks like this:

BITÁCORA DE CLASE	
NAME:	DATE:
SPEAKER:	TOPIC:
CENTRAL TOPICS OR ISSUES DISCUSSED: • A • B • C	QUESTIONS: • A • B • C
CENTRAL TOPICS ON THE READINGS: • A • B • C	QUESTIONS: • A • B • C
PERSONAL RESPONSE (INCLUDED CRITICAL RESPONSE TO THE CHARLA, THE READINGS AND A FAITH PERSPECTIVE RESPONSE):	

6. **Group Project:** The group project requires you to collaborate with classmates in forming and defending a position on a specific topic related to class content. This will require you to understand and articulate the major historical, political, economic, religious and socio-cultural developments in Latin America that contribute to the topic your group is covering and the role of social change movements in relation to Social Justice in this area. Detailed requirements for this assignment can be found on page five of this syllabus.

What the process looks like:

- a) *Initial research and reading:* Read literature and conduct at least two interviews on your topic.
- b) *Formulate a thesis statement:* Develop a position on the topic that you will defend in your presentation. Discuss thesis with your advisor on September 11th in small group discussion. Submit thesis on September 13th.
- c) *Additional study:* Complete more extensive reading, interviewing, and site observation to collect additional information on your topic, allowing this information to change your initial position if necessary.
- d) *Write a concise outline* of your presentation. Discuss your revised thesis and outline with your advisor on September 28th during small group discussion. Submit outline on October 4th.
- e) *Present your position to your peers and the LASP faculty* on October 12th.

Guidelines for Presentations:

- I. Clearly introduce your group’s topic and thesis.
- II. Support your analysis, position, and recommendations with references to readings, interviews,

- etc.
- III. Analyze diverse perspectives on your topic.
 - IV. Articulate the relationship of your position/recommendations to the teachings of Jesus.
 - V. Communicate how you will apply your position via concrete actions.
 - VI. Respond to questions from the group demonstrating breadth and depth of understanding.
 - VII. Respect presentation time limits: 20 minutes maximum (not including Q & A)
 - VIII. **Be creative.** You must motivate the audience to want to learn more about your topic.

Group Project Presentation Evaluation Rubric:

GROUP PROJECT PRESENTATION EVALUATION RUBRIC			
CATEGORY	3	2	1
Introduction	Clearly introduce your group's topic and thesis	Your group's topic and thesis is mixed with other ideas	Your group's topic and thesis 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
Relation between your position and teachings of Jesus	Articulate the relationship of your position/recommendations to the teachings of Jesus	The relation between your position and the teachings of Jesus is mixed with other ideas	The relation between your position and the teachings of Jesus is unclear
Concrete actions	Communicate how you will apply your position via concrete actions.	Actions unclear or vague or not clearly related to the position	No action steps provided
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.

7. Speakers Reflection Essay: The Speakers Reflection Essay invites you to react to the perspectives, ideas, and information presented by the speakers throughout the Perspectives Seminar. Using your Bitácoras as a tool, you must articulate the major historical, political, economic, religious and socio-cultural developments in Latin America discussed in our classes. Evaluate and integrate the diverse perspectives of the speakers, articulating how these perspectives challenge one's assumptions. The essay should be six pages in length. The following are guide questions for the essay:

- How have these "conferencias" impacted your worldview?
- What in the speakers' perspectives did you find especially valuable or problematic (and why)?

- What new questions did the speakers stimulate?
- How did the lectures connect with other experiences in the semester (in your host homes, in the street interviews, in your free time activities)?
- What new insights or principles are you ready to integrate into your personal beliefs?

Speakers Reflection Essay Evaluation Rubric:

SPEAKERS REFLECTION ESSAY EVALUATION RUBRIC			
	3	2	1
<i>Comparison and Contrast</i>	Articulates multiple points of similarity or difference between Speakers	Articulates one or two similarities or differences between Speakers	Describes only one point of difference or similarity, or multiple points in very vague ways.
<i>Synthesis & integration</i>	Cites multiple speakers, authors and experiences to clarify or support argument	Includes quotes from 1-2 sources	Does not reference speakers
<i>Reflection</i>	Clearly articulates reflection on more than one personal idea or point of view while acknowledging reasons for ideas or points of view of others	Describes point of views in a limited or general way; or focuses on a single aspect	Shows minimal awareness of the point of view of the speakers in relation with the own biases
<i>Content</i>	Clearly describes the different topics and point of view of the speakers, in some detail	Describes topics and point of view of the speakers in general way, or only describes half of the charlas	Vague descriptions or describes a three or four of the charlas
<i>Mechanics (Grammar, vocab)</i>	Virtually no errors in spelling, 1-2 errors in complex structures; appropriate specific vocabulary for specific topic, varied	A few spelling or grammar errors, most occur in complex structures; Appropriate vocabulary but quite generic	Frequent errors in grammar, punctuation, spelling, so much so that message is lost, or multiple erroneous word choices
<i>Structure</i>	Contains focused introduction, logical progression, strong transitions between tightly-structure paragraphs, and clear conclusion	Has introduction, paragraphs, conclusion, few transitions or unclear progression of ideas	Missing at least one of: introduction, conclusion, coherent paragraph structure
<i>Length, format</i>	At least 6 but not more than 8 pages. Double-spaced or highly legible	5 or 9 pages, or single-spaced	Less than 5 or more than 10 pages, or illegible

Grading and Assessment

COMPONENT	CRITERIA
Active Participation 10% of grade	<ul style="list-style-type: none"> • <i>Attendance</i> • <i>Preparation:</i> Student has completed necessary assignments and comes prepared to contribute during class and group reflection sessions. • <i>Attitude:</i> Student evidences a quest for understanding and courtesy toward others.
Group Project 30% of grade <ul style="list-style-type: none"> • Research process – thesis, revised thesis/outline: 10% (5% each item) • Final presentation: 20% 	<ul style="list-style-type: none"> • <i>Organization</i> • <i>Content</i> • <i>Critical analysis</i> • <i>Faith reflection</i> • (See guidelines for group project)
Bitácora de Clases 30% of grade	<ul style="list-style-type: none"> • <i>Accurate responses based on analysis and understanding of the content in the readings and the presentations.</i> • <i>Faith Integration</i> • <i>Critical analysis</i> • <i>Creative synthesis</i> • <i>Completeness/Thoroughness</i>
Speakers Reflection Essay 30% of grade	<ul style="list-style-type: none"> • <i>Faith Integration</i> • <i>Critical analysis</i> • <i>Creative synthesis</i> • <i>Timeliness</i> • (additional criteria will accompany essay)

LASP Grading Scale

A = 90-100 pts	Excellent, creative and integrative work, revealing superior analysis and content
B = 80-89 pts	Good, competent and complete work
C = 70-79 pts	Adequate performance
D = 60-69 pts	Poor, does not fully meet requirements
F = 0-59 pts	Substandard performance

A 93-100	B+ 88-89	C+ 78-79	D+ 68-69	F 0-59
A- 90-92	B 83-87	C 73-77	D 63-67	
	B- 80-82	C- 70-72	D- 60-62	

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.

Key dates

- **Jan. 22** Group project advisement meetings – 9:00-11:30 a.m.
 - **Jan. 24** Submit tentative group project thesis statement – 9:00-11:30 a.m.
 - **Jan. 8** Group project advisement meetings – 9:00-11:30 a.m.
 - **Feb. 14** Submit revised group project thesis statement and outline – 9:00 a.m.
 - **Feb. 22** Group project presentations – 9:00 a.m.
 - **March. 15** Speakers Reflection Essay – 9:00 a.m.
-

CALENDAR AND READING SCHEDULE

REVIEWING THE SYLLABI

COLONIALISM AND NEOCOLONIALISM IN LATIN AMERICA

Monday, January 14th – 9:00 a.m. LASP Office
Seminar Leader: Dan Siefken

Readings (Chapter 1 in Reader)

- Black, Jan Knippers. "Introduction: Approaches to the Study of Latin America" from *Latin America, Its Problems and its Promise, A Multidisciplinary Introduction* 5 ed, 2011, pp. 1-18
 - Zinn, Howard. "Columbus, the Indians and Human Progress" from *A People's History of the United States* – 1999, pp. 1-9
 - Chasteen, John Charles. "Colonial Crucible" from *Born in Blood and Fire* - 2001, pp. 63-87
 - Janette García Yepez, Pedro Rodríguez Rojas. América Latina y la Visión de los Otros: Breve Revisión Crítica de la Historiografía Latinoamericana. Encuentro de Latinoamericanistas Españoles (12. 2006. Santander): Viejas y nuevas alianzas entre América Latina y España, 2006, s.l., España. CEEIB, pp.1091-1105, 2006.
-

COSTA RICAN HISTORY

Tuesday, January 15th – 7:45 a.m. LASP Office
Excursion: Museo Nacional de Costa Rica

Readings (Chapter 2 in Reader)

- Biesanz, Mavis, Richard and Karen. "History" from *The Ticos*-1999, pp. 13-34
 - Molina, Ivan and Steven Palmer. "VII: Tropical Surroundings" from *The Costa Rica Reader* – 2004
 - Quince, Anabelle and Kerl Phillips. "Costa Rica: the happiest country on Earth" from <http://www.abc.net.au/radionational/programs/rearvision/costa-rica/7308100#transcript> – 2016
 - Chaves, Alonso Rodriguez. "Costa Rica, Historia de Crisis con Aroma Y Sabor a Cafe". *Tiempo y Sociedad* 14 (2014): 5-33. Online.
-

STREET INTERVIEW:COSTA RICA
Wednesday, January 16th – 8:00 a.m. San Jose

POVERTY AND INEQUALITY IN LATIN AMERICA
Thursday, January 17th – 9:00 a.m. LASP Office
Guest Speaker: Elmer Rodríguez Campos, Artist

Readings (Chapter 3 in Reader)

- Levy, Santiago. "Poverty in Latin America: Where do we come from, where are we going? from <https://www.brookings.edu/opinions/poverty-in-latin-america-where-do-we-come-from-where-are-we-going/> – 2016
 - Claiborne, Shane. "Downward Mobility in an Upscale World" from *The Other Side* - 2000
 - Myers, Bryant L. "Walking with the Poor. Principles and Practices of Transformational Development" Orbis Books – 2011
 - Amarante, Veronica; Galvan, Marco; and Mancero, Xavier. "Desigualdad en America Latina: Una Medicion Global." *Revisa Cepal* 118 (2016): 27-47. Online.
-

BIBLICAL REFLECTION
POVERTY
Friday, January 18th – 9:00 a.m. LASP Office
Speaker: David Castillo, Theologian

Readings (Chapter 4 in Reader)

- Das, Rupen. "The Biblical Basis to Understand the Poor and Poverty: the Old Testament." *Compassion and the Mission of God*: Langham Global Library, 2015. 43-72. Print.
 - Das, Rupen. "The Biblical Basis to Understand the Poor and Poverty: the Gospels." *Compassion and the Mission of God*: Langham Global Library, 2015. 73-86. Print.
-

ECONOMIC SYSTEMS
Monday, January 21st – 9:00 a.m. LASP Office
Seminar Leader: Dan Siefken

Readings (Chapter 5 in Reader)

- Mohammad bin Ahmad, Nisar. "The Economic Globalisation and its Threat to Human Rights" from *International Journal of Business and Social Science – Vol. 2 N° 19 October 2011*
 - Couret Branco, Manuel. "Economics Against Human Rights (The Conflicting Languages of Economics and Human Rigths)" from http://www.ces.uc.pt/eventos/pdfs/manuel_branco.pdf – 2007
 - "Christian Responses to Globalization" from *Sojourners* – May 2004
 - De Oliveira, Catherine. "Los Sistemas Economicos." *El Mundo*.
-

Tuesday, January 22nd – GROUP PROJECT ADVISEMENT MEETINGS – 9:00 A.M.

Assignment

- Submit tentative group project thesis statement – Thursday, September 13th, 11:30 a.m.
-

THE CHURCH IN LATIN AMERICA
Thursday, January 24th – 9:00 a.m. LASP Office
Guest Speaker: Jonathon Pimentel

Readings (Chapter 6 in Reader)

- Cruz, Joel. “Christianity in Latin America: A Short History” from *The Histories of the Latin American Church*. Augsburg Fortress Publishers. 2014.
 - Sanchez, Fernando F. “El Papel de la Iglesia Catolica en Latina America.” *La Nacion*. 2 Abril, 2015. Web. 20 Agosto, 2018.
 - Namnun, Jairo. “El Estado de la Iglesia en Latina America.” *Coalicion por Evangelio*. 9 Noviembre 2014. Web. 20 Agosto, 2018.
-

U.S./LATIN AMERICAN RELATIONS: LATIN AMERICAN PERSPECTIVES
Tuesday, January 29th – 9:00 a.m. LASP Office
Guest Speaker: Gerardo Brenes

Readings (Chapter 7 in Reader)

- “Half a century of U.S. interventions in Latin America, in one map” from <http://knowmore.washingtonpost.com/2014/02/11/half-a-century-of-u-s-interventions-in-latin-america-in-one-map/>
 - Rosenfelder, Mark. “U.S. Interventions in Latin America” from <http://www.zompist.com/latam.html> - 1996
 - “Uruguayan President José Mujica in the 68th UN General Assembly”. September 24, 2013
 - DPA. “La Tensa Relacion de Donald Trump Y America Latina.” *El Periodico*. 18 Enero, 2018. Web. 20 Agosto, 2018.
-

U.S./LATIN AMERICAN RELATIONS: U.S. PERSPECTIVES
Wednesday, January 30th – 8:00am LASP
Guest Speakers: Tim Huson - US Embassy @9:00am

Readings (Chapter 8 in Reader)

- US Embassy in Costa Rica. “70 Years of US Development Assistance” – 2012
- The Brookings Institution. “Re-Thinking U.S. – Latin American Relations...” – November 2008
- Foreign Affairs. “Rethinking Latin America: Foreign Policy is more than Development.” March/April 2012

- Navarro, Santiago, Renata Bessi. "Southern Command in Costa Rica: U.S. Occupation Desguised as Humanitarian Aid" – Nacla – May 2017.
 - Lissardy, Gerardo. "Que significa para America Latina que Donald Trump Cancele su Asistencia a la Cumbre de las Americas." BBC Mundo. 10 Abril 2018. Web. 20 Agosto 2018.
-

BIBLICAL REFLECTION
IMPERIALISM AND THE CONTEXT OF JESUS
Friday, February 1st – 9:00 a.m. LASP Office
Speaker: David Castillo, Theologian

Readings (Chapter 9 in Reader)

- Nelson-Pallmeyer, Jack. "Mark, Jesus, and the Kingdom: Confronting World Orders, Old and New." From *Brave New World Order* – 1993.
 - Wright, N.T. "The Challenge of the Kingdom." *The Challenge of Jesus. Rediscovering who Jesus Was and Is*. Downers Grove: InterVarsity Press, 1999. 35-53. Print.
 - Wright, N.T. "El Desafio del Reino." *El Desafio de Jesus*. Traducido por Editorial Desclee de Brouwer, Bilbao, Spain. 2000. 45-70.
-

SUSTAINABLE DEVELOPMENT:
A GLOBAL APPROACH
Tuesday, February 5th – 7:15 a.m. LASP office
Guest Speaker: Alice Shackleford - UNDP

Readings (Chapter 10 in Reader) – All students read all articles

- McArthur, John and Rasmussen, Krista. "How Successful were the Millenium Development Goals?" Brookings Institute. 11 January 2017. Web. 24 August 2018.
 - "Sustainable Development Goals Report 2018." United Nations. 20 June 2018. Web. 24 August 2018.
 - MGD Track Costa Rica: <http://www.mdgtrack.org/index.php?tab=c&c=CRI>
 - Agenda 2030 Costa Rica: <http://www.ods.cr/17-objetivos-de-desarrollo-sostenible>
-

AN EVANGELICAL (PROTESTANT) VIEW ON SERVICE AND MISSIONS
Wednesday, February 6th – 9:00 a.m. LASP Office
Guest Speaker: Karina Vargas, Theologian and Activist

Readings (Chapter 11 in Reader)

- Hilfiker, David. "The Limits of Charity" from *The Other Side* - 2000
- DoCarmo, Tania, Charlie Smith-Brake and Julia Smith-Brake . *The Dangers of Voluntarism. When Good Intentions Just Aren't Enough* – Prism Magazine Fall 2013

- Segura, Harold. "La Mision Integral: Treinta y Cinco Anos Despues." Foro de Seminarios y Comisión Teológica Latinoamericana. Consejo Latinoamericano de Iglesia y Visión Mundial Internacional: México D.F. del 8 al 11 de marzo de 2005.

ARTS IN LATIN AMERICA
Thursday, February 7th – 9:00 a.m. LASP office
Guest Speaker: Adrian Goizueta

Readings (Chapter 12 in Reader) – everyone reads all lecturas

- Shaw, Lisa et. al. "Pop Culture in Latin America"
- Cobo, Leila. "Latin Music's Mushrooming Impact on American Popular Culture." Billboard Magazine. 22 April 2016. Web. 20 August 2018.
- Molina, Rafael Cuevas. "Arte Popular y Capitalismo en America Latina." *Temas De Nuestra América. Revista De Estudios Latinoamericanos* 5.12/13 (2017). 79-83. Online.

Friday, February 8th – GROUP PROJECT ADVISEMENT MEETINGS – 9:00 A.M.

Assignment

- Submit revised group project thesis statement and outline – Thursday, October 4th, 9:00 a.m.

LATIN AMERICAN THEOLOGIES OF LIBERATION
Monday, February 11th – 9:00 a.m. LASP Office
Guest Speaker: Silvia Regina, Theologian

Readings (Chapter 13 in Reader)

- Galli, Mark. *A Fully Biblical Liberation Theology*.
<http://www.christianitytoday.com/ct/2011/october/biblical-liberation-theology.html> – October, 2011
- Erin Williams, Elisabeth. *Liberation Theology and Its Role in Latin America*.
<http://web.wm.edu/so/monitor/issues/07-1/6-williams.htm>
- Dada, Carlos. The Beatification of Oscar Romero. <http://www.newyorker.com/news/news-desk/the-beatification-of-oscar-romero> - May 2015
- Noble, Tim. "Liberation Theology Today: Challenges and Changes." *Mezinárodní symposium o teologii osvobození: sborník příspěvku*. Ed. Cab, Michel; Micka, Roman; Pelech, Marek. Teologická fakulta Jihočeské university: České Budějovice (2007). 22-36
- Berryman, Phillip. "La Teologia de Liberacion." Seminario Abierto. Web. 20 Agosto 2018.

BIBLICAL REFLECTION
ECOLOGY
Tuesday, February 12th – 9:00 a.m. LASP Office

Speaker: Britney Villhauer

Readings (Chapter 14 in Reader)

- Boff, Leonardo. "Social Ecology: Poverty and Misery." *Ecotheology: Voices from South and North*, edited by David G. Hallman. Wipf and Stock Publishers. 2009. 235-247.
 - Kovacs, Luciano. "Bible Study on Climate Justice" ProgressiveChristianity.org. January, 16, 2016. <https://progressivechristianity.org/resources/bible-study-on-climate-justice/>
 - Crane, Peter et al. "Pope Francis and the Environment: Yale Examines Historic Climate Encyclical" Yale School of Forestry & Environment. April 8, 2015. <https://environment.yale.edu/news/article/pope-francis-and-the-environment-why-his-new-climate-encyclical-matters>
 - Ramos Diaz, Ary Waldir. "Podemos Estar con Dios y Atentar Contra el Medio Ambiente?" Aleteia. 23 Abril 2014. Web. 20 Agosto 2018.
-

ENVIRONMENT AND SUSTAINABILITY IN LATIN AMERICA

Wednesday, February 13th – 7:15 a.m. LASP Office

Field Trip: Roddrick Sell's Organic Farm

Readings (Chapter 15 in Reader)

- Lindorff, Dave. "Growth is the Enemy of Human Kind". *This Can't Be Happening*. 16 January 2013. Web. 9 March 2016.
 - Huff, Ethan. "Latin America Strikes Back Against Imperialist Monsanto" from Naturalnews.com – May 2014
 - McLaren, Brian. "Consider the Turtles of the Field" from *Sojourners* – March 2004
 - Boff, Leonardo. "Hunger: Food as Business" – May 2, 2008
 - Berger, Rose Marie. "A Prescription for the Earth" from *Sojourners* – August 2015
 - Boff, Leonard. "El Problema no es la Tierra, sino Nuestra Relacion con ella." CubaDebate. 27 Diciembre 2009. Web. 20 Agosto 2018.
-

SPIRITUAL JOURNEY

Reflective Activity

Thursday, February 14th – 9:00 a.m. LASP Office

REVOLUTIONS IN LATIN AMERICA: THE CASE OF CUBA

Monday, February 18th – 8:00 a.m. LASP Office

Presenter: Dan Siefken

Readings (Chapter 16 in Reader)

- Minster, Christopher. "A Brief History of the Cuban Revolution." ThoughtCo. 1 April 2018. Web. 24 August 2018.

- Segrera, Francisco Lopez. "The Cuban Revolution: Historical Roots, Current Situation, Scenarios and Alternatives." Latin American Perspectives. 177.38.2 (2011). 3-30. Online.
 - Piccone, Ted. "U.S.-Cuban Relations are About to Get Worse." Brookings Institute. 16 April 2018. Web. 20 August 2018.
 - "Resumen de la Revolucion Cubana." Historias y Biographias. Web. 30 Agosto, 2018.
-

GROUP PROJECT PRESENTATIONS
Friday, October 12th – 8:00 a.m. LASP Office

Friday, November 2nd – 9:00 a.m. LASP Office

Assignment

- Submit Speakers Reflection Essay