Georgia Institute of Technology/School of Modern Languages

**CULTURE AND COMMERCE IN THE ANDES**

**(3 credit hours)**

**Instructor - Prof. Vicki Galloway**

**Class Schedule: M-F 8:30-1:30**

**June 24-July 17**

**A. Course Overview**

The main objectives of this course are 1) to explore the idea of sustainable development in the Andean context with emphasis on the interdependence of economic, political, environmental and sociocultural dimensions; 2) to examine another way of seeing at the world and the man-nature relationship in the Andean (quecha) imaginary; and 3) to analyze the contemporary debate in Ecuador, in particular threats to environmental and cultural sustainability.

Class activities include oral presentations of research, daily quizzes, group discussions, fieldwork individual consultations, film reviews, reports on professional site visits, professional interviews and a final documentary production. Class lessons will be supplemented by cultural excursions, guest speakers and professional site visits.

**B. Performance Evaluation**

Test 30%

Film reviews (2) 10%

Professional site visits, field reports and ethnography, research summary 20%

Final project 20%

Presentations, participation, quizzes, debates 20%

**C. Required Readings (available on t-square):**

## Acosta, Alberto. 2009. Elementos para una propuesta política, económica y ecológica para la iniciativa de no explotación petrolera en la Amazonia de Ecuador. *Programa de las Americas.*

## Cason, Jim and David Brooks. 2000. "Movimientos indígenas, principales retos para AL en el futuro: CIA," *La Jornada* (Mexico), Dec. 19. http://www.jornada.unam.mx/2000/12/19/024n1mun.html.

Crain, Mary. 1990. “ Social Construction of Nat. Identity in Highland Ecuador." *Anthropological Quarterly*, Vol. 63, No. 1, *Tendentious Revisions of the Past in the Construction of Community*, pp. 43-59

The George Washington University Institute for Ethnographic Research.

Dwiggins, Donna. 1999. "Ancient Symbols/Contemporary Tools: Forging Counterhegemonic Coalitions in Ecuador. Wicazo Sa Review (14)1. *Indigenous Resistance and Persistence*. University of Minnesota Press. Pp. 29-43.

Gabriel, Leo and Gilberto López y Rivas, ed. 2005. *Autonomías indígenas en América Latina. Nuevas formas de convivencia política.* Plaza y Valdez editores-Universidad Autónoma Metropolitana- Unidad Iztapalapa-Ludwig Boltzmann Institut, México.

Kuppe, Rene. 1999. “Indígenas y medio ambiente: conservación a espaldas de los guardianes de la tierra”. *Boletín de la antropología americana.* Vol. 35 (Dec) pp. 94-103.

Munoz Ruiz, William Fernando and David Santiago Romero Osorio. 2010. "Procesos comunicativos en la medicina ancestral andina." Quito: Universidad Politecnica Salesiana.

## Ruiz Marrero, Carmelo. 2011. "EL Nuevo progresismo Latinoamericano y el extractivismo del siglo XXI".

*Programa de las Américas.* http://www.cipamericas.org/es/archives/3913

Selverston-Scher, Melina. 2002. “Overview of Self-Determination Issues in Latin America”. Brief commissioned and distributed by the joint IRC-IPS Foreign Policy in Focus (FPIF) project, www.fpif.org.  
Varea, Anamaría, et al. 1997. "Biodiversidad, Bioprospección, Bioseguridad." Proyecto FTPP-FAO. Instituto de Estudios Ecologistas del Tercer Mundo. Ediciones Abya-Yala.

Vásquez, Grimaldo Rengifo. 1996. "El Ayllu". *El espíritu de la regeneración*. Lima: PRATEC. pp. 1-29.

Vásquez, Grimaldo Rengifo. 2002. "Niñez y la crianza de la chakra en la cosmovisión andino-amazónica." Lima: PRATEC.

**Required Films (available on t-square)**

Bollain*. También la lluvia.* 2010.

Berlinger. *Crudo.* 2009.

Ladkani and Davidson, *Mina del diablo.* 2005.

**D. The objectives of this course respond to the instructional goals of the School of Modern Languages.**

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| **ML PERFORMANCE GOAL S** | **COURSE OUTCOMES** |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | **3592**: Students will demonstrate oral/aural proficiency at Intermediate Level through presentations, community interviews and documentary production |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | **3592:** Without use of notes, students will deliver and engage audience in a a 20-minute research presentation lead follow-up discussion |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | **3592:** Students will demonstrate increased precision, flexibility, detail and color in written language use for the purpose of summary, narration, critical analysis and indirect discourse |
| **ML Learning Outcome 4:** Demonstrate listening proficiency in the target language | **3592**: Students will demonstrate the ability to listen for precision by capturing direct quotes from professional interviews and site visits and by captioning video segments of professional interviews |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | **3592**: Students will demonstrate in-depth cross-cultural analysis of key issues in Ecuador's social, economic and political development and their implications for international commerce and sustainability |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | **3592:** Students will analyze in detail and without stereotype a contemporary issue of Ecuador's development, comparing perspectives from in-language research articles, media presentation, and face-to-face interviews with local community members and professionals/ specialists on the topic. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | **3592:**1. Students will demonstrate the ability to identify U.S. bias and ethnocentric attitudes and behaviors in class discussion  2. Students will demonstrate in written and oral production consistent avoidance of hyper-generalization and five major cross-cultural observation and interpretation pitfalls  3, Students will display ability to use context-appropriate cultural protocols |

**E. Course components and expectations**

**1. Flexibility and open mind.** Overseas programs demand flexibility of all of us. This syllabus may be altered at any time, according to class needs, schedule changes, event cancellations or opportunities that may arise.  **Please be willing to accept this as a fact of overseas study.**

**2. Attendance and participation.** Unless otherwise noted, classes meet every day 8:30-1:30. Missing one day of class is equivalent to missing *two weeks* of a semester class on campus. If you are sick, notify me immediately. You will be visited by our TA or taken to the hospital, depending on the urgency. In class you will be required to participate *actively* in all discussions as part of your course grade. The more you participate in class, the more (and more easily) you will learn.

**3. Learning as priority.** By enrolling in this academic program rather than choosing vacation travel, you acknowledge and accept *learning as your priority*. This is an intensive program with some complex material and a fast pace. It is recommended that you spend some time every day reviewing the material presented in class. Trying to cram for tests the night before is a very BAD idea. It is also highly recommended that you study in groups whenever possible. Our TA is available for individual or group review s*essions and tutoring.*

***4.* Assignment submission and feedback*.*** All assignments are to be delivered via your Drop Box on t-square. Please name each file with *Your Last Name \_ title of assignment.* Once I have reviewed and graded your assignment, I will deposit it back into your dropbox. Please understand that the intensity of this program also impacts the speed at which I am able to return tests and papers. Reading a short essay typically requires at least 30-40 minutes, which means one essay from a class this size will take approximately 10 hours, and these hours must be gathered from time available between teaching, preparing for class, planning and conducting activities and excursions, etc. I ask that you be patient and know that I am working as hard as you to get you feedback as quickly as possible. When you receive feedback, pay attention to it and use it to improve your next submission. **Your professors also need feedback**. If you have a concern or worry or complaint about coursework, homestay arrangements, group dynamics, etc., you must let me know immediately, either directly or by communicating with our TA.

**5. Resources.** All materials for the course are available on t-square in the "Resources" file.

**6. Excursions**. Excursions will be of two types: cultural and professional. In some cases, we will have speakers come to us instead of our going to them. Topics have been chosen to correspond to course themes and the major fields of study of the students in this class.

**7. Course components.** You will have one test and one final project, which together will constitute 50% of your grade. Guidelines for all assignments are posted on t-square.

**a. Critical Film Analysis.** Must be delivered electronically via Dropbox *before* the film is discussed in class. Read carefully and follow the guidelines on t-square for writing film critiques. You will be graded on: quality and depth of content; clarity of idea development; and language use (communication), particularly agreement of subjects and verbs, nouns and adjectives. Avoid at all cost the following: stereotypes and broad generalizations, repetition of ideas, plot summaries, surface or trivial treatment of themes. In your film review you must include at least one substantive quote from the film, attending to the greatest language precision possible.

**b. Professional site reports.** You will turn in two (2) reports on professional site visits and/or speakers, using the format on t-square. Your focus in these reports should be on what you learned in the session (*not* a critique of the speaker). Do not draw information from websites, etc. In your professional visit report, you must include at least one substantive quote from the session, with as much accuracy as possible.

**c. Ethnography and readings.** You will conduct at least one field ethnography report of approximately 2-3 pages, following the guidelines on t-square.and will submit at least one summary of an independent research article from those posted on t-square (this is in addition to the required readings that are discussed in class).

**d. Vocabulary quizzes.** We will compile daily lists of vocabulary words that arise from class discussions or conversation needs. There will be 3-4 quizzes on this running vocab list, each one announced one day in advance. It is recommended that you review this list daily and try to use the new words as much as possible

**e. Debates.** We will have two team debates on controversial topics selected by groups. Initial case presentation will be prepared in advance and no notes are allowed; the argumentation phase will be spontaneous and will spring from classmates' presentations. See t-square for detailed guidelines on debate procedures and conduct.

**f. Final project.** You will work in committees to research in depth an instructor-approved issue/theme related to Ecuador's sustainable development (e.g. hydroelectric energy, water management, bioprospecting, medicine and health care, cultural patrimony, etc.) and produce a documentary that integrates captioned fragments of interviews you will conduct with professional experts on your topic. Background research must employ 70% authentic texts in Spanish and all articles must be of scholarly caliber (no blogs, Wikipedia). For this topic you will conduct background research. Your group is responsible for indentifying and contacting at least 3 professional Interviewees via phone and email, scheduling appointments and conducting the interviews without scripts. Your documentary will be shown in the final day of class and you will be responsible for leading 20 minutes of follow-up class discussion. A written executive summary will be turned in within 5 days of the documentary presentation and will include a summary of bibliographic research, interviewee perspectives, conclusion, and a final reflective section on group distribution of labor. Please see complete final project guide on t-square.

**Academic Integrity:**

Violations of GT's policy on academic honesty include plagiarism, cheating, and unauthorized collaborations. Plagiarism is representing the work of others as your own by not attributing sources of ideas and facts, failing to indicate and cite direct quotations, or falsifying citations. Paraphrasing or translating English material to Spanish without attribution to author is also plagiarism, whether the source be hard copy or Internet.

**Special needs:**

Georgia Tech provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the ADAPTS Program at the Dean of Students office (http://www.adapts.gatech.edu). If they certify your needs, your instructor will work with you to make appropriate arrangements. Please do not hesitate to talk to your instructor to get the necessary assistance.

**COURSE CALENDAR\* 3592 (proposed course number)**

\*NOTE: This sample course calendar is that used in the summer 2015 intensive overseas LBAT program in Ecuador in which class meets 5+ hours/day, M-F for three weeks with afternoon excursions. It has been modified here to show semester-week correspondence of topics.

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| **Day-Week**  **Conversion** | **In-class 8:30-13:30** | **Out-of-class Afternoon (3:30-5:00)** |
| **1** | Intro: The nature of business in the business of nature.  Discussion of “Overview of Self-Determination Issues in Latin America” | Market ethnography |
| **2** | Class presentations, Historical overview | Visit to Chamber of Industry, Cuenca |
| **3** | The imagined "indian" vs. the indian imaginary  Discussion of "Social Construction of National Identity in Highland Ecuador" | Guest speaker Dr. William Ochoa, Nacional Director of Solidarity Economy Movement |
| **4** | Sacred landscapes: exploring the indigenous cosmovision  Man and nature, time and space  Abya Yala | Visit to Artesanías PAKARI |
| **5** | The Ayllu and chakra. Discussion of "El Ayllu"  Sustainable communities, past and present | Guest speaker: Ecuador's endangered biodiversity |
| **6** | Conflicting views of time and space. Discussion of "Niñez y la crianza de la chakra en la cosmovisión andino-amazónica" |  |
| **7** | Discussion of “Indígenas y medio ambiente…guardianes de la tierra” | Visit to ECU 911 |
| **8** | Discussion of film T*ambién la lluvia* and issues of water rights and privatization | Visit to hydraulic models, PROMAS project, University of Cuenca |
| **9** | Petroleum, the Yasuni ITT initiative  Discussion of film "Crudo" and the Amazon-Chevron case. | Skype interview with Pedro Fajardo, lead lawyer for Ecuador's lawsuit against Chevron |
| **10** | The Pachamama in the Constitution of 2008  The "rights" of Nature  Discussion of final project topic proposals | Individual consultations for final project |
| **11** | Debates, Teams 1 and 2 | Fieldwork: Interviews with professionals |
| **12** | TEST  Fieldwork: Interviews with professionals | Fieldwork: Interviews with professionals |
| **13** | Presentation of final projects |  |