DEMOCRACY AND DEVELOPMENT IN BOLIVIA
INDIGENOUS (AGRI)CULTURE, U.S. WAR ON DRUGS, CLIMATE CHANGE, AND COMMUNITY GOVERNANCE IN THE YUNGAS REGION

GLOBAL SEMINAR, ANTH 4020, SUMMER 2019

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The antidote to apathy is knowledge. The antidote to overwhelm is focus. The antidote to despair is action.

COURSE DESCRIPTION

“Democracy” and “development” are two of the most liberally used yet least understood concepts in our world today. For some, democracy is closely related to notions of “freedom,” “liberty,” and “capitalism”; for others, it may be used to promote “justice,” “equality,” and “socialism”—ideas which simply represent different kinds of cultural values. These cultural values and resulting political economic systems, in turn, give rise to different practices of socio-economic development and environmental stewardship. An anthropological approach to the study of democracy and development allows us to unpack all of these concepts, to incorporate the necessary historical and cultural contexts, and to consider the relationship between individual and collective action and social structure. Bolivia is an excellent place to undertake this inquiry, for it has deep cultural traditions, a fascinating historical trajectory, and long-term relationships with the United States and Europe—both of which have wielded enormous influence in this small South American country.

The Bolivian people and popular indigenous president Evo Morales are actively navigating a new course toward a participatory democratic model for development that they call Andean Socialism. This shift is part of a broad movement across South America called the New Left, which seeks to ameliorate persistent social and economic inequalities in creative new ways. Plenty of challenges and contradictions exist. During three 3-hour sessions in Boulder before our departure, we will review the history of Andean peoples, the Inka Empire, Spanish colonialism, the hacienda system, Bolivia’s 1952 Revolution, the agrarian sindicato system, military dictatorships, neoliberal austerity programs, the U.S. “war on drugs,” indigenous social movements, the rise of the New Left, and the presidency of Evo Morales. Then, for the two weeks that we are in the rural agricultural Yungas region, we will observe and talk to people about how indigenous peasant agriculturalists are conceptualizing and promoting their own models for rural development based on local community values and integrated livelihood strategies. Throughout this interdisciplinary Global Seminar we will discuss why an anthropological approach is necessary in the study of democracy and development. You are encouraged to develop your own opinions at all times, and to bring to the discussion your particular disciplinary perspectives and personal experiences.
COURSE AND LEARNING OBJECTIVES + ASSIGNMENTS

General course (skill-based) objectives for students are as follows:
1) Students will develop a regular practice of keeping up with current events in Bolivia and Latin America in general, both prior to and during our stay in-country.
2) Students will deliberate a specific topic of personal interest (i.e., Aymara values in democracy, a livelihood strategy, a social or environmental issue, etc.) to investigate during our time in Bolivia.
3) Students will participate fully in all organized activities, class discussions, and assignments, and will work to synthesize academic concepts with real-world situations.
4) Students will turn in assignments on time, work well independently and in groups, and communicate openly and regularly with instructor.
5) Students will cultivate and demonstrate humility, respect, and an open mind toward fellow classmates, all Bolivians that we meet, and the new ideas we explore.

Specific learning (conceptual) objectives will guide our pre-departure meetings and in-country classes:
A. AYMARA: Students will be able to outline and explain the historical, cultural, and political context of the Aymara people in the Yungas and the Andes.
B. BOLIVIA: Students will be able to identify key economic and political shifts in Bolivia’s history, and to evaluate the impacts of its neoliberal policies and various counter-neoliberal strategies.
C. COCA and COFFEE: Students will be able to synthesize the complex dynamics related to coca leaf and coffee—social significance, political economic controversy, the war on drugs, and development.
D. DEMOCRACY and DEVELOPMENT: Students will be able to explain community and municipal governance structures, differing development discourses, the New Left in Latin America, U.S. foreign policy, and the processes involved in popular political participation and social movements.
E. ETHNOGRAPHY: Students will be able to explain the importance and relevance of fundamental ethnographic research methodologies and ethical conduct, and will choose and utilize a variety of field methods while in Bolivia to create a particular topical focus in research teams.
F. APPLICATION: Students will be able to design individualized learning objectives—with an eye toward collaboration with local people and the resolution of actual social problems—which they will translate into a research plan to be undertaken with assistance from Bolivian college students.

Students will be required to complete the following assignments as components of their final grades:
• Annotated Bibliography (20%): Students will turn in three installments of an Annotated Bibliography for the readings and websites consulted during Boulder Sessions One, Two, and Three. Students are expected to explain and contextualize all key concepts along the way (listed below).
• Research Proposal (20%): Students will turn in a cultural anthropology Research Proposal (also the basis for the Final Paper) to synthesize the concepts discussed during the Pre-Departure sessions, summarize their individual literature review, and outline their research agenda. Due June 7th.
• Field Journal (25%): Students will maintain a Field Journal throughout our time in-country, to keep detailed notes from lectures, excursions, interviews, and their team research projects, and to record their daily reactions, reflections, and questions. Two installments are due while in Bolivia.
• Research Presentation (10%): Students in their research teams will critically analyze their field notes to address their guiding questions, and will present their findings as an outline of the final paper via PowerPoint in an academic conference-style on the last day of the program, June 29th.
• Final Paper (25%): Students will write a Final Paper that 1) summarizes the history and culture of Bolivia and the Yungas, 2) presents their research plan, methods, and data collected, and 3) analyzes their findings and the utility of their results to other contexts or disciplines. Due July 15th.
PRE-DEPARTURE CLASS SCHEDULE
(three 3-hour classes in Boulder in March/April; plus one individual meeting with instructor in May)

- We will utilize a variety of materials and resources—including readings, websites, films, and guest speakers—to outline the history, culture, and politics of Bolivia and the Yungas region in our Pre-Departure classes, so that students will be prepared to take full advantage of their time in-country.
- Instructor will hold individual meetings with each student prior to departure in order to help students develop their individual course goals and to discuss their research interests, and to lay a solid foundation for in-country group dynamics. If you are in Boulder we will meet in person; if not, by phone.

Recommended Books (see also the sources of the chapters listed below—you are encouraged to build your personal library of books to reflect your scholarly studies and career interests)


Boulder Session One: Introductions, syllabus review, initial discussion of topics and personal interests to be explored during the course. Review of Bolivia’s political and cultural history, geography, economy, and ecology, situated in the Yungas and in the larger Andes region and South American contexts.

Learning Objective: A) AYMARA: Students will be able to outline and explain the historical, cultural, and political context of the Aymara people in the Yungas and the Andes; and B) BOLIVIA: Students will be able to identify key economic and political shifts in Bolivia’s history, and to evaluate the impacts of its neoliberal policies and various counter-neoliberal strategies.
Key Concepts: Andean cultures, Tiwanaku, Inka Empire, Pachamama, coca, ayllu, ayni, achachila, huaca, Spanish Conquest, hacienda, creole, elite, peasant, miner, Tupac Katari and the Age of Andean Insurrection, Wars of Independence, 1952 Revolution, capitalism, dictatorship, Dependency Theory, democracy, neoliberalism, political consciousness, living well

Readings:

Films:
“Ausangate” (2006, directors Andrea Heckman and Tad Fettig) on coca, apus, ayllus, ayni, and textiles
“The Devil’s Miner” (2005, directors Kief Davidson and Richard Ladkani) on Cerro Rico in Potosí
“The Shock Doctrine” (2009, directors Winterbottom and Whitecross) on 9/11/73 coup in Chile
**Boulder Session Two**: Discussion of readings on coca leaf and community governance, and the history of Bolivia’s relationship with the U.S. and Europe re: international development and the drug war.

**Learning Objective**: C) **COCA and COFFEE**: Students will be able to synthesize the complex dynamics related to coca leaf and coffee—social and cultural significance, political economic controversy, the U.S. war on drugs, and alternative development.

**Key Concepts**: coca leaf, cocaine, agrarian *sindicismo*, reciprocity/ayni, mink’a, public sphere, drug war, alternative development, Agroyungas, USAID, Ley 1008, Yungas vs. Chapare, Bolivia vs. Colombia, fair trade coffee, global coffee commodity chains

**Readings**:


Films:
“Cocaine Unwrapped” (2012, director Rachel Seifert) on the global supply chain and drug war “Shoveling Water: War on drugs, War on people” (2009, Witness for Peace Productions)
“Morales is chewing coca at the UN” parts 1 and 2, posted by Hungarian Civil Liberties Union: http://www.youtube.com/watch?v=FzuL5vHILMA&NR=1; http://www.youtube.com/watch?v= Ulz6WzdAP14&NR=1
“Black Gold” (2006, directors Marc and Nick Frances) on the coffee phenomenon and fair trade

Boulder Session Three: Discussion of Bolivia’s “democratic revolution” and the New Left, social movements, the rise of President Evo Morales, and the current political economic situation in Bolivia.

Learning Objective: D) DEMOCRACY and DEVELOPMENT: Students will be able to explain community and municipal governance structures, differing development discourses, the New Left in Latin America, U.S. foreign policy, and the processes involved in popular political participation.


Readings:


Films:
“South of the Border” (2010, director Oliver Stone) on the New Left in South America
“Our Brand is Crisis” (2005, director Rachel Boynton) on Bolivia’s 2002 presidential elections and the influence of James Carville’s Washington, DC, consulting company
“Coca and the Congressman” (2003, PBS Documentary) about Evo Morales working to build a national presence and perspective after his showing in the 2002 presidential elections

Skype Session: Discussion of ethnographic research methodologies with interdisciplinary applications. Students will specify their research interests in the Yungas and discuss feasibility, ethics in the field, and the Final Paper assignment. Generate specific individual research agendas to be carried out while in the Yungas, and consider potential real-world applications of ethnographic analyses.

Learning Objectives: E) ETHNOGRAPHY: Students will be able to explain the importance and relevance of fundamental ethnographic research methodologies and ethical conduct, and will choose and utilize a variety of field methods while in Bolivia to create a particular topical focus in research teams, and F) APPLICATION: Students will be able to design individualized learning objectives—with an eye toward collaboration with local people and the resolution of actual social problems—which they will translate into a research plan to be undertaken with assistance from Bolivian college students.

Key Concepts: anthropological ethics, mapping, life histories, culture, field notes, participant observation, structured, semi-structured, and unstructured interviews, data analysis, writing up, applied anthropology, cultural relativism, ethnocentrism, reflexivity, collaborative ethnography

Readings:


Films:

Internet Resources:

**NGOs:**
Washington Office on Latin America: www.wola.org
Transnational Institute: www.tni.org (see esp. Drug Law Reform Project)
Institute for Policy Studies: www.ips-dc.org
Council on Hemispheric Affairs: www.coha.org
Inter-American Dialogue: www.thedialogue.org
The Center for Economic and Policy Research: www.cepr.net
Andean Information Network: www.ain-bolivia.org
The Democracy Center: www.democracyctr.org
Foreign Policy in Focus: www.fpif.org/indices/region/latin.html
Witness for Peace: witnessforpeace.org
Fellowship of Reconciliation: www.forusa.org
Upside Down World blog: http://upsidedownworld.org
School of the Americas Watch: www.soawatch.org
The Narco News Bulletin: www.narconews.com
Students for Sensible Drug Policy: www.ssdp.org (daregeneration.blogspot.com)

**Gov’t:**
U.S. State Department: www.state.gov—see country profiles and programs
Inter-American Foundation: www.iaf.gov
Congressional Research Service (CRS): www.opencrs.com

**Other:**
World Bank: www.worldbank.org—see annual reports and country profiles
Organization of American States: www.oas.org
Inter-American Development Bank: www.iadb.org—see project reports
Democracy Now! with Amy Goodman: www.democracynow.org—search archives
Living Anthropologically blog: http://www.livinganthropologically.com
Human Organization (applied anthropology journal): www.sfaa.net/ho
Practicing Anthropology (applied anthropology journal): www.sfaa.net/pa
SAPIENS: https://www.sapiens.org/

**University:**
List of all campus student groups: http://buffconnectdirectory.orgsync.com
Center for Student Involvement: http://www.colorado.edu/involvement/
Center for Inclusion and Social Change: https://www.colorado.edu/cisc/
Women's Resource Center: http://www.colorado.edu/wrc/
Gender and Sexuality Center: http://www.colorado.edu/gsc/
Cultural Unity and Engagement Center: http://www.colorado.edu/cue/
Dennis Small Cultural Center: http://www.colorado.edu/umc/dscC
Office of Diversity, Equity, & Community Engagement: http://www.colorado.edu/odece/
Conference on World Affairs: https://www.colorado.edu/cwa/
#BuffsUnited: https://www.facebook.com/BuffsUnited/