

Venezuela: Building Economic and Social Justice Fall 2011

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WEEKLY SCHEDULE:

Tuesday 9:30-12 Seminar 2, E-1105: Lecture/Presentation

Tuesday 1-3 Seminar 2, E-2107: Anne's Seminar

Seminar 2, E-2109: Peter's Seminar

Tuesday 3:30-5:30 Seminar 2, E-3109: Intermediate/Advanced Spanish

Wednesday 10-1 Seminar 2, E-2109: Peter's Economics workshop

Wednesday 10-1 Seminar 2, E-2107: Anne's Video Production workshop

Wednesday 3-5 Seminar 2, E-3109: Advanced Beginning Spanish

Thursday 3-5 Seminar 2, E-3109: Intermediate/Advanced Spanish

Friday 9:30-12 Seminar 2, E-1105: Lecture, Film

Friday 1-3 Seminar 2, E-2107: Anne's Seminar

Seminar 2, E-2109: Peter's Seminar

(E-2105 also available for all-program meetings, seminars)

Friday 3:30-5:30 Seminar 2, E-3109: Advanced Beginning Spanish

FALL READINGS:

Eduardo Galeano, *Open Veins of Latin America*

Richard Gott, *Hugo Chavez: The Bolivarian Revolution in Venezuela* (2011 edition)

Gregory Wilpert, *Changing Venezuela by Taking Power*

Paolo Freire and Myles Horton, *We Make the Road by Walking*

Carlos Martinez, Michael Fox and JoJo Farrell, *Venezuela Speaks*

Grace Livingston, *America's Backyard*

Naomi Klein, *The Shock Doctrine* (Parts 1-3; the rest in spring)

Michael Lebowitz, *Build It Now*

Fernandes, Sujatha, *Who Can Stop the Drums?*

*Venezuela Program Book

Additional essays will be on Moodle site or Website or handed out in class

for Advanced Beginning Spanish: *Plazas*

for Economics Workshop: William Robinson, *Latin America and Global Capitalism*

Winter Quarter Texts: Winter Quarter begins Tuesday, January 10, 2012

Charles Hardy, *Cowboy in Caracas*
Steve Brouwer, *Revolutionary Doctors---Possibly one more text*
Venezuela Travel Dates: January 20-March 22nd (dates approximate)

Spring Quarter Texts: (Spring Quarter begins Tuesday, April 3, 2012)
Oscar Olivera, *Cochabamba*
Naomi Klein, *Shock Doctrine* (Part 4-end)
Other texts to be decided

ON-LINE RESOURCES:

Venezuela Analysis (www.venezuelanalysis.com)
Upside Down World (www.upsidedownworld.org)
Venezuela Notes (venezuelanotes@blogspot.com)
Revolutionary Doctors (www.revolutionarydoctors.com)
Aporrea.org (<http://www.aporrea.org/>)
Telesur (<http://www.telesurtv.net/>)
Organization of American States (<http://www.oas.org/en/default.asp>)
SOA (School of the Americas) Watch (<http://www.soaw.org/>)
Cowboy in Caracas (<http://cowboyincaracas.com/>)
Rebelión (www.rebellion.org)
The Narco News Bulletin (www.narconews.com)
Correo del Orinoco (<http://www.correodelorinoco.gob.ve/english-edition/>)
Democracy Now (www.democracynow.org/)
Znet (www.zcommunications.org/)

Program Description: Venezuela is spearheading a movement to create alternatives to the neo-liberal model of development championed by the U.S. Venezuela's president, Hugo Chávez, has called for "socialism for the 21st century." This process affects every aspect of Venezuelan life, including health care, media, education, housing, governance, land ownership and agriculture. Venezuela is exploring alternative economic structures, including worker-owned factories, cooperatives, nationalized industries, and regional economic planning and trade. Calling for a "multi-polar world" Venezuela is also creating new alliances to redistribute global power and influence.

Our program will learn from and about Venezuela's political and economic transformation. Working with perspectives from political economy, community studies and popular education, we will study and document both national policies and the experiences of ordinary people participating in a popular movement to redistribute power and wealth. We will learn about efforts to construct a system that meets peoples' needs for food, health, shelter, education, employment and political participation. We will learn about struggles for indigenous rights and racial and gender equality, and consider advantages and contradictions of Venezuela's reliance on oil. We will study the colonization of Latin America, and anti-colonial struggles, historically and today.

Questions to address are: What are the political, economic and environmental

implications of the proceso? What are its strengths and weaknesses? Is it creating popular participation, power and prosperity? Is this model applicable to other nations?

In fall we will study Advanced Beginning or Advanced Intermediate Spanish, political economy of Latin America (international political economy, comparative social systems), and Venezuelan history and politics. We will learn about popular education and collaborative approaches to community work. We will study Venezuela's struggle for political and economic independence, culminating in the election of Hugo Chávez. Students will choose a research focus--Venezuelan agriculture, education, the economy, culture, cooperatives, media, gender, youth and health are possible areas.

In winter most of us will go to Venezuela for 8-9 weeks. We'll travel to Caracas and the states of Lara and Mérida to visit organizations and communities work with cooperatives, community centers and schools, and live with families. There will be opportunities for language exchange or Spanish instruction. Students who don't travel to Venezuela are welcome to rejoin the program in spring.

In spring we will return to Evergreen to continue our studies of Venezuela and Spanish and develop educational presentations for the community. One project we hope to produce is a documentary video about our experiences.

Admission to the winter travel component requires successful completion of fall quarter work. Students traveling to Venezuela are expected to remain in the program through the end of spring quarter to complete our outreach projects.

WEEK 1: September 27-30

Tuesday: Intro to the class; class logistics

Peter: Surplus and Economic Development

Anne: Why Venezuela?

Seminar reading: *Open Veins of Latin America*, all introductions plus Part I (ix – 170)

Tuesday 3:30-5:30: Everyone in Sem. 2 E--3105 for Spanish assessment

Assignment for Friday's seminar: 2-page reflective writing on your own social/cultural location, learning goals, obstacles. To be shared with 1-2 other people in seminar; give copy to faculty, keep a copy in your journal.

Wednesday Workshops (everyone) 10-11:45: Observation and journal-writing

Wednesday 12-1 Economics workshop): Introduction, Globalization, World Capitalism, and other key concepts of Chapter 1 of Robinson, *Latin America and Global Capitalism*.

Media workshop: Documentary projects and teams.

Friday AM: Film Screening: Kief Davidson and Richard Ladkani, *The Devil's Miner*, 80 min., 2005

Seminar Reading: *Open Veins*, pp. 173-285. Parts II and III

Self-in-Context due

WEEK 2: Oct. 4-7

Tuesday: Peter: Political/economic history of Venezuela

Anne: Cultural analysis—representations of Venezuela

Seminar Reading: *Hugo Chavez and the Bolivarian Revolution*, Intro to 2011 and 2005 edition, parts 1-4 all, part 5, ch. 20-24, pp. xiii-xvii, pp. 1-179

Wednesday 10-11:30: Media Workshop: 10-11:30, Interview Practice. *Discuss Research on community organizations.*

Economics Workshop: read Robinson, preface and 1st part of Ch 1, *An Epochal Shift in World Capitalism* ix-xv, pp. 1-24

Wednesday 11:45-1 Chris Dixon (Library Lobby), “A New Generation, A New Politics: Contemporary Anti-Authoritarian Activism in the U.S. and Canada,”
(*Suggested Reading: this talk is based on a forthcoming article linked to on our web-site.*)

Friday screening: Kim Bartley and Donnacha O’Brain *The Revolution Will Not Be Televised* (74 min., 2002)

Seminar Reading: Gott, part 5 (ch. 25-30); part 6, “Epilogue” and “Postscript: Venezuela in 2011, pp. 180-324

Fernando Coronil, "The 2002 Coup Against Chavez" (Moodle)

WEEK 3: Oct. 11-14

Tuesday: Peter: Overview of the Venezuelan Revolution

Anne: Participatory Democracy as a form of Organizing

Seminar Reading: *Changing Venezuela by Taking Power*, Intro, Parts 1-3, pp. 1-103

Wednesday: Media Workshop: Vixia cameras—*written observation and description of project team due*

Economics Workshop: Robinson, 2nd part of Ch. 1, *An Epochal Shift in World Capitalism* pp. 25-50. Indigenous People’s Day.

Friday: Peter: Oil, Dutch Disease and the Venezuelan Economy/Environment

Friday Screening: Film: Ressler and Azzellini, *Venezuela from Below*, 2004, 67 min

Seminar Reading: *Changing Venezuela*, Parts 4- 6, epilogue, pp. 105-236

Oct. 14-15: Optional Olympia Community event: Food Justice Summit

(<http://www.sustainablesouthsound.org/2011/08/food-summit-come-to-the-table/>)

WEEK 4: Oct. 18-21

Tuesday: Peter: Social Indicators and the Venezuelan Economy

Anne: Gender and the Bolivarian Proceso

Seminar Reading: *Venezuela Speaks* (pp. 1-105)

*Courtney Frantz, "La Revolución Es Feminista: Reconstructing Gender in Venezuela"
*Isaacs et al., "The Food Sovereignty Movement in Venezuela"
Weisbrot, "Venezuela in the Chavez Years:" (Moodle)

Wednesday: Media Workshop 10-11:30 introduction to audio field recording
11:45-1: *work in progress (observational video)*

Econ workshop: Robinson, Ch. 2, Global Economy and Latin America I:
Non-traditional Agricultural Exports and Agro-Industry. Food Sovereignty, pp. 51-101

Friday: Cooperatives
Group work on research projects

Hand Out Synthesis Paper Assignment (due Tuesday of week 8)

WEEK 5: Oct. 25-28

Tuesday: Guest presenter Ellen Shortt Sanchez, Coordinator, Center for Community-
Based Learning and Action on Popular Education
Seminar Reading: Freire and Horton, *We Make the Road by Walking--all*

Wednesday: Media: *Work in Progress—video observations.*
Preparing to film an interview

Econ: read Robinson Chapter 3, Global Economy and Latin America II:
Industrial Subcontracting, Transnational Services, Tourism and Export of Labor,
pp. 102-166.

Journals due to seminar faculty

Thursday PM: Conferences with Seminar Faculty

Friday 9:30-11:30 Screening Lucy Massie Phenix and Veronica Selver, *You've Got to
Move*, 1985, 87 minutes

Friday 12-1:15 Meeting of Students Traveling to Venezuela in E-2105

Friday 1:30-3:00 Research Workshop with Paul McMillan (location TBA)—note: the
last 10-15 minutes will be allocated for research groups

Outline of Synthesis Paper Due to seminar faculty

WEEK 6: Nov. 1-4

Tuesday: 9:30-11:00, Guest Lecturer Larry Mosqueda on US foreign policy

11:15-12:00 Peter: Venezuela's International Role

Seminar Readings: *America's Backyard*, Ch 1-7, pp. 1-119)

Martin Hart-Landsberg, "Learning from ALBA and the Bank of the South: Challenges
and Possibilities, *Monthly Review*, September, 2009

<http://monthlyreview.org/2009/09/01/learning-from-alba-and-the-bank-of-the-south-challenges-and-possibilities>

Wednesday: Media Workshop: *Screen Work in Progress (interviews)*

Economics Workshop: Free Trade, Free Trade Agreements, International Macroeconomics, Financialization and Debt, Greece, Latin America, and U.S. Read Martin Hart-Landsberg, Neoliberalism, Myth and Reality, April, 2006, *Monthly Review*, <http://monthlyreview.org/2006/04/01/neoliberalism-myths-and-reality>

Other handouts.

Wednesday, 7-9:30, Film, *Hearts and Minds* (on U.S. and Vietnam War) strongly recommended. Room to be announced

Friday Screening: Jorge Sanjines, "Blood of the Condor," 1969 72 min

Anne: Cinema of Resistance: "Third Cinema" in Latin America

Seminar Readings: *America's Backyard*, Ch 8-11, *postscript Appendix A,B*, (pp. 120-238)

Sanjines, "Revolutionary Cinema: The Bolivian Experience" (Moodle)

Also see: <http://edweb.sdsu.edu/sdpca/mines/Expulsion.html> and

<http://edweb.sdsu.edu/sdpca/mines/images/BaumannMemo5.24.71.pdf> -- an archive of materials about this controversial film and the expulsion of the Peace Corps from Bolivia

WEEK 7: Nov. 8-11

Tuesday: Peter: The Economics of Neoliberalism (1973-2011)

Seminar Reading: *Shock Doctrine*, Introduction and Parts 1-3,

Synthesis Paper Drafts Due—give a copy to your group members.

Wednesday: Media Workshop: Editing, using Final Cut Pro-1 (in Multi-Media Lab)

Econ: 10-12, read Robinson, ch. 4, Transnational Processes in Latin America: Class, State and Migration, pp. 167-225.

Handout of take-home exam for LA political econ and econ workshop.

Noon to 1 P.M.- Synthesis Paper Drafts—small-group discussion and critique

Friday: Veterans Day Holiday, No class

Optional and Recommended: Film Festival at the Capitol Theater (Nov. 11-20)

WEEK 8: Nov. 15-18

Tuesday AM: Peter: Anarchism, Marxism and Competing Theories of Socialism (part 1)

Seminar Reading: Lebowitz, *Build it Now*, Intro and Ch. 1-6, pp. 9-84

Synthesis paper due, 9:30 A.M.

Workshops: Media: Editing, using Final Cut Pro (part 2)—in Multi-Media Lab

Paper Edit of film due

Economics: read Robinson, Ch 5, *The Antinomies of Global Capitalism and the Twilight of Capitalism*, pp. 226-286

Thursday in MML: Assisted Work Session for Media Projects, optional

Friday: Group Work and Discussion: Venezuela research projects

Screening: Patricio Guzman, "Chile: Obstinate Memory," 2009, 60 min.

Seminar Readings, Lebowitz, Ch. 7, pp. 85-118; *Changing Venezuela by Taking Power*, appendix, pp. 237-266

"Interview with Patricio Guzman" (Moodle)

WEEK 9: Nov. 29-Dec. 2

Tuesday: Peter: Anarchism, Marxism and Competing Theories of Socialism (part 2)

Anne: Traditions of Cultural Resistance in Latin America

Seminar Reading: *Who Can Stop the Drums?* "Introduction" to p. 159

Wednesday: Media workshop: *rough cuts due*—discussion and critique

Econ workshop: read Robinson, Ch 6, *A New Cycle of Resistance: The Future of Latin America and Global Society*, pp. 287-359; review of Latin American economics workshop learning.

Thursday in MML: Assisted Work Session/Critique (optional)

Friday screening: "Comuna Under Construction"

Seminar reading: *Who Can Stop the Drums?* (pp. 160-end)

For Econ workshop students: Take-Home essay/exam due Friday, December 2, 9:30 AM

WEEK 10: Dec. 6-9

Tuesday AM: Presentation of Venezuela Research Projects

Tuesday PM: Wrap-Up Seminar

Wednesday: Presentation of Venezuela Research Projects and presentations from Latin America (LA) Econ workshop

Friday 9:30-10:15 Presentations from LA Econ Workshop continued,

10:30-12:30 Community Documentation Projects

Friday 1 PM: Class Potluck and Closure—*sharing final self-in-context*

Journals Due to Seminar Leader—include draft self-evaluation

WEEK 11: December 12-16 Evaluation Week

Please plan to stay until you complete your evaluation conference and turned a completed self-evaluation and faculty evaluations in to your seminar faculty.

ASSIGNMENTS:

1. Synthesis Paper: (6-7 pages)

Due Tuesday, Nov. 15 in seminar

2. Collaborative Research Project: in teams (3-4 people)—on some aspect of Venezuelan economic, political or social life

Presentation Due: December 6 and/or 7

3. Journals—a space in which to document and reflect on your learning. Journals must be well organized in a 3-ring binder—this can include a regular notebook, but you must have the ability to remove and add materials.

Due Wednesday, Oct. 26 and Friday, Dec. 9

Journals include:

a. Self-in-Context—First Version: 2-page essay about your social location, learning goals and aspirations in regard to Venezuela, and potential challenges you envision.

Due Friday, October 1st, in seminar—bring 2 copies to share.

Second version: 3-4 page reflective essay addressing changes in your understanding of the world and Venezuela, challenges you confronted through this learning, what you hope to learn in our visit to Venezuela (or future studies), and your developing sense of your own work and possible contribution. We encourage you to draw on the Self-in-Context essay while writing your fall quarter self-evaluation. Due Friday, Dec. 9

b. Written response for each seminar. This should be a reflection and/or thoughtful question about a SIGNIFICANT concept in the text—to help organize seminar discussion. It should include a relevant quote from the text and page numbers. Maximum one page double-spaced. Bring to seminar, include in your journal, and give a copy to your seminar faculty.

c. Class notes on presentations, workshops and films

d. Reading notes, if you're not putting your notes in the book.

e. Research logs and notes

f. For Media Workshop students: activity logs, film logs, contact lists, transcripts, shot list, paper edit.

g. Economics Workshop: workshop and reading notes (see below)

4. Media workshop: a 5-minute collaboratively produced documentary about a local community organization. These short documentaries will be linked to our program website to show in Venezuela as a way to create greater knowledge about our community and a closer connection between Olympia and our partners in Venezuela. To be produced

in groups of 2-4, sharing roles. See assignment sheet for a list of suggested community organizations. Final edited version due Friday, Dec. 9.

5. Latin American Political Economy and Economics Workshop—Take-home essay/exam—Due, Friday, December 2nd.

Workshop Descriptions:

1. Latin American Political Economy and Economics Workshop—Peter Bohmer

The aim of this Latin American Political Economy and Economics workshop is to develop an in-depth understanding of the economies of Latin America and of different strategies, economic models and policies that are being currently contested and the differing economic and political economic perspectives and philosophies informing them. We will carefully examine the global political economic context in which these Latin American economies are operating and look at the conflicting visions, analyses and strategies of various social forces and social movements—locally, nationally and globally. A major focus of this workshop will be the relation **between meeting human needs and the interrelated economic systems and policies**. We will refer to Venezuela each week but this workshop has a focus on Latin America and global capitalism.

We will study how to measure and analyze economic inequality of income and wealth, poverty and well-being, work and unemployment, and other measures of meeting human needs and their interrelation with various local, national and international policies, strategies, and economic systems. Through these weekly workshops, students will develop an understanding of key economic concepts and theories such as balance of payments, free trade, protectionism, fair trade, trade and government deficits and surpluses, inflation, money and monetary policy, various types of debt, import substitution industrialization, export led development, gender and racial division of labor, formal and informal labor markets, reproductive labor, remittances, fiscal policy, financialization, economic recession, depression and crisis, market structure and market failure, neoliberalism and alternatives, and neoclassical economics and radical political economy.

Due Dates, Requirements for this workshop

A) Read carefully the assigned reading before Wednesday workshop. Prepare one to two pages of comments for each workshop that includes your explanation of the key concept(s) of the readings. Include at least one quote and page number. Also include a question and/or comment that you would like to discuss in the workshop and a concept you would like more clarity on. Reflect on an idea you got from the weekly reading that is useful for developing a society that meets human needs, and also one that indicates obstacles that need to be overcome.

B) There will be one take-home essay, exam on key concepts from the class that is due on Friday, Dec. 2nd.

C. On Wed and Friday of week 10, December 7 and 9, you will in small groups of two to three people, teach key concepts you learned to the entire program. Each group will teach one chapter and there will be one other group. Presentation including leaving ample time for discussion will be 15-20 minutes each. Each group will submit to me and the class at the time of their presentation a one page paper with the names of each member of group and key points made.

2. Documentary Media Workshop—Anne Fischel

This workshop will teach basic documentary media skills, working with digital high-definition cameras and editing software. No previous experience in media is necessary.

Project: to produce a 5-minute documentary film about a local community organization. This project should be substantive, providing informing us about the mission, process, values, goals and culture of your organization. You'll be working in teams of 2-4 and filming over 5-6 weeks, with work in progress sessions to discuss your work in class. Our focus is on developing a media practice that is collaborative—with each other and with the community groups we'll be working with. As time permits we'll also view and discuss examples of community-based documentary work in order to support and develop a sense of what it's possible to do and say with non-fiction image-making.

We'll complete these projects in English this quarter and make versions with Spanish subtitles before leaving for Venezuela. The goal is to create documentaries that will be useful to the organizations we film with, as well as to people in Venezuela seeking to learn more about grassroots work for social justice in our community. The videos will be posted on Vimeo and linked to our project website.

Objectives: (1) to develop documentary media skills
(2) to learn more about social justice work in our local community
(3) to develop visual materials we can use to educate our compañeros/as in Venezuela about grassroots efforts here
(4) to learn basic skills in observation, participant observation and documentation that we can use in our fieldwork in Venezuela

Due dates: Week 2: complete preliminary research (on-line research is fine).
Week 3: Finalize teams, make contact with your organization; at least one site visit. Take notes during the visit and develop them into a well-written page about your first observations. Share them with your group and turn in to your workshop faculty.
Week 4: Observational video
Week 5: Observational video
Week 6: video interview--Interview questions due.
Week 8: Paper Edit due.
Wednesday of week 9: Rough Cut due
Week 10: Final edited English-language version of your film.