

UNIVERSITY OF PENNSYLVANIA  
DIPLOMACY IN THE AMERICAS - [THE PENN MODEL OAS PROGRAM](#)  
FALL 2024 (*ROUGH DRAFT based on Fall 2023*)

LALS 3020/PSCI 2420  
Class Times: T/TH 4:30-5:50PM  
Location: McNeil  
Office Hours: Thursday, 2-4PM, McNeil 457  
& by appt. (These may change periodically)

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## COURSE DESCRIPTION:

In *Diplomacy in the Americas*, you will explore what it means to educate youth for global civic and political engagement. In doing so, you will apply theoretical and pedagogical principles in curriculum design, classroom teaching, and collaborative learning with public high school students on the topics of Latin American politics and the role of the Organization of American States (OAS). Analyzing and strategizing like a diplomat and guided by theories of democracy and the other three OAS pillars of economic development, security, and human rights, you and your peers will collectively examine and propose solutions to the most pressing issues in the Americas.

The course will provide a basic understanding of some of the core issues facing Latin America and an overview of the major political and economic trends of the last century. You will be expected to read an overview chapter about Latin American political economy, read news about Latin America, attend CLALS events (if possible), and read various articles to understand major issues facing the region as this will be the empirical and contextual backdrop of the course. We will also delve into literature about how to educate for global civic and political engagement. What does this mean? What are some of the various approaches and countervailing theories on pedagogical practices for experiential international education, and how can global political participation be promoted? You will sign up for a specific topic and week to prepare a curriculum to teach the high school students on an issue related to the OAS and Latin America applying some of the pedagogical theoretical frameworks you have studied. As you prepare the curriculum with your classmates, we will go over readings and meet guest speakers who will help inform your understanding of democracy, human rights, security, and economic development. You will also work with high school students in researching and writing resolutions for OAS simulations. We will also discuss what may be some of the best ways to serve as mentors for high school students.

The main goal of this course is to educate youth about global civic engagement via the vehicle of an OAS hemispheric diplomacy simulation on Latin American politics. The overarching goals of this course can be viewed as introducing students to the following two themes, with the first theme being the guidepost: 1) *global civic and political education*; 2) *Latin American politics, economics, and current events & the Organization of American States and its role in diplomacy*. As we study Latin America and the OAS, you should continue to think about how these topics relate to global civic education and engagement. Hence, you will research philosophical and policy dilemmas across these three areas connecting the dots to understand, and execute, how to educate about diplomacy and for global participation on political issues in the Americas in transformative ways.

## COURSE OBJECTIVES:

- Critically examine what it means to educate for global civic and political engagement and what does it mean to be engaged?
- Develop a solid understanding of the challenges facing the Americas, with a specific focus on Latin America, in the areas of human rights, democracy, economic development and security – the four pillars of the OAS.
- Develop a foundational understanding of the roles and responsibilities of being a diplomat at the OAS, how to write and pass policy proposals, how to engage in dialogue and diplomacy with other countries, and how to problem-solve on a global level.
- Serve as mentors and teachers for high school students participating in the High School Model OAS program. In this capacity, students will learn how to design and executive an effective curriculum on important issues pertaining to Latin America. Students will also help high school students with their writing, public speaking, and critical thinking skills.
- Examine your own experiences, knowledge, and interests as they relate to societal problems from the local to the global by participating in class discussions, the Model OAS simulation, and critical reflection of the readings. From this exploration, students should be able to propose and create ways to bring theory into praxis on a problem of their choice.
- For more details on some the course objectives, please [visit this link](#).

## ASSIGNMENTS & SCHEDULE

As a student in this ABCs course, you are expected to do the following:

- Participate in classroom discussions, simulations, discussions, etc, including discussion board posts (minimum of 5 throughout the semester) (15%)
- Engage with the students or volunteer 15 hours outside of class hours (10%) including help with their country background brief and resolution.
- Two 3-4-page reflection papers (25%)
- Curriculum/lesson plan (15%)
- Resolution (with high school students) (10%)
- Literature review (6-8 pages) (25%)

### Summary of Grade:

### Date Due- To be revised!

Participation/Simulations	10%	Ongoing
Discussion Board	5%	Varies
ABCs 15 volunteer hours	10%	Ongoing
Reflection Papers (2)	25%	10/20, 12/11
Teaching lesson plan	15%	Varies
Policy resolutions	10%	10/31
Lit Review Pre 2	5%	11/14
Lit Review Paper	20%	12/17
Total	100%	

*General Grading Rubric:* Reflection papers as well as written resolutions and other assignments will follow this general rubric: A = Outstanding, exceptionally written, well-referenced essay demonstrating mastery of the concepts and theories discussed in class and their interconnectedness; B = a well written, well-referenced essay revealing a good understanding of the concepts and theories covered in class and how they relate to larger course themes. It may lack a deeper understanding of the material compared to an A paper; C = A satisfactory or less than satisfactory essay revealing a lack of understanding of core concepts and their relation to one another. The essay lacks core references and shows a lack of preparation; D = essay engages question or class material very little if at all showing inadequate understanding of concepts.

The course will be graded according to the following scale:

A	>=94	B+	87-89	C+	77-79	D+	67-69	F
A-	90-93	B	83-86	C	73-76	D	63-66	59 &
		B-	80-82	C-	70-72	D-	60-62	below

*About course and expectations:* This course is for a student who is earnestly interested in learning more about what it means to be a global citizen, how to educate for global and active political participation, and Latin American politics and diplomacy. At times, the readings may be heavy or theoretically dense and students are invited carefully and slowly read them to critically think about the arguments. This course is also for the student who enjoys active participation and working with community members, and in this case high school students. It does require students, as well as staff, to be flexible as there are logistical fluctuations throughout the semester, such as various meeting locations. This is a course for anyone interested or curious about these topics and themes.

### **Other Online Classroom policies and etiquette:**

*Code of Academic Integrity:* In fulfilling all the course requirements, the students must adhere to the principles and spirit of the Code of Academic Integrity, which is [listed here](#).

On this list, plagiarism is included and defined as follows:

“using the ideas, data, or language of another without specific or proper acknowledgment. *Example:* copying another person’s paper, article, or computer work and submitting it for an assignment, cloning someone else’s ideas without attribution, failing to use quotation marks where appropriate, etc.”

This includes Artificial Intelligence. It is recognized that students may use Artificial Intelligence (AI), but you may not use it to create the content or structure of work in your name. This is plagiarism.

If it is suspected that a violation to the Code of Academic Integrity might have taken place, the assignment and case will be referred to the [Center for Community Standards and Accountability](#).

*Email/ Contact:* I will aim to respond to email as soon as possible. If it is an urgent matter, please do not hesitate to call my office before 5pm or text me. Announcements about class will be posted to Canvas or email if it is an announcement pertaining to the college and high school students.

*Late Papers/Assignments:* You have a one-day grace period on each paper. Late papers will negatively affect your grade for each day the paper is late. You may hand in a hard copy if you like, but every assignment needs to be submitted on Canvas. If you are going to submit something beyond the 1-day grace period, please see me.

*Regrade Policy:* All requests for regrades must be submitted in writing (no earlier than 24 hours after the grade was given) with an explanation of why you think the assignment, paper or exam was incorrectly graded. I will re-evaluate the assignment.

#### *Weingarten Center:*

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. **To contact the Weingarten Center, call 215-573-9235.** The office is located in Hamilton Village at 220 S. 40th Street, Suite 260.

#### Academic Support

Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

Students can take advantage of free on-campus tutoring for many Penn courses in both drop-in and weekly contract format. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester. First-time users must meet with a staff member; returning users may submit their requests online.

#### Disability Services

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from Disability Services. Students can contact Disability Services and make appointments to discuss and/or request accommodations by calling 215-573-9235.

*Masks:* Masks are currently optional in this class as they are not required by Penn's policy. For up-to-date information about Penn's Covid-19 policy, please [visit here](#).

*Respect for Difference and Inclusivity:* At Penn and in this course, we strive to create an inclusive, welcoming environment that is respectful of students' and community members' diverse backgrounds and perspectives, including race, ethnicity, gender, socioeconomic, religious, health related, geographic, and other differences. Larger societal inequalities have often bred biases and stereotypes, and deep critical thinking requires us to challenge dominant narratives and conventional ways of thinking. Let's listen carefully to one another and combine critical thinking with understanding and empathy.

**COURSE MATERIALS:** To be updated – and dates too!

All required readings and other materials will be available in the course canvas website, through the Van Pelt Library, or online.

#### **Summary Table of Main Topics and Concepts-**

Week	Date(s)	Topic	Key Concepts
1	August 29	Introduction	Class Overview
1	August 31	Overview of Latin America	Latin American political economic development/ Freire overview
2	September 5	Paulo Freire	Reading Freire/ education for democracy
2	September 7	Freire and Critical education continued. Dialogue as	Reading excerpts <i>A Pedagogy of Liberation</i> and bell hooks

		education. Preparing to work with high school students	Welcome for the HS Students (6PM)
3	September 12	Educating for Global Civic Engagement/Service Learning	Reading Reimers and Heldman, etc.
3	September 14	Welcome for the HS Students	Freire discussion with high school students Overview of Latin America and OAS
4	September 19	Democracy	Reading Dahl, Patemen, etc (review of Freire)
4	September 21	Climate and Democracy and Youth Activism	<a href="#">AMC- Climate and Democracy: Youth-Driven Climate Action: Power and Potential</a>
5	September 26	Special Guest Speaker: International Human Rights lawyer Astrid Escobedo	Special Guest Speaker: International Human Rights lawyer Astrid Escobedo.
5	September 28	Mural Dedication	Mural Dedication
6	October 3	Human rights	Sikkink, et al.
6	October 5	Teaching Democracy	Teaching Democracy
7	October 10	Human Rights cont.	Inter American Commission and Court/ Cases
7	October 12	Fall Break	Fall Break
8	October 17	Development	Cardoso y Falleto, Raworth, et al, Development
8	October 19	Energy Justice	Andrea Mitchell Center talk: <a href="https://amc.sas.upenn.edu/event/cad-energy-justice">https://amc.sas.upenn.edu/event/cad-energy-justice</a>
9	October 24	Development continued, etc	Development, etc
9	October 26	Teaching Human Rights	Teaching Human Rights
10	October 31	Security	Security
10	November 2	Security guest speaker	<a href="#">Cándido Figueredo Ruíz</a> , Award-winning journalist from Paraguay and CLALS Journalist in residence
11	November 7	No class/Election Day/ Work on papers	No class/Election Day/ Work on papers
11	November 9	Teaching Development (incorporate Model OAS debate in lesson plan)	Teaching Development (incorporate Model OAS debate in lesson plan)
12	November 14	Share about research with class	Share about research with class & special presentation at PWH
12	November 16	No Class/ Work on research	No class/ Work on research
13	November 21	Freire in practice in community organizations/CCATE	Visit to CCATE (Hopefully☺ Or Dr. Holly Link will present virtually.)
13	November 23	Freire in practice in community organizations/CCATE	Visit to CCATE (Hopefully☺ Or Dr. Holly Link will present virtually.)
14	November 28	Community Organizations, Schools and Civic Education	Community Organizations, Schools and Civic Education
14	November 30	Teaching Security/ Preparing for final simulation	Teaching Security/ Preparing for final simulation

15	December 5	Preparing for final simulation	Preparing for final simulation
15	December 7	Final Simulation!	Final Simulation- Everyone is invited!
15	December 11	Final Reflection due	Final reflection due
Final week	December 18	Literature Review due	Literature Review

## Schedule of Topics, Readings, and Assignments

### Week 1

#### **August 29- Introduction to the Course**

#### **September 31 – Overview of Latin American Politics**

[“Latin America: Special Report”](#) *Economist* June 2022, 12 pages. Read here.

Skidmore, Peter H. and James N. Smith (2018) *Modern Latin America*, Chapter 12. [“Strategies for Economic Development”](#) pg. 359-385. Read for the main themes. (We will return to this during the week of development.)

*Recommended:*

Skidmore and Smith (2018) Ch. 13 on [“Dynamics of Political Transformation.”](#) Again, you can skim/read for main themes, but we will take a closer look the week we cover democracy.

### Week 2

#### **September 5 – *Pedagogy of the Oppressed***

- Freire, Paulo. (1970). [Pedagogy of the oppressed](#). New York: Continuum (2000). 30<sup>th</sup> Anniversary Edition. Read the [introduction by Donaldo Macedo](#) (50<sup>th</sup> Anniversary), Foreword, Preface, Chapters 1-2
- *Skim the rest of the book* (little over 60 pages) (Recommended - buying a copy of any version of *Pedagogy of the Oppressed*, used or new, or reading a hard copy in the library.)

#### **September 7– *Freire and education through dialogue- Class will be in McNeil 473***

- “Freire”, chapter in bell hooks’ *Teaching to Transgress*
- *A Pedagogy for Liberation: Dialogues on Transformation Education* by Ira Shor and Paulo Freire

**\*PMOAS Orientation (6 PM). McNeil 473. We hope you can attend. Opportunity to earn service hours!**

### Week 3

#### **September 12 *Educating Global Citizens***

- Reimers, Fernando. 2020 *Educating Students to Improve the World*. Excerpt on Canvas
  - Recommended: *Empowering Global Citizens: A World Course* (2016) and *Empowering Students to Improve the World in Sixty Lessons* and *Empowering Global Citizens: A World Course* (2012). Both are available on Kindle for \$1. (pg. 1-38). Also please skim the lesson plans.



- Heldman, Caroline. 2011. "Solidarity, Not Charity: Issues of Privilege in Service-Learning," in Cress, Christine, David, Donahue, and associates. *Democratic Dilemmas of Teaching Service-Learning: Curricular Strategies for Success*. Sterling: Stylus Publishing. Pg. 33-39.
- Westheimer, Joel and Kahne, Joseph. 2004. What Kind of Citizen? The Politics of Educating for a Democracy. *American Educational Research Journal* Vol. 41, No. 2, Summer 2004, 237-269. (You can just focus on typology at the end, but the article is recommended.)

Recommended:

- McIntosh, Peggy. (2005) "Gender Perspectives on Educating for Global Citizenship" in *Educating Citizens for Global Awareness*. Nel Noddings, ed. (p. 22-39)
- Ferman, Barbara. 2012. "Educating for Democracy: Reflections from a Work in Progress." *Journal of Political Science Education*. 8: 231-250, 2012

### **September 14 – First class for high school students! Discussing Freire**

- Read additional chapters, works by Freire – to be uploaded
- Re-Read/Review what the high school students will be assigned (ch. 1 and 2)
- Prepare to discuss/questions. We will collectively discuss/teach.
- Short overview of the OAS

Recommended:

- Please visit the following websites:
- <http://www.oas.org/en/>
- <http://www.oas.org/en/asg/moas/history/default.asp>
- [https://guides-library-upenn-edu.proxy.library.upenn.edu/OAS](https://guides-library.upenn.edu.proxy.library.upenn.edu/OAS)
- Arceneaux, Craig and David Pion-Berlin. 2007. "Issues, Threats, and Institutions: Explaining OAS Responses to Democratic Dilemmas in Latin America." *Latin American Politics and Society*. 49, 2. 1-31.
- Recommended: Perina, Rubén. 2015. *The Organization of American States as the advocate and guardian of democracy: an insider's critical assessment of its role in promoting and defending democracy*. Lanham, MD: University Press of America.

## **Week 4**

### **September 19 – Democracy**

- Dahl, Robert. 2000. "Chapter 4: What is Democracy?" in *On Democracy*. New Haven: Yale University Press. in (pg. 35-43).
- Pateman, Carole. 2012. "Participatory Democracy Revisited. APSA 2011 Presidential Address " *Perspectives on Politics* 10 (1), 7-19.
- Read again for main concepts and to understand the political trajectory of the last century, especially half century, with special attention to how the authors discuss the democratic pendulum in Latin America. Skidmore and Smith (2018) Ch. 13 on "[Dynamics of Political Transformation](#)."

Recommended:

- Please find an article about democracy in Latin America and the OAS
- Dahl, Robert A. 1971. "Democratization and public opposition," in *Polyarchy. Participation and Opposition*, New Haven and London, Yale University Press, 1-16.

### **September 21 – Climate Change and Youth Activism**

- We will be attending an Andrea Mitchell Center for Democracy Event

- Climate Change and Youth Activism
- Readings to be uploaded

## **Week 5**

### **September 26 – Guest Speaker: Astrid Escobedo, International Human Rights Lawyer**

- Readings to be uploaded

**September 28 -Roberto Mamani Mamani Mural Dedication**

## **Week 6**

### **October 3- Human Rights**

### **October 5 – Teaching Democracy**

Dahl, Robert. 2000. “Chapter 4: What is Democracy?” in *On Democracy*. New Haven: Yale University Press. in (pg. 35-43).

- Zovatto, Daniel (2020) [The rapidly deteriorating quality of democracy in Latin America](#). Brookings Institution or recent June 2022 *Economist* article.
- *Group may decide additional readings*

## **Week 7**

### **October 10 – Human Rights, cont. Guest Speaker: Victor Cabezas Alban**

- Excerpt from Sikkink, Kathryn. *Evidence for Hope: Making Human Rights Work in the 21st Century; The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* Intro, Ch. 3&4
- Kathryn Sikkink interview <https://www.youtube.com/watch?v=ohkybf5Cv-E&feature=youtu.be>

Recommended

- [LALSES with Kathryn Sikkink](#) (October 2020)
- Cardenas, Sonia. 2010. *Human Rights in Latin America: A Politics of Terror and Hope*. University of Pennsylvania Press. 1-18, 21-51. Introduction.

## **Week 8**

### **October 17 – Development**

- Raworth, Kate. 2017. “Why it’s time for Doughnut Economics.”
- Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and development in Latin America*. Berkeley: University of California Press, Chapters 1 and 2
- [2030 Agenda for Sustainable Development \(ECLAC\)](#)
- UNDP. 2016. Multidimensional progress: well-being beyond income. *Regional Human Development Report for Latin America and the Caribbean*. 376 pgs. (Read over beginning to get an understanding of “multidimensional” development.”
- Skidmore, Peter H. and James N. Smith (2018) *Modern Latin America*, Chapter 12. [“Strategies for Economic Development”](#) pg. 359-385. Read for the main themes. (We will return to this during the week of development.)



## October 19 – Teaching Human Rights

- [Inter American Commission of Human Rights](#) and [Inter American Court Cases](#)
- Kathryn Sikkink interview <https://www.youtube.com/watch?v=ohkybf5Cv-E&feature=youtu.be>
- Excerpt from Sikkink, Kathryn. *Evidence for Hope: Making Human Rights Work in the 21st Century*; *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* Intro, Ch. 3&4

## Week 9

### October 24 Development Cont.

- Stallings, Barbara. (2020) *Dependency in the 21<sup>st</sup> Century*
- Skidmore, Peter H. and James N. Smith (2018) *Modern Latin America*, Chapter 12. [“Strategies for Economic Development”](#) pg. 359-385. Read for the main themes. (We will return to this during the week of development.)

## October 26 – Teaching Human Rights

- [Inter American Commission of Human Rights](#) and [Inter American Court Cases](#)
- Kathryn Sikkink interview <https://www.youtube.com/watch?v=ohkybf5Cv-E&feature=youtu.be>
- Excerpt from Sikkink, Kathryn. *Evidence for Hope: Making Human Rights Work in the 21st Century*; *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* Intro, Ch. 3&4

## Week 10

### October 31 – Security

- [Inter-American Institute of Human Rights about Security in Latin America](#)
- Tavares, Rodrigo. 2014. “South America: An Island of Peace” in Tavares, Rodrigo. *Security in South America: The Role of States and Regional Organizations*. Lynne Reiner: Colorado.
- Finish resolutions with students

### November 2 – Security guest speaker

- International Journalist Cándido Figueredo Ruiz from Paraguay
- Work on assignments

## Week 11

### November 7 -No class on election day

- Finish helping high school students with background papers and resolutions

### October 26- Teaching Development

- Readings TBD
- Raworth, Kate. 2017. “Why it’s time for Doughnut Economics.”

## **Week 12**

### **November 14- Research sharing**

- Share about research
- Reading about the Extreme Right in Latin America
- PWH event

**November 16-** No Class/Work on Research

## **Week 13**

### **November 21 –Freire in Practice in Community Organizations**

- Class trip to CCATE in Norristown
- Arango, Obed. (2022) “Translenguaje en la villa inmigrante: Creating our path to existence.” *Annual Review of Applied Linguistics*. Cambridge University Press.
- Rappaport, Joanne. 2020. *Cowards Don’t Make History: Orlando Fals Borda and the Origins of Participatory Action Research*
- [CCATE- Participatory Action Research Circle at CCATE.](#)

## **Week 14**

### **November 29 - Community Organizations, Schools and Civic Education**

- “Schooling as a Formative Political Experience: Authority Relations and the Education of Citizens.” With Sarah K. Bruch. 2018. *Perspectives on Politics*. 16(1): 36-57.
- [UNESCO, Reimagining Our Futures Together: A New Social Contract for Education \(2021\)](#)
- *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race.* with Richard C. Fording and Sanford F. Schram. Chicago, IL: University of Chicago Press (2011). (Excerpts)

Recommended:

- Serafim, Fabrizia. 2021. “Vulnerability Theory as a tool against the banking model of legal education.” *The Law Teacher*, 55-1. 68-78.

### **November 9 Teaching Security**

- Readings TBD by group (perhaps Tavares’s excerpt)
- Incorporate simulation

## **Week 15**

### **December 5 -Preparation for final simulation and Reflection discussion**

- Reflection discussion

### **December 7 – Final Simulation and ceremony!**

**Reflection papers due on Monday, December 11<sup>th</sup>**

## **Finals week**

**December 18 – Literature Review Due**

**\*This is a living syllabus, and it may change as we progress through the course. Some items are still being determined. \*The Professor (I) reserve the right to make changes as I see fit.**