

UNIVERSITY OF PENNSYLVANIA  
DIPLOMACY IN THE AMERICAS - [THE PENN MODEL OAS PROGRAM](#)  
FALL 2023  
*Draft*

LALS 3020/PSCI 2420  
Class Times: T/TH 4:30-5:50PM  
Location: FAGN 214 (Thurs sometimes)  
Office Hours: Thurs 2-3 & Fri 9:30-10:30am

Professor: Catherine Bartch, Ph.D.  
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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 to 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 begin by providing 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 continue to read news about Latin America, attend CLALS events (if possible), and continue to read and understand major issues facing the region as this will be the empirical and contextual backdrop of the course. We will then 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, or to promote participation on global problems? You will sign up for a specific topic and week to prepare curriculum to teach the high school students on an issue related to the OAS and Latin America. We will also discuss what may be some of the best ways to serve as mentors for the high school students. 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.

The main goal of this course is to educate youth for 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 about Latin America and the OAS, you should continue to think about how and can 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 10%
- Engage with the students or volunteer 15 hours outside of class hours (10%) including help with their country background brief and resolution.
- Two 4-page reflection papers (30%)
- Curriculum/lesson plan (15%)
- Resolution (with high school students) (10%)
- Special Project or Literature review (6-8 pages) (25%) (See appendix)

### Summary of Grade:

### Date Due

Participation/Simulations/ Discussions, etc.	10%	Ongoing
ABCs 15 volunteer hours	10%	Ongoing by 12/12
Reflection Papers (2)	30%	12/12
Teaching lesson plan	15%	Varies
Policy resolutions	10%	11/4
Lit Review Paper	25%	12/19
Total	<hr/> 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

### **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](#). Also please read this important [SAS page on academic integrity](#). 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 two-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 2-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.

### **COURSE MATERIALS:**

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 and <i>Economist</i> article
2	September 5	Paulo Freire	Reading Freire/ education for democracy
2	September 7	Freire and Critical education continued. Dialogue as education. Preparing to work with high school students	Reading excerpts <i>A Pedagogy of Liberation</i> and bell hooks.
3	September 12	Educating for Global Civic Engagement/Service Learning	Reading Reimers and Heldman, etc.
3	September 14	OAS	First day of working with high school students
4	September 19	Democracy	Reading Dahl, Patemen, etc (review of Freire)
4	September 21	Discuss Freire with High School Students/ Overview of Latin America (virtual)	Freire discussion with high school students Overview of Latin America
5	September 26	Democracy guest	Guest Speaker
5	September 28	Teaching democracy	Teaching democracy
6	October 3	Human rights	Sikkink, et al.
6	October 4	Teaching Human Rights	Teaching Human Rights
7	October 10	Development	
8	October 17	Development cont.	Cardoso y Falleto, Raworth, et al, Development
8	October 19	Teaching Development	Teaching Development
9	October 24	Security	
9	October 26	Security Guest Speaker	<a href="#">Cándido Figueredo Ruíz</a> , Award-winning journalist from Paraguay and CLALS Journalist in residence
10	October 31	Guest speaker on Guatemala	Astrid Escobedo

10	November 1	Security guest speaker	Teaching Security
11	November 7	No Class/Election Day /Work on projects	Election day
11	November 9	Prepare for Simulation or TBD	Prepare for simulation or TBD
12	November 14	TBD	TBD
12	November 16	Special Guest	Victor Cabeza: “Trials of History, 5 rulings that shaped Latin America”
13	November 21	TBD and Prepare for Mock Simulation	TBD
14	November 28	Freire in practice in community organizations/CCATE	Visit to CCATE with Dr. Holly Link and Obed Arango
14	November 30	Community Organizations, Schools and Civic Education	Community Organizations, Schools and Civic Education
15	December 5	Guest Speaker	
15	December 7	Preparing for final simulation	Preparing for final simulation
16	December 14- 21	Final Simulation and projects due!	Final reflection due

## Schedule of Topics, Readings, and Assignments

### Week 1

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

#### **August 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*

- “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). Virtual. 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
- Guest speaker

#### September 14 – *OAS and first class for high school students!*

- 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.
- 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>
- 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.
- Guest Speaker from the OAS, Marian Vidaurri, Senior Advisor to the Secretary General

### 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 – Meeting students to discuss Freire (possibly virtual)

- Review Paulo Freire (1970). [Pedagogy of the oppressed](#)

### Week 5

#### September 26 -Guest Speaker Readings TBD

#### September 28 - Teaching Democracy (some suggested)

- 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 6

#### October 3 – Human Rights

- 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.

#### October 4- 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
- Additional or another reading may be assigned
- Work on country background papers with high school students

- Reflection papers due on Friday, October 14<sup>th</sup> (Reflect on the first four classes with the students.)

## Week 7

### October 10 – Development and Project Selection

## Week 8

### October 18 - 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 20- Teaching Development

- Readings TBD by group
- Raworth, Kate. 2017. “Why it’s time for Doughnut Economics.”
- Work on background papers

## Week 9

### October 25 – 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.
- Review resolutions and Literature Review assignment

### October 27 – Security guest speaker

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

### High School Background papers are due on October 28<sup>th</sup>

## Week 10

### November 1 -No class on election day

- Finish helping high school students with background papers and resolutions

### November 3 Teaching Security

- Readings TBD by group (perhaps Tavares’s excerpt)
- Work on Resolutions and country background briefs

**Resolutions due on November 4<sup>th</sup> and background papers.**

### **Week 11**

#### **November 8- Class reflection discussion**

- Class reflection discussion
- Literature Review Prep
- Prepare for Mock Simulation

#### **November 10- Mock Simulation/ prep and Venezuela**

- Venezuela reading
- Reading on diplomacy
- Prepare for Mock Simulation

### **Week 12**

#### **November 15 – Venezuela and Mock simulation**

- Meet in Perry World House from 4-5pm for a special guest speaker: [Maryhen Jimenez Morales](#).
- 5PM- McNeil 473 or PWH, finish discussion/class

#### **November 17- Class OAS General Assembly committee simulation**

### **Week 13**

#### **November 22- CCATE visit/guest speaker**

- 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)

#### **December 1- Guest speaker on Latin American human rights trials (TBC)**

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

### **Week 15**

## **December 6 -Preparation for final simulation and Reflection discussion**

- Reflection discussion

## **December 8 – Final Simulation and ceremony!**

## **Reflection papers due on Monday, December 12<sup>th</sup>**

## **Finals week**

## **December 19 – 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.**

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## **Appendix A**

### **Diplomacy in the Americas**

### **Final Assignment or Literature Paper/Essay assignment**

#### ***DRAFT***

In an effort to bridge theory and praxis, you are encouraged to work on one of the following assignments either in pairs or individually. Here are the options:

1. Choose a court case from the Inter-American Court of Human Rights. Delve into this case and research how this case relates to central themes this semester. Imagine you are going to teach this case to high school or college students. Design a rigorous, hands-on curriculum, where students can immerse themselves in the case through research, writing and debate. This assignment should be 6-8 pages providing an overview of the case, background knowledge, and then a clear lesson-plan on how this can be taught in 1 or 2 classes. (You may work in pairs for this assignment.) Ideally this case will be published on the PMOAS website and accessible for educators.
2. Research assignment on Interamerican case law that lawyer Victor Cabezas Alban will use for his podcast. In this assignment, you will work closely with Victor Cabezas Alban, a lawyer and Ph.D. at the University of Pennsylvania in preparing materials for a podcast on a specific caselaw. You will gain experience in how to research and package material for a diverse and wide audience. One to three students may sign up for this. The final product will vary but will be 6-8 pages. Victor Cabezas Alban will provide direction, and I will advise as well.

3. Featured, magazine length story on current topic in diplomacy where you would interview a diplomat, policy expert, or relevant people for primary sources. This could also be a profile on one diplomat. This assignment is designed for you to practice writing about foreign affairs in a manner that is accessible to the general public while also engaging in first-hand reporting. You'll consult with the professor about your story and who you will be advised by a seasoned, experienced journalist. The goal is to produce a publishable story for the PMOAS website and/or other outlets. (If ambitious, you could create a video interview with an in-person guest or one in DC).
  
4. Investigate and prepare an interactive curriculum on the controversial issue of the 2019 Bolivian elections and the OAS' role in the outcomes. Interview various key players, experts, and scholars on this issue. Delve into the research on election monitoring. Were the OAS findings of electoral irregularities accurate? Was the electoral mission a success? Or did it lead to "coup" where an unelected government took power? What does this situation reveal about the role of election monitoring and the OAS? (2 to 3 students maximum).
  
5. Short essay/lit review (approx. 6-8 pages). Please choose one topic we studied this semester and how you may design a potential research paper on this topic. Some items to consider: If you were to delve into something further, what topic would that be? What would your potential thesis be? Please describe the overall issue, the thesis, some possible arguments on the issue, items to be investigated, and how it relates to the larger class themes. You should also make recommendations for future research. Please cite at least 5-6 sources.
  
6. Design a curriculum guide on a topic of your choice with a literature review. In this paper, you would first write a literature review (approx 4-5 pages) on a new topic that you wanted to teach for a course on educating global citizens. Prepare a short overview with research on your topic, and then provide some examples or a lesson plan of how teachers may engage students in the classroom. Please cite at least 5-6 sources.
  
7. Or some other creative project you would like to design! Consult with the Professor.

Rubric for this assignment

25	25	30	20
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<p>Well written. Easy to read. Well organized and structured. Few typos</p>	<p>Research- Use a variety of sources, articles, books, etc. Delved deep in the sources</p>	<p>Critical Thinking in the research question, literature review topic. Raises important questions. Engages students in critical thinking if providing a curriculum guide.</p>	<p>Originality. Introduces new ways of thinking about the topic. Innovative. Creative.</p>
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