PLURALISM AND IDENTITY IN BOLIVIA: GLOBAL POLITICAL CHALLENGES

A Teaching Unit for Global Politics Students

Unit Overview

Description

The following unit can be used with the Social Science **Global Politics** course in the International Baccalaureate (IB) as well as any course exploring the complexity of the challenges we face in the 21st century. The materials provided examine the challenges to forming an inclusive national identity in Bolivia based on respect for all diverse groups. It focuses on the contemporary political developments that helped assert indigenous rights and the pathways taken by the Bolivian state towards pluralism. This unit is comprised of six tasks and offers a unique exploration of identity politics at a time when this has become a polarizing issue across the globe. Learning materials provide opportunities to examine identity politics in a multicultural society and the role of social movements, legal reform and attitudinal shifts in achieving social change.

Although originally designed to correspond with IB curriculum, we are expecting that teachers will select the tasks and materials that are most appropriate for their context.

Audience

IB and non-IB teachers of upper-grade secondary (high school) students.

Approach

IB teachers are expected to take a case study approach to allow a deep and conceptual understanding of these units.

Themes

- Power, Legitimacy and Sovereignty
- Peace and Conflict
- Development and Globalization
- Identity
- Interdependence and International Relations
- Justice
- Pluralism
- Human Rights

Learning Outcomes

By the end of this unit learners will be able to:

- Explain how a specific case study and a specific political issue relate to identity
- Apply relevant key concepts, theories and ideas from the core units of analysis to the case
- Evaluate the case study from different perspectives and in the wider context of global politics
- Generate a self-directed, teacher-supported research process
- Synthesize and present conclusions through an oral presentation

Materials

This unit includes the following resources:

- A student workbook with articles, tasks and activities (in PDF)
- A slide presentation that follows the workbook and includes media clips (in PowerPoint)

If possible, teachers should have a copy of the book *Viva South America!* for Task 3

One possible approach to the case study is for teachers to present while students follow the tasks in the workbook. They can do this using a hard or soft copy.

Summary of Tasks

TASK 1: BACKGROUND ON BOLIVIA (SLIDES 1 TO 11)

Learning Objectives	Materials, Activities & Learning Routines
• Describe the impact of the ethnic mix of Bolivia's population and its culture on its national identity. • Assess the impact of Bolivia's resources, geographic relief, ethnic mix and culture on its levels of development.	1. Watch Geography Now!'s short introductory video on Bolivia (https://www.youtube.com/watch?v=Ajx1RcIO61I) (12 minutes). 2. Read the articles about Bolivia and Evo Morales (text from BBC's "Bolivia Country Profile" http://www.bbc.com/news/world-latin-america-18727507; and BBC's "Profile: Bolivia's President Evo Morales http://www.bbc.com/news/world-latin-america-12166905) 3. Answer questions 1-4 (page 7) in the Workbook. 4. Take notes from the pluralism slides in the presentation (Slides 9-11). 5. Reflect on some of the key ideas of pluralism.

TASK 2: THE ROAD TO A MORE PLURALISTIC SOCIETY (SLIDES 12 TO 15)

Learning Objectives	Materials, Activities & Learning Routines
• Compare ethnic and civic nationalism. • Compare how concepts such as the nation-state, identify, nationalism and pluralism impact each other in Bolivia. • Explain if Evo Morales's Bolivia is a more "stable state." • Assess how the concepts of "hardware" and "software" apply to the case study. • Determine if Bolivia has become a more pluralistic state.	1. Read the excerpt from Andrew Heywood's *Global Politics* (2011, p.167). 2. Answer questions 2A and 2B in the Workbook. 3. Watch BBC journalist Paul Mason's video (https://vimeo.com/18611554) on Bolivia (7 minutes). 4. Answer questions 4A, B, C and D in the Workbook. 5. Read the Global Centre for Pluralism's (GCP) "Premises for Pluralism" in the Workbook p.9 (and on Slide 14). 6. Participate in a Chalk Talk (see Learning Routines in the Overview).

TASK 3: THE CHALLENGES OF PLURALISM: CONSIDERING MULTIPLE PERSPECTIVES (SLIDES 16 TO 18)

Learning Objectives	Materials, Activities & Learning Routines
• Assess how different interests affect pluralism and identity in Bolivia. • Take a position on how different interest groups see Bolivia moving forward at this point. • Reflect on how different interests challenge pluralism and identity in Bolivia.	1. Read the assigned excerpt from *Viva South America!* 2. Answer the questions in your group. 3. Participate in the Circle of Viewpoints (see Learning Routines in the Overview).

TASK 4: EVO MORALES — THE EMERGENCE OF THE PLURINOMINAL STATE OF BOLIVIA (SLIDES 19 TO 20)

Learning Objectives	Materials, Activities & Learning Routines
• Outline the ways in which indigenous peoples in Bolivia have been discriminated against. • Explain how discrimination impacts identity. • List the changes introduced by Evo Morales and the 2009 Constitution. • Evaluate the effectiveness of these changes in promoting pluralism. • Identify the different types of conflict caused by the changes and their proposed solutions. • Assess the extent to which Bolivia is a more pluralistic state.	1. Watch the video "teleSUR Reports – Bolivia: Discrimination and Cultural Restoration (https://www.youtube.com/watch?v=YoGrezJCYNg)" (27 minutes). 2. Answer the six questions (a-f).

TASK 5: PLURALISM: A COMPARATIVE PERSPECTIVE — GROUP RESEARCH (SLIDES 21 TO 22)

Learning Objectives	Materials, Activities & Learning Routines
• Compare the pluralistic provisions and the changes generated by Bolivia's 2009 Constitution to the Rwandan 2003 Constitution and its effects. • Compare views on ethnicity and identity, composition of parliament and views on leadership of Bolivia and Rwanda during these time periods.	1. Read *The Guardian*'s article on Bolivia 2. https://www.theguardian.com/world/2009/jan/26/bolivia OR watch the Al Jazeera video on Evo Morales https://www.youtube.com/watch?v=pfySc2hPtwE (25 minutes) 3. In groups, fill in the table comparing the 2009 Bolivian constitution with the 2003 Rwandan constitutions.

TASK 6: APPLYING A PLURALISM LENS — PRESENTATION (SLIDES 23 TO 30)

Learning Objectives	Materials, Activities & Learning Routines
• Generate a self-directed, teacher-supported research process • Synthesize and present conclusions through an oral presentation	1. Find a political issue related to identity and pluralism. Do individual research on that issue. 2. Consider the Global Centre for Pluralism 's set of factors driving inclusion or exclusion in diverse societies. 3. Plan your presentation.

Timeframe

When piloted with approximately 15 students, it took around 5–7 hours of learning time to go through the case study. However, some tasks are dependent on the students knowing the learning routine already and their ability to process information. The number of students will affect the duration of activities. Teachers may choose to skip some tasks (for example, the *Viva South America!* section or the final research and presentation task, if the case study is not intended for that purpose).

Learning Routines

The learning routines used in this teaching unit (part of Task 2 and 3 in the presentation and workbook) are adapted from Ron Richhart, Mark Church and Karin Morrison's *Making Thinking Visible* (2011).

Think, Pair, Share — After the teacher's case-study presentation, students are asked to think about the content presented to them and to consider its implications. This is followed by a discussion with a colleague (or in a small group). Finally, ideas and implications are shared with the whole group.

Circle of Viewpoints — Seated in a circle, students share different perspectives on an issue, consider its implications and question perspectives. Taking turns in three stages, students present their own perspective, justify it and ask other participants questions, always from the role (point of view) taken in this exercise. If there is a large number of students, they can form two groups.

Chalk Talk — A task in which groups of students are seated at different tables with chart paper, different colour pens and a different prompt/idea. Students are asked to write down their ideas and reactions, and to question the prompts/ideas. The students then circulate to other tables and are encouraged to add ideas to their colleagues' chart paper, and to modify and/or question their colleagues' statements in a constructive manner. Once groups have visited every table and have returned to their initial station, they will share thoughts on their topic, taking into account contributions received from other groups.

About this Resource

This unit was originally designed to support the International Baccalaureate (IB) Social Science course **Global Politics**. This course aims to understand the complexity of the challenges we face in the 21st century by focusing on Peace and Conflict. This resource explores the concept of Identity, one of the six Higher-Level topics. (IB higher-level students are expected to explore and demonstrate understanding, shown via a presentation, of six global political challenges: Environment, Security, Poverty, Borders, Health and Identity).

This teaching unit is related to a research paper on Bolivia commissioned by the Global Centre for Pluralism. Entitled "Diversity and Democracy in Bolivia: Sources of Inclusion in an Indigenous Majority Society," and written by Bret Gustafson, it can be found here. The teaching case study was produced by Vlad Gogelescu, a (former) Global Politics teacher with the International Baccalaureate (IB) in Amsterdam.

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