



UNC
WORLD VIEW

NC SCHOLAR OF GLOBAL DISTINCTION 2024

Instructor: Sarah Willoughby

Department: Global Studies

Community College: Everett Community College

Course Description: Global Studies (GS 185D)

GS 185D is designed to provide students with an introductory understanding of the history, literature, and culture of the Latin American region. Students will acquire a basic knowledge of key periods, perspectives and concepts particular to different disciplines (History, Literature, Economics, Anthropology and Political Science), and go on to examine a series of issues local and global issues central to Latin America by considering the interrelationships between economic, social, political and cultural factors. While drawing on examples from specific Latin American nations, the course is broadly comparative, considering a number of substantive themes as they apply and relate to the entire region, world powers, and global economic structures. Students should ideally leave this course with a basic familiarity with Latin America as a region, some knowledge of key countries and sub-regions, and a desire to further their learning through future coursework, reading and travel.

Number of students enrolled in course: 25

Description of Module:

The module will be a case study of Guatemala in which we will examine the historical connections between colonization and the internal armed conflict (1960-1996) as well as the continuation of inequality that contributes to current patterns of emigration.

Student Global Learning Outcomes:

1. Learn about the patterns that emerged from the Spanish colonization of Guatemala and compare and contrast them to the patterns that emerged in other parts of Latin America
2. Examine the legacy of colonialism and identify the socio-economic conditions that led to the internal armed conflict (1960-1996)



3. Identify *push factors* that have led to increased emigration from Guatemala over the past decade and compare those to the legacy of both colonialism and the internal armed conflict

Student Global Learning Activities:

Global Learning Activity 1

Activity 1 Objective:

The purpose of this activity is to Introduce students to the colonial history of Guatemala.

Activity 1 Procedures:

1. By way of introducing and framing this module, students will read “An Overview of Latino and Latin American Identity.” Then the instructor will lead a guided discussion to establish a working definition of “Latin America” including questions such as; what countries are typically considered part of Latin America? What unites these countries? (geography, shared historical experience)
2. Students will read the “lecture” (Canvas page with my background and thoughts on the topic with accompanying maps and photos) on the colonial history of Guatemala
3. We will use Hypothesis to create a collaborative annotation of “The Ladino”
4. Students will read “Land, Labor, and Community” by David McCreery
5. We will discuss in writing (compare and contrast) what makes the colonization of Guatemala similar to and different than Spanish colonization in other countries in Latin America

Activity 1 Assessment:

Students will be assessed on their participation and contributions to the collaborative annotation and the discussion (tasks 3 and 5).

Activity 1 Follow-Up:

The instructor will provide a written “instructor’s response” to synthesize the main points and interesting details that emerge from this activity.

Activity 1 Resources:

Martínez Peláez, Severo. *The Ladino*. *The Guatemala Reader*. Duke University Press, 2011.

McCreery, David. *Land, Labor, and Community*. *The Guatemala Reader*. Duke University Press, 2011.

Turner-Trujillo, Emma. *An Overview of Latino and Latin American Identity*. Getty, 13 Sept. 2017, <https://www.getty.edu/news/an-overview-of-latino-and-latin-american-identity/>



Global Learning Activity 2

Activity 2 Objective:

The purpose of this activity is to introduce students to the internal armed conflict in Guatemala (1960-1996).

Activity 2 Procedures:

1. Students will read the “lecture” (Canvas page with my background and thoughts on the topic with accompanying maps and photos) on the internal armed conflict
2. Students will review the Guatemala Timeline
3. Students will do a virtual visit of *La casa de la memoria* (Guatemala City) and discuss the connections to the history presented in Activity 1 and Activity 2 (in writing)
4. We will discuss in writing the social conditions that led to the internal armed conflict as well as the impact of the repression and violence on the people of Guatemala

Activity 2 Assessment:

Students will be assessed on their participation and contributions to the discussions (tasks 3 and 4).

Activity 2 Follow-Up:

The instructor will provide a written “instructor’s response” to synthesize the main points and interesting details that emerge from this activity.

Activity 2 Resources:

BBC. Guatemala Timeline. 29 July, 2019. <https://www.bbc.com/news/world-latin-america-19636725>

Myers, Karla. Step into the House of Memory. NISGUA, 15 Sept. 2023, <https://nigua.org/step-into-the-house-of-memory/>

Onyx Films, EVS Communications and Loquito Productions; in association with Getzells Gordon Productions; directed by Peter Getzels & Eduardo López; produced by Wendy Thompson-Marquez & Eduardo López. (2012). *Harvest of Empire: the untold story of Latinos in America*. [Tampa, FL]: Onyx Media Group; EVS Communications.

USC Shoah Foundation. (2016, Sept 15). *Guatemalan Genocide Survivor Rosalina Tuyuc* [video]. YouTube. <https://www.youtube.com/watch?v=d8oDD2xzjgg>



Global Learning Activity 3

Activity 3 Objective:

The purpose of this activity is to introduce students to the current socio-economic challenges facing Guatemalans that lead to emigration and make connections between this current pattern of emigration and Guatemalan history.

Activity 3 Procedures:

1. Students will review the “lecture” (Canvas page with my background and thoughts on the topic with accompanying maps and photos) on Guatemala emigration
2. Students will watch selected clips of “Voice of a Mountain: Life After the 36 Year War in Guatemala”
3. Students will read “They Left Guatemala for Opportunities in the United States. Now They Want to help Others Stay” by Ciara Nugent
4. Instructor will introduce the concept of push and pull factors as causative factors in migration
5. Students will identify *push and pull factors* of current patterns of Guatemalan emigration and we will create a collaborative list of push and pull factors that are specific to Guatemala

Activity 3 Assessment:

Students will be assessed on their participation and contributions to the discussion (task 5).

Activity 3 Follow-Up:

The instructor will provide a written “instructor’s response” to synthesize the main points and interesting details that emerge from this activity.

Activity 3 Resources:

Hallock, Jeffrey, Ruiz Soto, Ariel and Fix, Michael. In Search of Safety, Growing Numbers of Women Flee Central America. Migration Policy Institute. 2018, May 30.

Livingstone Films. (2015, May 7). *Voice of a Mountain* [video]. YouTube.

<https://www.youtube.com/watch?v=fq7EDKgCZ-E&t=306s>

Nugent, C. (2022, April 13). They Left Guatemala for Opportunities in the United States. Now They Want to help Others Stay. Time. <https://time.com/6166459/guatemala-migration-economy-remittances/>

Push and Pull Factors. National Immigration Museum. New York. Photographed in 2022.



Randall, Alex. Moving Stories: Latin America. Climate and Migration Coalition.
<https://climatemigration.org.uk/moving-stories-latin-america/>

Roy, Diana and Cheatham, Amelia. Central America's Turbulent Northern Triangle. Council on Foreign Relations. 2023, July 13. <https://www.cfr.org/background/central-americas-turbulent-northern-triangle>

Selee, Andrew, Argueta, Luis and Hurtado Paz y Paz, Juan José. Migration from Huehuetenango in Guatemala's Western Highlands. Migration Policy Institute. 2022, March.

Global Learning Activity 4

Activity 4 Objective:

The purpose of this activity is to provide students with an opportunity to synthesize what they have learned about the current socio-economic challenges facing Guatemalans and make connections between these current issues and Guatemalan history.

Activity 4 Procedures:

1. Culminating Project: Students will choose a topic from the list below
 - a. What are the connections between the socio-economic conditions set in motion by colonialism and influenced by the internal armed conflict **and** how do those conditions intersect with the push factors discussed in task 5 (Activity 3)?
 - b. What efforts are being made within Guatemala to provide the socio-economic structure necessary to prevent emigration? Discuss one example
2. Students will produce a product of their choice (examples: essay, presentation, video, infographic, etc.) that shows their understanding of the topic.
3. Students will share their project with the class either by sharing the actual product (ex. video) or by providing a short summary of their work (ex. a summary of their essay). Students will share their work via a discussion in Canvas. Students will be asked to respond to two of their classmates. The responses should engage with their ideas and/or ask a thoughtful question.

Activity 4 Assessment:

Students will be assessed on the quality of their product (task 2) and their participation in the “Share out” discussion (task 3).

Activity 4 Follow-Up:

The instructor will provide personalized feedback to the projects and a written “instructor’s response” to synthesize the main points and interesting details that emerge from this activity.



Activity 4 Resources:

All previously listed resources

Resources and References Used in the Creation of the Module

See Above.