COMMUNITY INTERNSHIPS
IN LATIN AMERICA, “CILA”

QUITO
SEPTEMBER - DECEMBER 2016

Program Director:
Martha Moscoso Carvallo
Seminar Leader:
María Arboleda
Field Trips Coordinator:
Adriana Corti

Institutional Partner: Instituto de Estudios Ecuatorianos (IEE)
The educational model is based on the following elements:

- Learning from experience
- Holistic interpretation of all that is studied
- Attention to the relationship between theory and practice
- Acknowledgement of knowledge as a social construction
- Working in groups as a method to build knowledge
- Preparing the students to take responsibility individually and in the community
- Developing a critical and flexible way of thinking open to differences in perspective, in understandings of reality

Goals:

**√ General | Students will:**
1. Develop critical thinking
2. Strengthen respect for different cultures
3. Develop independence, initiative and creativity

**√ Specific | Students will:**
1. Understand and analyze the way that social organizations focus their effort towards social change and overcoming inequalities.
2. Understand and analyze the meaning of development and political practices, social movements, community participation, local and national powers, ethnicity and intercultural processes
3. Gain experience as an intern in a different cultural context
4. Strengthen research abilities in a different language and context
5. Improve Spanish skills

Learning Axis:

1. **Information: What?** Knowledge in presentations, readings, visual texts, observation, and experience.
2. **Experience: What happened? What did I do? What did I see?** The internship, field trips, the city, life with host families, and daily life.
4. **Application: How do I apply my knowledge? What do I do now? What will I do in my home context?** Developing proposals for change, critical thinking, and commitment to community.

These axes are interrelated, helping students gain and act on a global knowledge of Ecuador’s reality.
Framing questions across the program:

1. What are the causes of social and economic inequalities?
2. What are the practices of community participation and the initiatives of change proposed by social movements and social actors to overcome inequalities and achieve social change?
3. What are the political and development proposals issued from the government?
4. What are the ways democracy has been adopted in Ecuador historically?

Structure of the Program

We discuss and analyze the possibilities and the limits of proposals by social change organizations; how these organizations take action in order to reduce social inequalities; the changes in Ecuadorian society, and the political proposals made by the government. We develop creativity and knowledge of the personal development process.

Through the combination of internships in social change organizations, presentations, readings, reflection, class discussion, field trips, and research we analyze the purpose and the contents of the student’s experiences in Ecuador.

- **Politics and Development in Ecuador Seminar**
  The seminar combines readings, presentations, field trips, analysis and discussion. We study the political and organizational proposals of different social actors, development models, and the different kinds of democracy applied in Ecuador. We also study the politics of community participation and development strategies, and their cultural and social implications.

- **Internship**
  The internship is a learning space where students experience immersion in social organizations and learn how those organizations are advocating change in order to solve social problems.

- **Community Participation and Social Change Seminar**
  This seminar is a space to reflect, and to discuss experiences in light of key concepts and theories.

- **Art & Creativity workshop**
  This workshop, which takes place a few times across the semester, provides a space for students to process their experience of personal growth in a creative way using different types of art.

- **Field Trips**
  These offer students the possibility to learn about rural experiences of various communities within Ecuador, about their aspirations and actions in politics and development. Trips are organized around the key concepts of the mega diversity of Ecuadorian flora and fauna, and key ideas important to Afro Ecuadorian and Indigenous people.
Independent Study Project (ISP)
The research offers the students the opportunity to go deeper in an area or in an aspect of Ecuadorian reality that interests them deeply. The research includes a theoretical and conceptual premise and fieldwork/community based inquiry.

Program components
- **Politics and Development in Ecuador Seminar** (1 course, 4 credits)
- **Internship in Ecuador** (1 course, 4 credits)
- **Community Participation and Social Change Seminar**, including meetings of the Art & creativity workshop (1 course, 4 credits)
- **Independent Study Project** (1 course, 4 credits)

CILA students must complete each of these components

### POLITICS AND DEVELOPMENT IN ECUADOR SEMINAR
Social Actors and the Development Process

**Professor: María Arboleda**  
**Monday 3 to 6 pm**

1. **Politics and Development in Ecuador: Conceptual Debates and Practical Challenges**

   The seminar Politics and Development in Ecuador focuses on the challenges of development for social actors in Ecuador. We analyze the different discourses in recent years in relation to the rights of nature, gender equality, the Sumak Kawsay, indigenous people, Afro-descendants and cultural, sexual, and ethnic diversity. It is important to look at the current status of social organizations and their leadership, especially those organized by indigenous peoples, those arguing for the right to political participation, those questioning external debt and electoral choices. These issues have important implications in an economically difficult time for Ecuador due to the dramatic decline of the price of oil, one of the most important economic resources for the country.

   In each program, some topics are included according to very recent events, like the problems of and the debates on urban issues that will take center stage at the Habitat III Summit (the United Nations Conference on Housing and Sustainable Urban Development). This summit will take place in Quito from 17 – 20 October 2016. Concurrent with that meeting, the Second World Assembly of Local and Regional Governments, focusing on the interests of local governments on the world stage, will meet in Quito.

   Class presentations, readings, guest speakers, and field trips are organized to give students a critical view of how the proposals of development challenge social actors.

2. **Subjects**
   - Ecuador: history synthesis and the present-day scenario
   - Social actors in Ecuador: mapping of those actors, and the current balance of power
   - The 2008 Constitution and Sumak Kawsay (indigenous ideas of “good living”)

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3. Methodology
The seminar will have 13 sessions where we will engage in different activities:

a. **Presentations** by the professor and by guest lecturers. Presentations will give information about current reality and analytical frameworks to understand processes and trends. I will invite lecturers recognized for their knowledge on specific subjects such as indigenous cultures, local government, gender, and community participation, as well as social leaders.

b. **Reading of texts (graded)** Students to take scheduled reading tests. Eventually I will make group assignments for the readings. Students will work on/explicate readings in class.

c. **Discussion according to the students’ interest.** Students will form interest groups.

d. I will also use **audiovisual resources** to inform and encourage debate.

e. We will make scheduled **urban visits**, to have a better idea of the experiences of the social actors we study.

f. The seminar also has **3 field trips linked to the subjects of the class.** There will be preparation for these field trips in class and reflection sessions after the trips.

Class participation and the work in groups will make easier to go deep in reflection and in learning about different areas. In each work session, the students will develop dialogue and discussion (graded) in order to strength Spanish-language skills.

4. Assignments
Students will have **one reading test** or one **group work** for each reading.

- Students will do **3 field trip reports**: 1 report for each field trip, with guidelines given during a session before the first field trip.
- Students will **participate in groups of their interest**. In groups, they will do research on themes of the seminar and prepare presentations about them.

5. Exams
The students will have scheduled exams.

6. Field Trips And Field Trip Reports
There are **3 field trips** organized by Adriana Corti. The locations are:

a. Yasuní – Amazonía
b. Olmedo - Esmeraldas
c. Otavalo / Cotacachi – Imbabura
<table>
<thead>
<tr>
<th>Field trips</th>
<th>Places/Dates</th>
<th>Preparation</th>
<th>Reflection Session</th>
<th>Field trip report presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIP 1</td>
<td>Yasuní – Amazonía Thursday September 29 to Sunday October 2</td>
<td>Monday September 26</td>
<td>Monday October 3</td>
<td>Monday October 10</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>TRIP 2</td>
<td>Olmedo - Esmeraldas Thursday 20 to Sunday 23 October</td>
<td>Monday October 17</td>
<td>Wednesday October 26</td>
<td>Monday November 7</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>Week 12</td>
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</tbody>
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7. Evaluation
Students will be evaluated according to the following parameters:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Reading tests / Group work about the readings</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Field trip reports</td>
<td>20%</td>
</tr>
<tr>
<td>Field trips participation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Class participation will be evaluated according to the following parameters:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>60%</td>
</tr>
<tr>
<td>Class attendance</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Field trip reports will begin with complete points if they are submitted on the due date; if they are late they will begin at a reduction of 2 points. The final grade will be the average of the 3 reports.

The field trips will be evaluated according to the student’s active participation (taking notes, asking questions, making comments, paying attention, etc.) during activities and also in the reflection sessions.
COMMUNITY PARTICIPATION AND SOCIAL CHANGE SEMINAR

Professor: Martha Moscoso
Wednesday 3 to 6 pm

The Seminar
The seminar Community Participation and Social Change is a space of reflection, discussion, comprehension and of building knowledge related to different aspects of the Ecuadorian society based on students’ experiences. In this space we will connect knowledge that comes from experience with key concepts and theories. Special emphasis will be accorded to analysis and reflection on students’ experience as interns.

Dynamic
Knowledge will be built with group participation. Each student will bring experiences to share with the group and to consider as learning opportunities. Each experience is an element to discuss and one that enriches the learning process.

The Seminar will combine readings, urban visits, individual work, research about specific topics, group work, and dynamic activities for group integration. We will also introduce some videos and films.

Goals
The goals of the seminar are for students to:
- Achieve comprehension of the social, cultural, and daily aspects of the city.
- Reflect on experiences in Ecuador. This goal begins with the idea that each experience is a learning opportunity.
- Develop a comparative vision of what’s been learned here in Ecuador and their home country.
- Connect the experiences, especially the internship with the themes of the seminars.
- Have the freedom to work on a topic of their own interest, individual or group.

Subjects
The seminar will work on the following issues:
- Ecuador’s current history
- The city and public space: spaces where there are inequalities and citizenship participation.
- Indigenous people in Quito
- Development, poverty and inequalities
- Sovereignty and social change. The possibility for another world?
- Volunteer work and service learning. Students’ commitment to social change
- Elements that make social change difficult: racism, classism, and privilege.
- Elements that make social change difficult: sexism, violence, and power
- The concept of “Interculturality” as a proposal for integration.
- Important cultural elements… food in Ecuador. The experience of cooking Ecuadorian dishes.
- Returning to the U.S.: implications for students.
The Art & Creativity workshop is a space designed as pedagogical support to the program in which the students can process their experiences in a personal and intimate way, using different art and creative techniques.

**Goals**
1. Follow in a parallel way the pedagogical processes of the program with a creative artistic perspective.
2. Allow the students to express their personal perception regarding their experience in the country through an artistic technique that they choose.
3. Establish a space where the students get together and strengthen relationships through the use of different dynamics.
4. Make the workshop a space for students to consider their own learning styles and processes.

**Methodology**
This is a 12-hour workshop divided into 5 sessions (2 sessions of 3 hours and 3 sessions of 2 hours). The 3 hours sessions will be at the beginning and at the end of the program, as introduction and conclusion. The 2-hour sessions will be carried out periodically to develop exercises and also to check in on the group learning and dynamics.

**Techniques**
- **Creative exercises**
  The facilitator will do directed exercises using different artistic techniques that can help the student to:
  - Have the opportunity to have a place to feel and think about their personal process in Ecuador
  - Express that process in a creative way

- **Dynamics**
  Activities that attend to interpersonal dynamics will enable the group to know one another and better integrate as a group.

- **Expression and Body Consciousness**
  Different exercises will allow the students to “inhabit” their body, to manage corporal sensibility to reduce tension, to work on emotions and on energy, and allow expression and creativity to emerge.

- **Group Agreement**
We will begin the workshop by establishing a group agreement. This agreement will set parameters to build trust and confidence for all.

✓ **Project Follow Up**
The follow-up session allow each student to present the progress of their personal project to the facilitator and sometimes to the rest of the group for evaluation, clarifying, suggesting changes, etc.

✓ **Final Session: Projects Presentation and Evaluation**
In the final session we will do a presentation and a celebration to close the program where the student will present their individual project. This presentation is done in the same day of the final evaluation of the experience workshop.

Presenting privately only to the instructor and to the student group is always an option, as is inviting host families and friends.

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**SPANISH CLASSES**

**Professor:** Ileana Soto

The program offers 12 hours of Spanish classes with the aim of strengthening knowledge and confidence in students regarding the management of language.

The Spanish class has 2 components: 2 mandatory sessions and two visits to the English classes at the University, for the whole group, and then individual tutoring for those students who need or want more support.

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**SEMINAR EVALUATION (100%)**

1. Internship:

<table>
<thead>
<tr>
<th>Internship supervisor report</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reflections</td>
<td>30%</td>
</tr>
<tr>
<td>Class discussion</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Reflections on the Internship:**
Evaluation of reflections will be based on the analysis, not only on the description of the work. Evaluation will consider the depth of the analysis.

Each reflection will be graded on a scale of **10 points** according to the following parameters:

<table>
<thead>
<tr>
<th>Activities description</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual analysis and reflection</td>
<td>5 points</td>
</tr>
<tr>
<td>Definition and proposal of a subject to work in class</td>
<td>2 points</td>
</tr>
</tbody>
</table>
2. Community Participation and Social Change Seminar:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Theory and conceptual development</td>
<td>15%</td>
</tr>
<tr>
<td>Field research</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis: relation theory/field work</td>
<td>25%</td>
</tr>
<tr>
<td>Conclusions</td>
<td>10%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class participation 30%
The reflection on the city 10%
Readings 20%
Urban visits report 10%
Final reflection of the experience 10%
Art and Creativity workshop 20%
Total 100%

3. ISP

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Research assignments (2) (average grade)</td>
<td>10%</td>
</tr>
<tr>
<td>No. 1 Individual meeting</td>
<td>1 point</td>
</tr>
<tr>
<td>Table of contents</td>
<td>1 point</td>
</tr>
<tr>
<td>Introduction</td>
<td>2 points</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>2 points</td>
</tr>
<tr>
<td>Theory framework</td>
<td>4 points</td>
</tr>
<tr>
<td>No.2 Individual meeting</td>
<td>1 point</td>
</tr>
<tr>
<td>Results of the field work</td>
<td>9 points</td>
</tr>
<tr>
<td>Final document</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Parameters for grading the final document

EVALUATION POLICIES

1. Class participation and attendance
   ✓ Attending the seminars, field trips, internship, and all the activities on the syllabus is mandatory.
   ✓ Each unexcused absence will take out 2 points from the grade of class participation and class attendance.
   ✓ The absences due to sickness or family emergency are excused.
   ✓ Visits of family and friends to Ecuador are not a reason to miss class or not participate in the program activities.
✓ Class participation grade will have as its base an active contribution: paying attention, listening carefully, being part of the discussion, making questions, comments, participating in the activities, etc.

✓ Attending two individual meetings for the ISP is mandatory. Failure to attend will reduced the ISP grade by 2 points.

✓ Attendance at the internship is mandatory. The students must fulfill 204 hours at the internship site, and must spend that time according to the schedule established together with the supervisor. **Students may not change internship organizations.** In only two cases a change can be possible: if people from the organization ask the CILA Program Director to remove the student, or if the CILA Program Director considers that a change is necessary (for example, due to a lack of activities at the site).

2. **Assignments**
For each one of the seminars, assignments have to be turned in on the **established dates on the calendar**. The assignments have to be sent by email to the professors. Delay on submitting assignments will take **2 points** from the grade.

3. **Integration of theoretical and conceptual elements in assignments**
All the assignments must integrate elements from the readings and from the lectures, with direct quotes from a speaker or an author, and references to the readings. **It is not enough to mention an author or a reading.**

4. **Assignments rewrite**
Assignments have to be written in clear and accurate Spanish. Submitting assignments in Spanish is part of language acquisition. Nevertheless, since this is a second language for students, and if the professors let them, the students can rewrite their assignments.

5. **Evaluation criteria for the written assignments**
✓ Assignments should be complete, including all of the elements established in the work guides (field trip reports, volunteer work reflections, ISP, seminar activities, readings, etc.) or Martha and Maria’s explanations in class.

✓ Good quality assignments have: good structure, organized, clear presentation of the arguments, concept, a student’s own reflections, inclusion of elements from the visits, readings, lectures, notes from research, references, and footnotes.

<table>
<thead>
<tr>
<th>Equivalence:</th>
<th>A = 93–100%</th>
<th>B+ = 87–89%</th>
<th>C+ = 77–79%</th>
<th>D+ = 67–69%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 90–92%</td>
<td>B = 83–86%</td>
<td>C = 73–76%</td>
<td>D = 63–66%</td>
<td></td>
</tr>
<tr>
<td>B- = 80–82%</td>
<td>C- = 70–72%</td>
<td>D- = 60–62%</td>
<td>F =less than 60%</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE OF ACTIVITIES

WEEK 1

September
Thursday 1  Students arrive

Friday 2  Morning  Free to rest and get used to the altitude

3-5:30 pm  First orientation session
- Staff presentation, IEE and the students
- Immersion: host families: integration. Cultural elements: greeting, personal space, physical contact and greetings, food, thought patterns, different ways of acting…
- Health and medical insurance
- A positive experience, safe and fun, personal and group responsibilities. Safety and security rules, security commitments
- Sexism and gender relations
- Spanish language and Spanish classes
- Documents for the visa registration

BRING ALL THE DOCUMENTS FOR THE VISA REGISTRATION

Saturday 3
10 am-5 pm  Teleferico and Capilla del Hombre
Meeting point: Hall of the teleférico
Person in charge: Adriana Corti

THE FAMILY WILL SEND LUNCH

Sunday 4
9-2 pm  Biking to downtown Quito
We will do this visit biking.
In case there are students that don’t want to go biking we can do this visit walking.
Meeting point: Cicleadas El Rey
Av. Amazonas y Veintimilla (Nearby the Hotel Reina Isabel)
Person in charge: Adriana Corti

THE FAMILY WILL SEND LUNCH
WEEK 2

September
Monday 5
9 am–12 pm  Second orientation session
  ➢ CILA program in Ecuador: components, evaluation system, and grades: seminars, field trips, internship, pedagogical support workshop: art & creativity, ISP
  ➢ Expectations, goals, worries, needs, interests, experiences, what students want, what they want to learn in a new reality, in a new culture
  ➢ Learning opportunities
  ➢ Class participation: group work
  ➢ Diversity in the group: diversity integration in the program development: building community
  ➢ Community and the construction of knowledge: teacher & learners: participate, share, support.
  ➢ Building a safe space in the class: group agreements.
  ➢ Privilege

3–6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Introduction: work methodology
Present scenario of the social movements

Tuesday 6
9–11 am  Visa registration
The entire group
Meeting point: IEE – HECUA

3–4:30 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Ecuador’s recent history


4:30-6 pm  1st Spanish Class
Professor: Ileana Soto

Wednesday 7
Morning  Internship interviews (2-3)
Person in charge: Martha & Adriana
Immersion activity 1: Visit to the food markets
América Market (Calle Venezuela y Buenos Aires); Santa Clara Market (Calle Marchena, entre Ulloa y Versalles); Iñaquito Market (Villalengua, entre Jorge Drom e Iñaquito). (In groups)

3-6 pm  Seminar Community Participation and Social Change
**Person in charge:** Adriana Corti
**Subject:** Understanding history: visit to Museo Nacional de Arqueología
**Meeting point:** Museo Nacional de Arqueología

Thursday 8
**Morning**  Internship interviews (2-3)
**Persons in charge:** Martha y Adriana

Immersion activity 1: Visit to the food markets
América Market (Calle Venezuela y Buenos Aires); Santa Clara Market (Calle Marchena, entre Ulloa y Versalles); and Iñaquito Market (Villalengua, entre Jorge Drom e Iñaquito). (In groups)

Immersion activity 2: Graffiti (In groups).

3-6 pm  1st session: Art & Creativity Workshop
**Facilitator:** Mashol Rosero

Friday 9
**Morning**  Internship interviews (2-3)
**Person in charge:** Martha y Adriana

Immersion activity 2: Graffiti (In groups)

Cultural artistic and recreational activities search (In groups)

3:30–6 pm  2nd Spanish Class
**Professor:** Ileana Soto

Saturday 10
10 am–3 pm  Integration picnic, students and host families
**Place:** Parque Metropolitano
**Person in charge:** Adriana Corti

Sunday 11  Free time to be with the families
WEEK 3  Internships Begin

September 12

Morning  Internship interviews (1-2)
Person in charge: Martha and Adriana

3-6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Development and Good Living – Contemporary Discussions

Reading:
Pablo Dávalos (s.f.) Sumak Kawsay: La Vida en Plenitud (pdf). PUCE, Quito.

Tuesday 13

4-6 pm  Spanish tutoring
Professor: Ileana Soto

Wednesday 14

3-6 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Understanding the City: The Kitu Kara People
Guest lecturer: Fernando Cabascango, Leader of the Pueblo Kitu Kara

Readings:

INSTITUTO DE LA CIUDAD DEL MUNICIPIO DEL DISTRITO METROPOLITANO DE QUITO, Quito y sus comunas ancestrales, Boletín Estadístico (1), Noviembre 2012.

5-6 pm  Visit to an English class at PUCE
Person in charge: Ileana Soto

Reflection about the city: the reflection will integrate the immersion activities, the visit to la Capilla del Hombre and to the old town, and the presentation and reading about the Kitu Kara People.
(To be sent by email)

ISP: deciding on topics
Thursday 15
4-6 pm  Spanish tutoring
Professor: Ileana Soto

Friday 16  Internship: Report about the beginning and development of the work during the first week, ½ page (To be sent by email)

WEEK 4

Saturday
Monday 19
3-6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: *Yasuni National Park challenges and nowadays situation*

Reading:
El Yasuni: To read on line: [http://oeco.org.br/yasuni/](http://oeco.org.br/yasuni/)

Tuesday 20
4-6 pm  Spanish tutoring
Profesora: Ileana Soto

Wednesday 21
3-6 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: *Volunteer work and service- learning. Students’ commitment to social change*

Readings:


Thursday 22
4-6 pm  2nd session: Art & Creativity Workshop
Facilitator: Mashol Rosero

Friday 23
5-6 pm  Visit to an English class at PUCE
Person in charge: Ileana Soto
ISP: Individual meetings: discussion of the outline
(Monday 19, Tuesday 20, Wednesday 21, Thursday 22 and Friday 23)

WEEK 5

September
Monday 26
3-6 pm Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Urban issues in Quito and Latin America

Reading:

Wednesday 28
3-6 pm Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Poverty, development and inequalities. Relations between ethnic and social classes. Privilege

ISP: The outline (To be sent by e-mail)
Beginning of the research

Field trip to Yasuní: Thursday September 29 to Sunday October the 2\textsuperscript{nd}

WEEK 6

October
Monday 3
3-6 pm Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Climate change and the Amazonia: environmental challenges
Reflection session about the field trip to Yasuni

Reading: To be defined

Tuesday 4 Internship: Reflection No. 1 (To be sent by e-mail)

Wednesday 5
3-5 pm Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Interculturality and ethnic identities. Relations intersected by privilege

5-6 pm  Internship: Discussion about the internship Reflection No. 1

WEEK 7

October 10
3-6 pm  Seminar Politics and Development in Ecuador
Professor: Maria Arboleda
Subject: Readings workshop

Wednesday 12
3-5 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Ecuadorian movie
Place: Martha’s house

Thursday 13
4-6 pm  3rd session: Art & Creativity Workshop
Facilitator: Mashol Rosero

WEEK 8

October 17
3-6 pm  Seminar Politics and Development in Ecuador
Professor: Maria Arboleda
Subject: Mangroves in Ecuador: Culture and Development Vision

Wednesday 19
3-5 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Racism and ethnic discrimination: community tourism in the Olmedo community
Guest invited: Florencio Nazareno, leader of the Olmedo community

Readings:
Group 1: Verónica Santafé Troncoso (2012). El encuentro turista-anfitrión desde una perspectiva intercultural, y su incidencia en el desarrollo del turismo comunitario, Tesis de Maestría en Estudios Socioambientales, Quito, FLACSO.

ISP: Individual meetings: discussion of the assignment No. 1 (To be sent by e-mail)  
(Monday 17, Tuesday 18 and Wednesday 19)

Field trip to Esmeraldas: from Thursday 20 to Sunday 23 October

WEEK 9

October

Monday 24
3-6 pm  Seminar Politics and Development in Ecuador  
Professor: María Arboleda  
Subject: Mid-term exam: work presentation

Tuesday 25  Internship Reflection No. 2 (To be sent by e-mail)

Wednesday 26
3-5 pm  Seminar Community Participation and Social Change  
Professor: Martha Moscoso  
Subject: Reflection session about the field trip to Esmeraldas

4-5 pm  Social conflicts: sexism and gender violence

5-6 pm  Discussion about the internship Reflection No. 2

WEEK 10

MID TERM BREAK  
From Monday October 31st to Friday November the 4th

WEEK 11

November

Monday 7
3-6 pm  Seminar Politics and Development in Ecuador  
Professor: María Arboleda  
Subject: Sexual diversity and gender relations in Ecuador

Reading:
Wednesday 9
3-5 pm Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Youth Social Activism
Visit to El Churo Comunicación

Thursday 10
4-6 pm 4th session: Art & Creativity Workshop
Facilitator: Mashol Rosero

WEEK 12

November
Monday 14
3-6 pm Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Indigenous people in Ecuador: society and state proposals

Reading:

Tuesday 15 Reflection about the visit to El Churo Comunicación
(To be sent by e-mail)

Wednesday 16
10am - 3 pm Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Visit to Granja Pachamama: women and organic agriculture
Person in charge: Lupe Lituma
Cel. 098 401 54 97
Meeting point: HECUA

Reading:

Field trip to Imbabura: from Thursday 17th to Sunday 20th November
SEMANA 13

November

Monday 21
3-6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: Kichwa People: development proposals

Reading:

Tuesday 22  Reflection about the visit to Pachamama
(To be sent by e-mail)

Wednesday 23
3 – 6 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Subject: Important cultural elements....Ecuadorian food
Place: Martha’s house
Person in charge: Matías Rosero

ISP: Individual meetings: Discussion of the assignment No. 2
(Monday 21, Tuesday 22, Wednesday 23, Thursday 24 y Friday 25)

WEEK 14

November

Monday 28
3-6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subjects: Imbabura field trip reflection session
Workshop about social actors and social processes in Ecuador

Wednesday 30
3 – 6 pm  Seminar Community Participation and Social Change
ISP: Presentation of the results of the research (orally and written)

December

Friday 2
3-6 pm  Seminar Politics and Development in Ecuador
Professor: María Arboleda
Subject: FINAL EXAM: presentation of the final work
WEEK 15

December

Tuesday 6  Internship: the Internship Reflection No. 3
(To be sent by e-mail)

Wednesday 7
3 – 6 pm  Seminar Community Participation and Social Change
Professor: Martha Moscoso
Final session. General balance of the experience:
Internship: learning & results: discussion about the internship
Reflection No. 3

Thursday 8
3-6 pm  5th Class of the Art & Creativity Workshop
Facilitator: Mashol Rosero
Project presentation

Final reflection (To be sent by e-mail)

FAREWELL DINNER

Assignments in
COMMUNITY PARTICIPATION AND SOCIAL CHANGE

1.  Reading reflection
   Each reading reflection must include:
   • The author’s main ideas
   • Student’s point of view
   • Questions prepared for the class or for the visit
   • Clarifying questions if needed.
   
   In the class, you should participate with a question that integrates the reading and the
   lecture.

   Length: 1 page

   To be sent by email the day before the class

2.  Cultural immersion activities
   The cultural immersion activities are intended to help the students in their process of
   comprehension and adaptation to life in Quito. This is achieved through a direct,
   experiential approach to some of the important elements of culture and daily life in Quito.
1. Food markets: América Market Calle Venezuela y Buenos Aires); Santa Clara Market (Calle Marchena, entre Ulloa y Versalles); and Iñaquito Market (Villalengua, entre Jorge Drom e Iñaquito). (In group)

2. Graffiti (In groups)

3. Reflection about the City
This reflection will include the immersion activities, the visits to la Capilla del Hombre and to the historical district, and the presentation and reading about the Kitu Kara people (To be sent by e-mail).

√ The students’ own personal experience and learning:
- How the visit has challenged your interpretative point of view about the topic of the visit? Why?
- What are the most important things you have learned as a result of the visit?
- Critical reflection (including concepts and theories based on the readings, lectures, personal reflection, and critical evaluation)
- If necessary, clarifying questions

√ The city and its problems:
- Describe the important problems in the lives of indigenous people, based on presentations and the readings.
- What are the relationships established by the people in the markets?
- What are the problems of the country, the city, and the social actors that are visible in graffiti?
- What are the problems of the country, the city, and the social actors that are visible in Guayasamin paintings?

√ Evaluation and critical reflection: In what ways is Quito a city where there are inequalities? Is it a city where there is participation by citizens? Write some characteristics of the city that illustrate these 2 elements.

√ Clarifying questions.

Length: 2 pages

Sent by e-mail Wednesday 14 September

4. Reflections about urban visits
The reflections must include:
✓ Personal learning experiences:
- How the visit has challenged your interpretative point of view about the topic of the visit? And why?
- Which are the most important proposals from the social actors seeking to achieve social change?
- Which are the most important things you have learned as a result of the visit?
- Critical analysis (including concepts and theories based on the readings, lectures, personal reflection, and critical evaluation)
- If necessary, clarifying questions

**Length:** 1-½ pages

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**Due dates:**
- **Churo Comunicación:** Tuesday November 15th (by email)
- **Granja Pachamama:** Tuesday November 22nd (by email)

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5. **Internship Reflections**

**Internship reflection No. 1**
This reflection will include:
1. Activities description, comments, reactions, impressions, feelings, challenges and troubles that you found at the beginning of the experience.
2. New expectations. Now that it has started, what do you expect of the internship? What have you learned, what potential for personal development exists? What contributions can you provide to the organization?
3. Organization description: history, social issues that motivate the organization and the goals and proposals of this internship.
4. Strength and weaknesses of the organization.
5. How is the work of the organization orientated towards social change and overcoming inequalities and poverty?
6. Reflection and analysis introducing **conceptual elements** from the readings and the lectures of **both** seminars.
7. **Question or subject** to address in class.

**Internship reflection No. 2**
This reflection will include:
1. Description of the **program and the activities** in which the student is working
2. **Self-evaluation:** strengths and weaknesses
3. **Student participation** related to social change.
4. Reflection and analysis introducing **conceptual elements** from the readings and the lectures of **both** seminars.
5. **Question or subject** to work on in class.

**Internship reflection No. 3**
This paper will include:
1. Description of the activities you are working on
2. What have you learned
3. What are you taking with you to your country?
4. Question or subject to work on in class.

**Each reflection must have 4 pages**
6. **Independent Study Project (ISP)**

The final document of the ISP must be between 18 and 20 pages

**We recommend that the ISP be related to the internship.** Nevertheless if you are interested in studying another subject you can do it.

**The subject has to be connected with Ecuador.** It can be comparative with the United States or with another Latin American country.

The draft of the proposal and the assignments have to be sent by email one day before the meeting.

**The final document must be printed out.**

**Important elements of the ISP:**

- ✓ Field research (interviews, surveys, life histories, etc.)
- ✓ Theory and conceptual discussion (after reading different books, bibliography)
- ✓ Analysis of the subject relating the field research with the theory.

**If one of these elements is not included** the final grade will be less according to the points assigned to each one of these elements.

**After the 4th week it is not recommended to change the topic**

**Final Document Structure:**

- Title (the title must encapsulate the main idea of the study)
- Table of contents (page numbers and sections)
- Introduction (subject significance, thesis, supporting arguments, and goals)
- Theory development
- Research development
- Analysis (relating empiric information with the theories)
- Conclusions
- Bibliography

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**Due dates: (to be sent by e-mail)**

- Report of the first week (1/2 page)  
  Friday September 16
- Internship reflection No. 1  
  Tuesday October 4
- Internship reflection No. 2  
  Tuesday October 25
- Internship reflection No. 3  
  Tuesday December 6

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### ISP CALENDAR

**WEEK 3**
**Wednesday September 14:** Subject preliminary definition: interest area, significance and viability of the subject. (Bibliography and field research)

**WEEK 4**
Individual meetings: ISP draft  
(September Monday 19, Tuesday 20, Wednesday 21, Thursday 22 and Friday 23)

**WEEK 5**
**Wednesday September 28:** The outline (To be sent by e-mail)  
Content:  
- Introduction  
- Subject, context, supporting arguments, social sector with which one will work, space location, etc.  
- Questions that will guide the research  
- Goals  
- Methodology and research techniques (interviews, life stories, etc.)  
(2 pages)

**BEGINNING OF THE RESEARCH**

**WEEK 8**
Individual meetings: Discussion of the assignment No.1 (To be sent by email the day before the meeting (7 pages)  
- Table of contents with the chapters (1 page)  
- Introduction (subject, thesis, supporting arguments, conceptual framework and goals. (2 pages)  
- The annotated bibliography: ideas and important information, important concepts for the research (2 pages)  
- Exposition and development of the subject supported on the theory (2 pages)  
(October Monday 17, Tuesday 18 and Wednesday 19)

**WEEK 13**
Individual meetings: Discussion of the assignment No. 2 (Sent by e-mail the day before the meeting (2 pages)  
Exposition of the field work (interviews, surveys, life stories, documents, etc.)  
(November Monday 21, Tuesday 22, Wednesday 23, Thursday 25 and Friday 25)

**WEEK 14**
**Wednesday November 30:** Due of the final document (already corrected the Spanish in order to be graded) and oral presentation.
7. **Final reflection**

The final essay is a personal reflection about your experience in Quito and in Ecuador. It will include:

- ✓ Contact with a different culture (some details: field experiences, daily life, with the families, on the streets, etc.)
- ✓ Comparative analysis of some of the aspects of the Ecuadorian reality with the reality of the States (2 aspects minimum)
- ✓ Changes on the analysis perspective of the Ecuadorian reality
- ✓ The most important things that you have learned (academic, personal, etc.)
- ✓ Difficulties that you found on the way to adapting yourself to a new reality.
- ✓ Ecuador experience facing going back to the States

**Length:** 4 pages.

**Presentation date:** Thursday December the 8th