Social and Political Transformation in Ecuador

Wednesday, January 2 – Sunday, January 27

Contactos:

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1er piso, of. 2
Tel. 2904 098
Program Themes

*Social and Political Transformation in Ecuador* examines development, government policies, and social participation in political processes. Students will understand important transformations both proposed and implement in Ecuador in recent years. They will learn about the difficulties of implementing change, and about how various social actors participate in movements supporting or rejecting proposals made by the government. The program will analyze political changes in light of the presidential election in 2017.

_The program is conducted in English with the participation of translators in the field._

For more than a decade, Ecuador, like some other Latin American countries, has followed a path some have derisively called “twenty-first century socialism.” As a political candidate and later as the newly elected president, Rafael Correa skillfully wove together proposals from the left with religious and pragmatic philosophies. The results have included a number of economic and social achievements, but many controversial plans put forward by Correa have also been strongly rejected by various social movements—by indigenous groups in particular, and by the most radical groups on the left.

At another level, the Constitution of Ecuador, approved in 2008, is an extraordinary document, granting rights to the natural world and to ethnic groups, recognizing new kinds of citizen participation, and claiming the sovereignty of Ecuador in new realms.

After some years of the approval of the Constitution, deep conflicts remain about how to implement it and about how this document should shape new laws and government decisions. Other sources of conflict are the interests and contradictory actions of the executive and the legislative powers.

With the 2017 election that will replace President Correa, who has reached his term limit, the political panorama is changing. Political forces are moving to replace “correismo,” and this HECUA program will examine the results of those initial changes.

Goals and Objectives

Students participating in this program will:

- Understand major political, economic and social processes initiated in Ecuador since the approval of the New Constitution.
- Understand the participation and the proposals made by the key social movements (indigenous, Afro-Ecuadorian, environmentalist, youth, and women’s groups).
- Learn about the political proposals made by the candidates to the presidency.
- Learn about proposals lead by the government and the legislative power, and by other social actors, limitations of those proposals, and the conflicts that have arisen because of them.
- Understand the historic roots of multiple ethnic identities in Ecuador, and the Ecuadorian interpretation of the concepts “interculturality” and “plurinationality” that have been brought forward as ways for these identities to co-exist.
Key Questions

• What sorts of change are taking place in Ecuador, and why?
• Do the government policies and initiatives intend to address inequalities?
• What role do social movements play in determining how change takes place?
• What are the greatest sources of conflict?

Lecture and discussion topics

√ Ecuador: a general historical perspective
√ General overview of the economy, political and social situations
√ The important elements of the Constitution of 2008
√ The concept of “Good Living” (el Buen Vivir; Sumak Kawsay in Kichwa). The most important elements: the land and food sovereignty
√ Social movements and community participation in Ecuador: Indigenous, Afro-Ecuadorian, women and youth
√ The coloniality of power
√ The concepts “plurinationality” and “interculturality” and the indigenous movement
√ The rights of nature, environmental preservation and oil extraction
√ Local initiatives to overcome poverty

Through a combination of lectures, readings, analyses, discussions, research and field visits we will examine how Ecuador is changing in different realms: political, economic, and social. We will also explore alternative practices and proposals put forward by different social movements. The central elements of the analysis are the rights established by the new Constitution. We will also study the indigenous and Afro communities, visiting Cotacachi and el Chota Valley, and the Amazonian areas where severe environmental damage exists along with active programs of environmental preservation.

Lectures, discussion and analysis

The work in the classroom integrates lectures, readings, discussion and analysis.

Group work

The group work constitutes a space for deepening of the discussion with the participation of all students.

Field Visits

Visits to organizations in Quito and two rural sites will allow students to learn and understand firsthand about cultural, social, political and economic realities.

Individual Study

This is an individual assignment about an important topic related to Ecuadorian society that we have not had time to explore more deeply in the classroom or through field visits.

Because of the limited time and limited access to libraries due to the language barrier, the research will be done on the web. Students are encouraged to use library resources of their home campus.
Each student will select their own topic and do their own research and will bring the information for discussion to the class session indicated in the syllabus. Students will submit an outline by email.

**Credits and Grading**

The program is worth 1 course credit (4 semester hours or up to 6 trimester credits).

- Participation in the classroom, including:
  - Questions and comments about: the lectures, the readings, and experiences, presenting the discussion questions and reading reflections/reports 10%
  - Participation during the field visits (Adriana will grade) 10%
  - Rural Field Visit Reports 20%
  - Urban Field Visit Reports 20%
  - Individual Study 20%
  - Final Reflection Paper 20%

**Evaluation Policies**

1. **Participation and Attendance**
   Attendance in all classes and field visits is mandatory.
   The Participation grades will be assigned based on an active and informed performance, demonstrated by evidence that students have read assigned readings, engaged with lecturers and classmates, and participated in all of the activities of the field visits. That evidence includes students’ questions and critical comments.

2. **Due dates for assignments**
   The short duration of the program means assignments cannot be granted extensions beyond the due dates.

3. **Criteria for the evaluation of papers**
   Papers may be written on the computer or handwritten in clear and legible printed handwriting or neat cursive writing. Handwritten assignments should be in pen, not pencil. Papers should be clean and without crossed-out sections. Papers may be sent by e-mail the night before to the class or brought to class if written by hand.

   The final paper should be well-structured and organized, with clear exposition of arguments and personal reflections. Cite sources using a single standard format.

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

Wednesday 2

Arrival at Quito’s Mariscal Sucre International Airport
Host families will meet students at the airport

Thursday 3

Morning free to rest and adjust to the altitude.

3:00 pm Information and orientation session
- Introductions of participants and program staff
- Hopes and expectations
- General information on Quito (activities, sites, getting around)
- Health and safety issues: the entertainment/bar districts, alcohol, and differing expectations of male-female interactions
- Rules of the Program
- Health and insurance
- Overview of the program; assignments, individual research
- Question, concerns, comments

Friday 4

9 am Lecture on the Recent History of Ecuador: The Main Conflicts
Facilitator:

Reading:

3 pm Lecture on the Constitution of 2008 and the meaning of Sumak Kawsay
Lecturer: Marcelo Medrano
099 198 7607
Translator: Adriana Corti

Reading:

Readings Reflection:
The reflection must include:
- A summary of the author’s argument and point of view
- Your own point of view
- Integration of elements from both readings
- If necessary, clarifying questions about the reading
Length: 1 page; to be emailed on Thursday 3
Saturday 5

10 am    Going to the Teleférico  
Person in charge:  
Meeting at the Teléferico hall

2 pm    La Capilla del Hombre; the committed art of Oswaldo Guayasamín and the Indigenous Movement  
Person in charge: 

Sunday 6

10 am-2 pm    Biking, walking, and analyzing the historical district  
Person in charge: 

Monday 7

9 am    Lecture on the Actual Political Scenario  
Lecturer: Hernán Reyes  
098 466 1876  
Translator: Adriana Corti

3 pm    Lecture on Participation and Social Movements  
Lecturer:

Reading:

Reading Reflection:
The reflection must include:
✓ A summary of the author’s argument and point of view  
✓ Your own point of view  
✓ Integration of elements from both readings  
✓ If necessary, clarifying questions about the reading
Length: 1 page  
To be emailed on Sunday 6

Tuesday 8

9 am    Visit to the Museo de la Ciudad.  
Meeting at the Trole Stop La Colón.  
Families will take student at the stop.

3 pm    Social Movements, Participation, and Proposals for Change  
Visit to Churo Comunicación: Youth activism and new proposals and practices of Communication  
2908 560
**Translator:** Adriana Corti

**CHURO visit reflection**

The reflection must include:
- Your own personal experience and learning:
  - How the visit has challenged your interpretative point of view about the topic of the visit? And why?
  - Which 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

*Length: 1 page, to be emailed on Tuesday 8.*

**Wednesday 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Lecturer</th>
<th>Contact</th>
<th>Translator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am</td>
<td>Lecture on the Indigenous Nationalities in the Amazonian</td>
<td>Roberto Narváez</td>
<td>098 47 12 787</td>
<td>Adriana Corti</td>
</tr>
<tr>
<td>3 pm</td>
<td>Lecture on the Environmental Situation and Megadiversity in the Ecuadorian Amazon</td>
<td>Belén Cordovez</td>
<td>099 483 7062</td>
<td></td>
</tr>
</tbody>
</table>

**Reading:**


**Reading Reflection:**

The reflection must include:
- A summary of the author’s argument and point of view
- Your own point of view
- Integration of elements from both readings
- If necessary, clarifying questions about the reading

*Length: 1 page; to be emailed on Tuesday 8*

**Thursday 10**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Lecturer</th>
<th>Contact</th>
<th>Translator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am</td>
<td>Lecture on Oil Exploitation and Its Impacts on People and Nature</td>
<td>Alexandra Almeida</td>
<td>099 900 7794</td>
<td>Adriana Corti</td>
</tr>
</tbody>
</table>

**Reading:**

11 am Preparation for Amazonian field trip
Facilitator: Adriana Corti

3 pm Discussion on the Documentary *The True Story of Chevron’s Ecuador Disaster*

**Friday 11, Saturday 12, Sunday 13 and Monday 14**

**The Mega Diversity: Trip to Yasuni**

**Person in charge:** Adriana Corti

Students will stay in the Yasuni Research Station of the Catholic University, in the Waorani nationality area (more details during the program)

**Objectives**
- Allow students to deepen their comprehension, through experience, of topics that they have been discussing in the classroom
- Understand the importance of Amazonian megadiversity for Ecuador

**What HECUA expects from the students during the field trip:**
- Respect for the people and nature in the visited areas
- Active participation in the programmed activities. (Engagement, asking questions, comments, etc.)

**What HECUA expects from the students for the reflection session:**
- Draw connections between the content of the readings and lectures with the experience

**What to pack:**
**DON’T FORGET YOUR ORIGINAL PASSPORT (NOT A COPY) AND YELLOW FEVER CERTIFICATE**

A medium size luggage for everything (remember that it’s only a 4 day trip)
A small back pack for daily excursions
1 or 2 light pants (cotton or any fast drying material, jeans are not recommended).
4 or 5 light t-shirts short sleeve/light long sleeve shirts
5 pairs of long socks
1 short
A hat or cap
Raincoat
Comfortable walking shoes
Sandals to walk in the station
Sunglasses
Extra pair of contact lenses if necessary
Flashlight

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**Reading Reflection:**
The reflection must include:
- ✓ A summary of the author’s argument and point of view
- ✓ Your own point of view
- ✓ Integration of elements from both readings
- ✓ If necessary, clarifying questions about the reading

*Length: 1 page; to be emailed on Wednesday 9*
Sunscreen (SPF over 45 is recommended)
Mosquito repellent
Notebook and pen to take notes
Towel
Toiletries/soap/shampoo etc.
Personal medicines
Extra batteries
Plastic bags for dirty clothes
Camera (plastic bag to protect it from the rain)

NOTE: Drinking alcohol during the field trips is forbidden from HECUA headquarters in St Paul: You will be staying in very close quarters with your peers and with instructors. Do not bring alcohol, and do not drink alcohol while on this trip. The possession or drinking of alcohol during the field trip won’t allow you to participate in the second field trip.

Schedule, Yasuni Trip

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 am</td>
<td>Meet at HECUA to take the bus</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Breakfast in Papallacta</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Arrive to Loreto. Lunch</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Departure to Pompeya</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Arrive to Pompeya</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Arrive to Yasuni Research Station</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Dinner</td>
</tr>
<tr>
<td></td>
<td><strong>Day 1 – Friday 11</strong></td>
</tr>
<tr>
<td>6:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>6:45am</td>
<td>Guided hike to the 30m tower for bird watching</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Weaving workshop with the Waorani women</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>8:00pm</td>
<td>Night hike</td>
</tr>
<tr>
<td></td>
<td><strong>Day 2 – Saturday 12</strong></td>
</tr>
<tr>
<td>6:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Boat ride on the Tiputini river</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Guided hike in the rain forest</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>8:00pm</td>
<td>Packing time</td>
</tr>
<tr>
<td></td>
<td><strong>Day 3 – Sunday 13</strong></td>
</tr>
<tr>
<td>6:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Bus drive to Pompeya</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Arrive to Pompeya and transport back to Quito</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch on the way</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Arrive in Quito</td>
</tr>
</tbody>
</table>
Tuesday 15

Morning free to write the Amazonian Visit Reflection

3 pm Evaluation of the visit and reflection

Amazonian Visit Reflection

The reflection must include:

√ Your own personal experience and learning:
  - How the visit has challenged your interpretative point of view about the topic of the visit? And why?
  - Which are the most important things you have learned as a result of the visit?

√ Critical reflection (including concepts and theories based on the readings (Johnson, E. (2015); Nobre, A. (2014); lectures (R. Narváez, A. Almeida, B. Cordovez), personal reflection, and critical evaluation)

√ Topics to be also included in the reflection:
  - Which are the impacts of the oil extraction in nature and in people’s health and lives?
  - How is the dynamic of the Waorani, the YRS and the oil company staying on the same area?
  - Analyses the workshop as a relation space between the group of the students and the Waorani women

√ If necessary, clarifying questions

Length: 3 pages, to be sent by email on Tuesday 15

Wednesday 16

9 am Lecture on the Afro-Ecuadorian Movement, Organization and Politics
Lecturer: Catherine Chalá
Translator: Adriana Corti

12:30 pm Lunch in Martin Pescador: Food from the Afro Ecuadorian area of Esmeraldas and managed by the C-Condem organization. Explanation of the political movement and actions taken against the deforestation of the mangroves

3 pm Lecture and discussion on The Indigenous Movement: proposals and challenges
Lecturer: Luis Andrango o Surimana o Estelina Quinotoa
Translator: Adriana Corti

Readings


Readings Reflection:
The reflection must include:

✓ Your summary of the author’s points of view
✓ Your own point of view
✓ Integration of elements from both readings
✓ If necessary, clarifying questions about the reading

Length: 2 pages, to be sent by email on Tuesday 15
**Thursday 17**

**9 am**  
Lecture and Discussion on Colonality, Interculturality, and Multinationality  
**Lecturer:** Edizon León  
099 804 5365

**Reading:**

**Reading Reflection:**
The reflection must include:
- ✓ Your summary of the authors’ points of view
- ✓ Your own point of view
- ✓ Integration of elements from both readings
- ✓ If necessary, clarifying questions about the readings

*Length: 1 and 1/2 pages*
*To be emailed on Wednesday 16*

**3 pm**  
The Social Movements: Young Women Political Participation  
**Facilitator:** Ana Cano (Black Mama, Rap singer)

**5 pm**  
Imbabura Field Trip preparation  
**Facilitator:** Adriana Corti

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**Friday 18, Saturday 19, Sunday 20 and Monday 21**

**Schedule, Imbabura Trip**

**Day 1, Friday 18**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8h00</td>
<td>Departure from HECUA Office</td>
</tr>
<tr>
<td>11h00</td>
<td>Visit to Salinas and Mascarilla, two Afro-Ecuadorian communities in the Chota Valley; presentation on Grupo Artesanal Esperanza Negra (GAEN) and visit to Trapiche</td>
</tr>
<tr>
<td>13h00</td>
<td>Lunch in Mascarilla</td>
</tr>
<tr>
<td>15h00</td>
<td>Demonstration of mask-making</td>
</tr>
<tr>
<td>16h00</td>
<td>Departure from El Chota to the communities in Cotacachi</td>
</tr>
<tr>
<td>17h30</td>
<td>End of day’s activities; arriving at indigenous homestays</td>
</tr>
</tbody>
</table>

Host families live among a number of widely scattered communities, so each pair of students will arrive at their homestays at different times. The earliest arrivals should be around 17h30 PM, while the latest will be close to 18h00

**Day 2, Saturday 19**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8h00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9h00</td>
<td>First bus pick-ups at homestays</td>
</tr>
<tr>
<td>10h00</td>
<td>Visit to a family textile handicraft workshop in Carabuela</td>
</tr>
<tr>
<td>11h00</td>
<td>Exploration of Otavalo market</td>
</tr>
<tr>
<td>13h00</td>
<td>Lunch in La Calera</td>
</tr>
<tr>
<td>15h00</td>
<td>Visit to necklace workshop</td>
</tr>
<tr>
<td>17h00</td>
<td>End of day’s activities; return to homestays</td>
</tr>
</tbody>
</table>
Day 3, Sunday 20

8h00 Breakfast
  Morning and lunch with families
14h00 First bus pick-ups at homestays
15h00 **Lecture on Community-based Tourism: Menaces and Opportunities**  
  **Lecturer:** Fausto Gualsaqui

**Reading:**

<table>
<thead>
<tr>
<th>Reading Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You won’t write a reading reflection but you will prepare at least 3 topics or questions about community based tourism to talk with Fausto. We will talk about what you have prepare in the classroom. You will include the topics of this reading in the Field Trip Reflection.</td>
</tr>
</tbody>
</table>

5:00 pm Return to the indigenous homestays
19h00 Cultural Night

Day 4, Monday 21

8h00 Morning and lunch with families
15h00 Return to Quito
17h00 Arrive to Quito

Tuesday 22

Morning free to write the Imbabura Reflection

3 pm **Evaluation and Reflection about the Imbabura visit**  
  **Facilitator:** Adriana Corti
Wednesday 23

9 am-2 pm  Visit to the Granja Integral Pachamama, a women’s initiative dedicated to organic production. We will stay the entire day. Students will participate in the farm activities together with the women. The women will give the group a traditional meal with the products produced at the farm.
Facilitator: Lupe Lituma
Translator: Adriana Corti

Reading:

Afternoon to prepare the presentation on the individual research

Thursday 24

9 am-12 pm  Work session on individual research
12:30. 2:30 pm  Farewell Lunch
3-5 pm  
**Work session on individual research**  
Students will present the research. 15’ each one

5-6 pm  
**Final work session**

**Friday 25 and Saturday 26**

**Free Days**

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**Final Reflection Paper**

This paper will be a critical reflection on the key questions of the program and will be divided in two parts:

1. Reflection on the Ecuadorian process, designed to compare elements of transformation and participation encountered in class and in readings with the situation experienced and observed during field experiences. Include concepts and theories from the readings and lectures. Consider:
   √ The inequalities that have motivated changes to the Constitution
   √ How the government and the social movements have attempted to address political, economic, and social transformation
   √ The situations of conflict that transformation has produced or exacerbated
   √ The participation of social movements supporting or rejecting the process

2. This second part will be related to students’ own personal experience and learning:
   √ How your experience in this program has changed your interpretative point of view?
   √ Have your own ideas about democracy and participation have changed as a result of your participation in this program?
   √ Which are the most important things you have learned as a result of participation in the program?

*Length: 3 pages, to be sent by email on Sunday 27*

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**Sunday 27**

**Back to the U.S.**

*Host families will take students to the airport*