GLBL 298: Global Studies Seminar Abroad
EDUCATION AND DEVELOPMENT IN ANDEAN ECUADOR
University of Illinois at Urbana-Champaign, Spring/Summer 2016
March 14-May 3 (Spring Term B): Mondays 5-7:20pm, 212 Davenport Hall
July 5-August 7 in Lumbisi, Ecuador

6 credits: lecture/discussion on campus, service learning/research on site
This course fulfills a requirement for the Global Studies major.

Faculty Director: Dr. Alicia P. Rodriguez
Office Hours: Tuesday & Thursday 1:00-3:00pm
Office Location: 1207 W. Oregon, room 127, Urbana
Phone: (217)244-9732
Email: aprodrig@illinois.edu

Overseas Staff

<table>
<thead>
<tr>
<th>Staff member</th>
<th>Responsibilities to students</th>
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</thead>
</table>
| Maria Teresa Barragán  
maria@hoy.net (FEVI Director) | ● Runs FEVI orientations, service learning workshops, and summer camp  
● Coordinates host families and excursions  
● Arranging professor’s lectures  
● Local financial management of the program: paying host families, paying traveling expense, school organization expenses, social and cultural activities |
| (FEVI On-Site Coordinator) | ● Assists Maria in running the summer camp  
● Assists students with everyday incidents, student life issues, and communication with host families |
| Dr. Barbara Hancin-Bhatt  
hancinbh@illinois.edu | ● Coordinates with FEVI and on-site staff in Weeks 1-2  
● Communicates with students about the daily program schedule in Weeks 1-2 |
| Pericles Alejandro Bayas Mora  
bayasmo2@illinois.edu (Teaching Assistant) | ● Supervises student teaching during the summer day camp |
| Dr. Alicia P. Rodriguez  
aprodrig@illinois.edu (Faculty Director) | ● Assigns and evaluates students’ academic work  
● Guides student research  
● Coordinates with FEVI and on-site staff in Weeks 3-6  
● Communicates with students about the daily program schedule in Weeks 3-6 |

COURSE DESCRIPTION
Ecuador is rich with cultural and natural diversity, and this diversity presents opportunities as well as challenges for the nation’s development. Our course focuses on education as a factor in human, and therefore, national development. After establishing the framework within which we understand the
relationship of education to development, we consider indices of educational achievement in Ecuador and reflect on the causes of differences in opportunity and achievement. From here, we begin to explore how our group can be a part of sharing our knowledge and experiences as U.S.-educated college students and by working with children in a summer camp and living with host families advance our understanding and appreciation of Ecuador’s diversity, as well as cultural diversity in general.

Students arrive in Lumbisi for the final week of Ecuador’s school year so that they can observe and volunteer in schools and adjust to the cultural context before they begin teaching. In Weeks 2-5 students teach in the FEVI summer camp during the week, and spend weekends visiting other Ecuadorian communities, cities, and tourist sites in order to contextualize their experiences. The five-week program abroad offers students an immersive experience, the opportunity to develop meaningful cross-cultural relationships, and the support necessary to gain increased confidence and independence in negotiating a foreign context.

In addition to offering the camp experience, students continue to study the themes of education, development, and global citizenship. On the weekends, we travel to different areas in Ecuador to experience first-hand the cultural and natural diversity that Ecuador offers. Our group lives with Spanish-speaking host families in the community where we work, integrating as much as possible to gain their trust and learn from them.

In Lumbisi the University of Illinois has long-standing relationships with the non-governmental organization Fund for Education and International Volunteering (FEVI) and nearby Universidad San Francisco de Quito (USFQ). Through this seminar in Lumbisi, students develop analytical and professional skills in education, cross-cultural communication, social science research, and international development. Students explore the theories, actors, and challenges involved in creating educational enrichment opportunities for children in a semi-urban community.

The pre-departure workload is equivalent to 2 credit hours in order to adequately prepare for the 4 credit hours of work that students complete abroad.

Summer Camp Description
While in Ecuador, our group engages in a service-learning opportunity in which we create and conduct a month-long summer enrichment experience for children in Lumbisi, a small, low to middle-income community just outside of Quito. Based on a “global studies” theme, our group offers modules on ESL, the Environmental Sciences, Sports & Wellness, and Arts & Culture around the World, each Monday through Friday during the mornings only. Our campers are between the ages of 5-15, with our 13+ campers serving as “leaders” to support our student instructors. The camp serves about 100 children.

Each class we teach at the camp will have a “Global Studies” or “Conocer el Mundo” learning objective and an English language learning objective. We will teach children about the world through lessons in the arts, wellness, environment, language, culture, and geography. Specific topics for the summer camp will be determined based on the knowledge and skill sets of students who enroll in the course. Each University of Illinois student will serve as an expert teacher for about 3-5 days of camp. In order to maximize the enrichment experience for children, we will prioritize skills and topics that children would not normally cover in their regular schools and in which our students have specific expertise.
Students will run the camp collaboratively, support one another, and provide the best service possible to our campers. In the classroom there will be three student roles. The Lead Teacher will create the lesson plan for the day and adapt the lessons to different ages and skill levels. They will be the primary teacher that day. The Translator will help with translating lesson content from English to Spanish, teach key Spanish phrases and vocabulary to the lead teacher, and serve as an interpreter in class for the teacher who speaks little Spanish. Finally, the Classroom Management Helper will ensure that all students, volunteers, and teen leaders are utilizing their skills and knowledge to contribute to camp functioning. These different roles will allow students to gain professional experience in their areas of interest, to collaborate with one another in meaningful ways, and to better serve the needs of our campers.

The camp experience is an opportunity for students to develop professional skills in teaching, working with children and teens, Spanish-English interpretation and translation, cross-cultural communication, managing projects and personnel, and research.

Course Goals
By the end of this course, students will:
- Articulate how education impacts a nation’s development and an individual’s predicted income/quality of life, what aspects and actors in education impact outcomes, and how collaborations between civil society and government can be effective in “filling in gaps.”
- Understand more fully the concept and responsibility of a “global citizen” and have experience practicing to be one, including having a deeper understanding of Ecuador and its people and what it means to “do service.”
- Improve communication skills, both in Spanish and in written English.
- Improve inquiry skills through project focused on problem-posing and investigation at local site
- Enhance understanding of and appreciation for (human) diversity and intercultural exchange, the challenges they present and the opportunities for growth.

Course Overview
Module 1: Understanding the Development and Education Relationship
- Globalization and Inequality
  - What is globalization and why does it matter for this class?
  - Income Inequality and Poverty

- Development
  - What is it and why does it matter for this class?
  - Development as capacity-building
    - [YouTube video](http://www.youtube.com/watch?v=SgQKuTVcs5E&feature=related)

- Education and Development
  - How is development measured through education indices?
  - Primary, Secondary, Tertiary: What matters for national development? Personal development?
  - What/who are actors in education system?
  - Collaboration: Government, Civil Society and citizens

- Education in Ecuador: The achievements and the issues (OR Why do we work with the NGO FEVI?)
  - Indicators of economic development and investment in education
  - Indicators of educational achievement: historical perspective
Factors affecting educational achievement

Module 2: Global Citizens, Civil Society, and Service

- What is a global citizen and their role in global civil society?
  - Responsibility/leadership
  - Intercultural sensibilities
  - Knowledge of other/empowerment

- Understanding Service and International Service

- A global citizen in Ecuador
  - Responsibility/expectations; culture-appropriateness
  - Intercultural sensibilities and advancing them
  - Knowing Ecuadorian culture and language; Concept of “ayni”
  - What is your purpose? What is your impact? How are you impacted?

Module 3: Global Studies Enrichment Camp

- Applying our skills and knowledge: teaching and leading

- Curriculum and Learning Goals: ESL, Sports & Wellness, Environment/Sustainability, Global Arts & Cultures

- Basics in Teaching and Camp Design
  - Making and evaluating a lesson plan
  - Knowing your learners
  - Creating age-appropriate and engaging activities
  - Managing classroom & outdoor behaviors
  - Learning to work as a team
  - Professionalism
  - Planning ahead: What resources do you need? What is the intended outcome? How will it be measured? (Hint: culminating activity or project)
  - Reflecting on your impact

COURSE SCHEDULE: OVERVIEW
On-campus/Pre-departure

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Objectives</th>
<th>Materials to Prepare</th>
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</thead>
<tbody>
<tr>
<td>March 15</td>
<td>• Program goals; inquiry-driven learning; syllabus</td>
<td>• Course website: learn.illinois.edu/course/view.php?id=16615</td>
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<tr>
<td></td>
<td>• Situate within globalization</td>
<td>• Overview on Globalization and Poverty-Inequality</td>
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<td></td>
<td>• Meet each other</td>
<td>• Development &amp; Education</td>
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<td></td>
<td>• Introduce: why Ecuador</td>
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<td>• Describe summer camp project</td>
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<td>• Form groups/decide what you’d like to work on</td>
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<td>March 29</td>
<td>• Education and Development: Generating questions on education for Inquiry Project</td>
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<tr>
<td>Date</td>
<td>Activities</td>
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<tr>
<td>April 5</td>
<td>● Workshop Camp</td>
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<td>● Global Citizenship</td>
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<td>● Cross-cultural immersion</td>
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<td>● Workshop Camp</td>
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<td>April 12</td>
<td>● Civil Society and Service Learning</td>
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<td>● Workshop Camp</td>
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<td>April 19</td>
<td>● Culture of Ecuador</td>
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<td>● Workshop Camp</td>
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<td>April 26</td>
<td>● Culture of Ecuador and Being a world citizen</td>
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<td>● Workshop Camp</td>
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<td>May 3</td>
<td>● Discuss final details of preparations</td>
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<td>● Individual Research Plan</td>
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**Required Texts, Videos, and Other**

- Access to internet/course website (on-campus)

- Readings from the following sources:


Requirements

<table>
<thead>
<tr>
<th>COURSE COMPONENT</th>
<th>PRE-DEPARTURE</th>
<th>ON-SITE</th>
<th>% GRADE</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>7 classes</td>
<td></td>
<td>5%</td>
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<tr>
<td>Lesson plans</td>
<td>prepared in class</td>
<td></td>
<td>10%</td>
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<tr>
<td>Service learning self-evaluations</td>
<td>5 self-evaluations</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>1 pre-departure reflection</td>
<td>4 reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Inquiry project</td>
<td>Inquiry project</td>
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<td>40%</td>
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<tr>
<td>TOTAL</td>
<td>19%</td>
<td>81%</td>
<td>100%</td>
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</tbody>
</table>

Class Participation:  5%

Components of Participation

● In-class participation on campus and in Ecuador: participates positively and actively every class
● On-line e-discussions: as described online
● Summer Camp Leading/Participation:
  o shows up prepared and on time every day
  o stays until all is cleaned up/put back in order and the group has had a chance to meet briefly to discuss the day
  o participates actively, positively (even when tired) with children and with peers and others leading the camp;
  o illnesses other than hangovers are considered here; all illnesses must be reported to Faculty Director immediately.
● (Homestay Citizenship: If it is determined that student is less than respectful within homestay, then this will negatively impact participation grade.)

Grade Rubric

A= Consistently engages actively; makes constructive, respectful, and thoughtful contributions; and demonstrates thorough preparation.

B= Usually engages actively, contributes constructively, and prepares thoroughly.

C= Sometimes engages actively, contributes constructively, and prepares thoroughly.

D= Rarely engages actively, contributes constructively, and prepares thoroughly.

F= Does not engage, contribute, or prepare.
Lesson Plans: 10%
Students will be responsible for preparing 3-5 lesson plans for each week camps, for a total of 12-20 lesson plans.

Service Learning Self-evaluations: 25%
You will submit 5 on-site self-evaluations (worth 5% each). In each self-evaluation you will report on your service learning performance, your progress toward course goals, and your plan for continuing to improve your performance. Your final evaluation will take the form of a resume summarizing the professional experience you have gained. Self-evaluations will be graded based on timeliness, thoroughness, thoughtfulness, and adherence to guidelines.

Reflection Papers: 20%
Be sure to place your ideas within the context of concepts/topics read and discussed concerning Ecuador, education, world citizenship and service. You will be evaluated on the depth of your reflections and your effort to draw connections among the service learning, academic course components, and your overall experience abroad.

Requirements for Reflection Papers:
- Five, 2-3 page papers, one due upon departure
- Depth and creativity in reflection; connections to readings/class discussions;
- Legible writing; careful form (i.e., grammar, spelling, discourse structure);
- Be specific in references to readings/articles/informants; use names and appropriate referencing (APA style).

Inquiry Project: 40%
Purpose:
This project is a way for you to think through one of the main ideas on education and development and the impact of civil society that we have explored through readings, videos and class discussions and expand your understanding while you are abroad.

Project Components and Description:
There are four stages to this project:
1. Problem-posing and Justification: pre-departure
2. Plan for Field Inquiry: pre-departure
3. Collection and Analysis of Findings: on-site
4. Report on what was learned: upon return

Suggested Format:
Your paper will likely be about 10-12 pages, given that there is a research component plus some “field work.” The format of the paper should be roughly as follows. Your particular paper may be somewhat different, and it will depend on what you and I work out based on your proposal:
1. Intro: Identify the problem you are interested in and give a brief motivation for your interest and a synopsis of what you learned in your research.
2. Background: Set the context for your problem/question. What are the relevant factors (economic, political, social, human, geographical, environmental) one needs to consider in analyzing the
issue? What is the historical context that has led to the current issue? Establish the relevant, reliable sources of information that will help one understand the issue more thoroughly. You should refer to at least 4 reliable published sources.

3. Methods and Findings: How did you seek out the information while you were in Ecuador? Museums/organizations, informal interviews, observations, etc. What specific information did you learn and how reliable was it?

4. Interpretations and Future Study: What generalizations can you make from your information collection in Ecuador, particularly in light of the context you set prior to your field experience?

COURSE POLICIES

Formatting for Papers
Unless otherwise noted, papers should be typed and double-spaced in 11-12 point font, and follow APA citation style. You can find the current APA style guide at: http://owl.english.purdue.edu/owl/section/2/

Deadlines and Absences
All class sessions and assignments are designed to prepare you to provide a service to children in Lumbisi. It is your responsibility to take this work seriously so that you can contribute to our service learning team and make a positive impact on the community. Due dates are designed to help you organize your work and keep us all on the same page. You are expected to make every effort to complete your work on time and attend every class in its entirety. It is also of utmost importance that you communicate regularly with your instructors, supervisors, and host families, so that we can assist you in working through any personal, health, or other issues that arise.

Academic Integrity
As a student of the University of Illinois, you have made a commitment to uphold the University policy on Academic Integrity. All written work submitted in this course is expected to be your own, with any wording and/or idea taken from any other source fairly attributed. To use phrases and/or ideas from any other source as if they were your own, whether accidentally or deliberately, constitutes plagiarism. Submitting your own work for more than one course without permission of both instructors can also constitute plagiarism. Never hesitate to ask me if you have questions about proper use and citation of sources for assignments.

The Student Code sets out possible consequences of plagiarism ranging from failure on the assignment to dismissal from the University, and it specifies that ignorance of these standards is not an excuse. Please review the Student Code and recommendations for avoiding plagiarism at:
http://www.admin.illinois.edu/policy/code/article1_part4_1-402.html
http://www.library.illinois.edu/ugl/howdoi/plagiarism.html

Accessibility, Accommodations, and Support Services
Students requiring special accommodations should speak with me at the beginning of the course to make arrangements. I am happy to work with DRES and/or other campus support services to ensure that you receive the support you need to be successful in this course.

Grading Scale
90-100% A, 80-89% B, 70-79% C, 60-69% D, 0-59% F
PRELIMINARY ON-SITE SCHEDULE: July 5-August 7, 2016  
* Times and descriptions of scheduled activities are approximate and will be adjusted by program staff while abroad.

### WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Camp &amp; School Visits</th>
<th>Workshops &amp; Lectures</th>
<th>Excursions</th>
<th>Other Group Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| T 7/5 |                      |                       |            | Group flight from O'Hare to Quito; Transport to Mumbisi | -Bring your lesson plan forms and notes from pre-departure classes to the camp prep workshop  
|       |                      |                       |            |                        | -Pre-reflection paper 1 |
| W 7/6 |                      | AM—Orientation to Lumbisi; Health & Safety Orientation; Lecture on FEVI  
|       |                      | PM—Camp prep workshop w/ teen leaders & FEVI volunteers | Welcome Lunch at Muñequitos | Let your parents know you’ve arrived safely! |
| Th 7/7 | AM—Introductory visit to Lumbisi institutions  
|       |                      | PM—Camp prep workshop w/ teen leaders & FEVI volunteers |                     | |
| F 7/8 | AM—volunteer & observe at La Virginia school  
|       |                      | AM—Orientation to Cumbayá  
|       |                      | PM—Camp prep workshop w/ teen leaders & FEVI volunteers | AM—Piñón (La Virginia school) Papallacta Hot Springs | Self-Evaluation 1 |
| Sa 7/9 |                     |                       | Quito (historic center, and artisan market, Teleférico, Mitad del Mundo) |                     | |
| Su 7/10 |                    |                       | Rest & spend time w/ families in Lumbisi. |                     | |

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### WEEK 2

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<tr>
<th>Date</th>
<th>Camp &amp; School Visits</th>
<th>Workshops &amp; Lectures</th>
<th>Excursions</th>
<th>Other Group Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| M 7/11 | AM—camp week 1  
|       |                      | PM—camp prep workshop |          |                        |                 |
| T 7/12 | AM—camp week 1  
|       |                      | PM—Guest lecture by Andrés Gonzales on Ecuadorian history & politics |          |                        |                 |
| W 7/13 | AM—camp week 1  
|       |                      | PM—camp prep workshop |          |                        |                 |
| Th 7/14 | AM—camp  
|       |                      | PM—camp prep & |          |                        |                 |
**WEEK 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>AM—camp week 1</th>
<th>PM—Mindo (tubing, butterfly sanctuary)</th>
<th>Self-Evaluation 2</th>
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<tbody>
<tr>
<td>F 7/15</td>
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<tr>
<td>Sa 7/16</td>
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<td>Su 7/17</td>
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**WEEK 3**

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<tr>
<th>Date</th>
<th>Camp &amp; School Visits</th>
<th>Workshops &amp; Lectures</th>
<th>Excursions</th>
<th>Other Group Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>M 7/18</td>
<td>AM—camp week 2</td>
<td>PM—camp prep &amp; research workshops</td>
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<td>Reflection paper 2: culture observations</td>
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<tr>
<td>T 7/19</td>
<td>AM—camp week 2</td>
<td>PM—Guest lecture by José Julio Cisneros on US-Latin America relations, Part 1</td>
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<tr>
<td>W 7/20</td>
<td>AM—camp week 2</td>
<td>PM—camp prep &amp; research workshops</td>
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<tr>
<td>Th 7/21</td>
<td>AM—camp week 2</td>
<td>PM—camp prep &amp; FEVI service learning workshops</td>
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<tr>
<td>F 7/22</td>
<td>AM—camp week 2</td>
<td>PM—Misahualli</td>
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<td>Self-Evaluation 3</td>
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<tr>
<td>Sa 7/23</td>
<td></td>
<td>Misahualli (jungle tour, Camino del Cascada waterfall hike, Butterfly Farm)</td>
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<tr>
<td>Su 7/24</td>
<td></td>
<td>Misahualli</td>
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**WEEK 4**

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<th>Date</th>
<th>Camp &amp; School Visits</th>
<th>Workshops &amp; Lectures</th>
<th>Excursions</th>
<th>Other Group Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>M 7/25</td>
<td>AM—camp week 3</td>
<td>PM—camp prep &amp; research workshops</td>
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<td>Reflection paper 3: Service and Leadership</td>
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<tr>
<td>T 7/26</td>
<td>AM—camp week 3</td>
<td>PM—Guest lecture by José Julio Cisneros on US-Latin America relations, Part 2</td>
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<tr>
<td>W 7/27</td>
<td>AM—camp week 3</td>
<td>PM—camp prep &amp; research workshops</td>
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<tr>
<td>Th 7/28</td>
<td>AM—camp week 3</td>
<td>PM—camp prep &amp; FEVI service learning workshops</td>
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<tr>
<td>F 7/29</td>
<td>AM—camp week 3</td>
<td>PM—Guest lecture by Ximena Costales</td>
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<td>-Present project status, including information gathering -Self-Evaluation 4</td>
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### WEEK 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Camp &amp; School Visits</th>
<th>Workshops &amp; Lectures</th>
<th>Excursions</th>
<th>Other Group Activities</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>M 8/1</td>
<td>AM—camp week 4 (preparation for senior center performance and farewell party)</td>
<td>PM—camp prep &amp; research workshops; create final poster for Annual Reception</td>
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<td>Reflection paper 4: Ecuadorian Diversity</td>
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<tr>
<td>T 8/2</td>
<td>AM—camp week 4 (preparation for senior center performance and farewell party)</td>
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<td>PM—pizza with teen leaders and camp volunteers</td>
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<tr>
<td>W 8/3</td>
<td>AM—camp week 4 (mural painting; preparation for senior center performance and farewell party)</td>
<td>PM—final reflections workshop</td>
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<tr>
<td>Th 8/4</td>
<td>AM—camp week 4 (mural painting; preparation for senior center performance and farewell party)</td>
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<td>PM—farewell dinner at Maria’s house in Cumbayá</td>
<td>Self-Evaluation 4</td>
</tr>
<tr>
<td>F 8/5</td>
<td>AM—camp week 4 (Final camp celebration at senior center; Farewell party at camp)</td>
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<td>Sa 8/6</td>
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<td>Condor Machay Mountain (Pita waterfall)</td>
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<td>Reflection paper 5</td>
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<tr>
<td>Su 8/7</td>
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<td>Travel from Quito to O’Hare</td>
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<tr>
<td>Fri, 8/12</td>
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<td>Inquiry Project Due</td>
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