

## **Global Studies (GLBL) 298**

### ***EDUCATION AND DEVELOPMENT IN ANDEAN ECUADOR***

University of Illinois at Urbana-Champaign, Spring/Summer 2014 (6 credits)

March 17-May 7: Class meets Wednesdays 5-7pm in [room]

June 29-August 9 in Lumbisí, Ecuador

#### Instructors:

Dr. Kate Grim-Feinberg, Lecturer in Global Studies, UIUC, [kgrimfe2@illinois.edu](mailto:kgrimfe2@illinois.edu) (Faculty Director)

Dr. Julie Williams, Assistant Professor at Universidad San Francisco de Quito, [jwilliams@usfq.edu.ec](mailto:jwilliams@usfq.edu.ec)

Michelle Castro, Ph.D. Candidate in Educational Policy Studies, UIUC, [mccastr2@illinois.edu](mailto:mccastr2@illinois.edu)

Office Hours for Spring 2014: T 11-12 & W 1-2 in Global Studies Office, 703 S. Wright St, 3<sup>rd</sup> Floor

### **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 closing the gap in opportunities for children in less-privileged areas, while also advancing our own understanding and appreciation of Ecuador's diversity, as well as cultural diversity in general. Dr. Grim-Feinberg will direct the on-campus portion of the course, and will accompany students abroad, serving as course director during the full six weeks in Ecuador.

While abroad, you will engage in a group service-learning project and carry out an ethnographic inquiry project on a topic of your choice. You will spend your first two weeks in Ecuador in an intensive ethnography course with Dr. Williams, a cultural anthropologist who has been working with the community of Lumbisí for 16 years. In this portion of the course, you will learn and practice methods of ethnographic inquiry and learn culturally appropriate ways to interact with local community members. You will continue working with Dr. Williams on your ethnographic project over the full six weeks abroad.

The service-learning project will begin our third week abroad. We will create and conduct a month-long summer enrichment experience for children in a small, lower income community just outside of Quito called Lumbisí. Based on a "global studies" theme, our group offers modules on Language, Arts, Environment, and Sports & Wellness around the world, each Monday through Friday morning. Our campers are between the ages of 5 and 15, with our 13 and over campers serving as 'leaders' to support our student instructors. Michelle Castro will guide us in lesson planning and classroom management during this portion of the course.

In addition to offering the camp experience, our group continues our studies 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 families in the community where we work, integrating as much as possible to gain their trust and learn from them.

This is a 6-credit course with no prerequisites. Some knowledge of Spanish is highly recommended, although we have had students participate successfully with little to no Spanish. The course fulfills a seminar requirement for the Global Studies major. **Students must apply to participate in the course by March 1, 2014** at

[https://app.studyabroad.illinois.edu/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10825](https://app.studyabroad.illinois.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10825)



[http://www.geographyiq.com/images/ec/Ecuador\\_map.gif](http://www.geographyiq.com/images/ec/Ecuador_map.gif)

## Course Requirements

### Required Readings

- Stobart, H. and Howard, R., eds. (2003). *Knowledge and Learning in the Andes: Ethnographic Perspectives*. Liverpool: Liverpool University Press.
- All other required readings will be provided by the instructors. See course schedule for details.

### Course Expectations and Assessments

Class Participation	10%
Synthesis Papers on Readings (2)	10%
Ethnographic Inquiry Project	40%
Lesson Plans for Service Learning	10%
Service Learning Participation	15%
Reflection Papers on Service Learning (3)	15%

### Class Participation (10%)

Your class participation will be evaluated based on your attendance, preparation, and participation in each scheduled class session. Your active participation will be critical to your success in this course, and to your preparation for service learning and ethnographic inquiry in Ecuador.

In order to fully participate in each class, you should:

- **Attend** every class on time and stay for the entire session.
- **Bring** your readings, notes, and assignments with you.
- **Participate** in discussions and activities during class.
- **Review the course schedule** regularly to keep up with your work and resolve any difficulties without falling behind.

**You will not be able to make up participation credit for missed classes.** If you need to arrive late or miss a class, please let your instructor know ahead of time. This is both so that you can anticipate and prepare for the work you will miss, and out of respect to your classmates and professor.

Synthesis Papers on Readings (10%)

You will complete 2 synthesis papers in which you integrate assigned readings to reflect on education and development in Andean Ecuador. Each paper will be about 3-4 pages long.

Ethnographic Inquiry Project (40%)

This project is an opportunity for you to think through an area that piques your interest in education and development, and to engage with the surrounding community while abroad. The inquiry project will allow you to expand the understandings you develop in pre-departure class work through on-site data collection.

The project will consist of a **pre-departure proposal**, **on-site exercises**, **on-site data collection and analysis**, and a **final report** to be submitted upon return to the U.S.

Lesson Plans for Service Learning (10%)

You will work in groups on campus to complete lesson plans that you intend to implement at the camp in Lumbisí. You will complete these plans pre-departure and revise them as necessary while working with the children abroad. Your lesson plans will be evaluated based on timely completion, feasibility, flexibility, and demonstrated consideration of the issues we discuss in class.

Service Learning Participation (15%)

Your participation in service learning will be evaluated based on your preparation and participation in each summer camp session, and your respectful interactions with your host family in Lumbisí.

In order to fully participate in the service learning summer camp, you should:

- **Arrive** early for each morning's session.
- **Bring** your lesson plans and class materials.
- **Interact positively** with the children, co-teachers, camp personnel, and parents.
- **Demonstrate flexibility** in adapting your lesson plans and discussing difficulties in order to deal with challenges that arise.
- **Stay** until after the children have left, the classroom has been cleaned up, and you have met briefly with your co-teachers.

**The children, parents, co-teachers, and camp personnel are depending on you to make the summer camp run.** If you have an emergency or fall ill, you must report to the Faculty Director immediately and get in touch with your co-teachers to assure that the camp will run smoothly without you. You should also communicate with your host family so that they can support you. We all want to see you healthy and happy!

Reflection Papers on Service Learning (15%)

You will complete 3 short papers to reflect on the process of service learning. The first will be due before departure, the second at the halfway point of the camp, and the third upon your return to the U.S. These papers should be about 3-4 pages each. You will be evaluated on the depth of your reflections

and your effort to draw connections between the service learning experience and other course components.

## Schedule

The course is divided into 5 modules, followed by a service learning camp with its own modules for the children attending:

Module 1 – Development, Education, and NGOs (March 17-April 4)

Module 2 – Intro to Latin America (April 7-11)

Module 3 – Intro to Andean Ecuador (April 14-18)

Module 4 – Service Learning Prep (April 21-May 16)

Module 5 – Ethnography in Lumbisí (June 29-July 11)

Camp Module: Language (July 14-18)

Camp Module: Arts (July 21-25)

Camp Module: Environment (July 28-August 1)

Camp Module: Sports & Wellness (August 4-8)

*Spring 2014: March 17-May 7, University of Illinois at Urbana-Champaign*

Week and Topic	Readings and Workshops	Assignments Due
<b>March 17-21</b> <u>Module 1</u> – Development, Education, and NGOs	Readings and video (in class): <ul style="list-style-type: none"> <li>TheCDG2009FILMS. (2010, April 22). “Capacity is development” global event video summary (8 minute version). [YouTube]. Retrieved from <a href="http://www.youtube.com/watch?v=SgQKuTVcs5E&amp;feature=related">http://www.youtube.com/watch?v=SgQKuTVcs5E&amp;feature=related</a></li> <li>Intro to readings assigned for after break: what is development, role of education in development, role of NGOs in development</li> </ul> Workshop (in class): Intro to FEVI (our service learning NGO); assessment of our class as a service learning team	
<b>March 24-28</b> Spring Break		
<b>March 31-April 4</b> <u>Module 1</u> – Development, Education, and NGOs	Readings and video (before class): <ul style="list-style-type: none"> <li>Sheppard, E. et al. (2009). Chapter 1: Introduction. In <i>A world of difference: Encountering and contesting development</i>. Pp. 3-17. New York: The Guilford Press.</li> <li>Guest, K. (2014). What are the effects of global inequality? In <i>Cultural anthropology: A toolkit for a global age</i>. Pp. 433-435. New York: W. W. Norton &amp; Company.</li> <li>Vrinda Project. (2010, March 22). Julian Parr – 1 – Importance of NGOs, their challenges and limitations. [YouTube]. Retrieved from <a href="http://www.youtube.com/watch?v=RI4irXxUW0A&amp;list=PL104BFBF507251B89">http://www.youtube.com/watch?v=RI4irXxUW0A&amp;list=PL104BFBF507251B89</a></li> </ul> Workshop (in class): Personal experiences with education and social mobility	
<b>April 7-11</b> <u>Module 2</u> – Intro to Latin America	Readings and video (before class): <ul style="list-style-type: none"> <li>Blanco, L. and Grier, R. (2013). Explaining the Rise of the Left in Latin America. <i>Latin American Research Review</i> 48(1):68-90.</li> <li>Grim-Feinberg, K. (2013). Appendix A. Video XA01_Day-in-Life (a-h). In <i>Cultural models of respectful subjectivity among primary school children in post-conflict Ayacucho, Peru: An embodied learning analysis</i> (Doctoral</li> </ul>	Synthesis Paper 1 (on Module 1 and 2 readings)

	<p>dissertation). [Video appendix]. Retrieved from <a href="https://ideals.illinois.edu/handle/2142/44379">https://ideals.illinois.edu/handle/2142/44379</a></p> <p>Workshop (in class): Living in Latin America</p>	
<p><b>April 14-18</b> <u>Module 3</u> – Intro to Andean Ecuador</p>	<p>Readings (before class):</p> <ul style="list-style-type: none"> <li>Wogan, P. (2004). Chapter 1: Introduction. <i>Magical writing in Salasaca: Literacy and power in highland Ecuador</i>. Pp. 1-26. Boulder, Colorado: Westview Press.</li> <li>Wogan, P. (2004). Chapter 3: Sources of magical beliefs. <i>Magical writing in Salasaca: Literacy and power in highland Ecuador</i>. Pp. 49-73. Boulder, Colorado: Westview Press.</li> <li>Williams, J. (2012). Chapter 1: Introduction. <i>Cosmopolitan comuneros: celebrating indigeneity through the appropriation of urbanity in the Quito basin</i> (Doctoral dissertation). Pp. 1-11. Retrieved from <a href="https://ideals.illinois.edu/handle/2142/34198">https://ideals.illinois.edu/handle/2142/34198</a></li> </ul> <p>Workshop (in class): Who are our students?</p>	
<p><b>April 21-25</b> <u>Module 4</u> – Service Learning Prep: Language</p>	<p>Readings (before class):</p> <ul style="list-style-type: none"> <li>Howard, R. (2003). Chapter 1: Yachay: The Tragedia del Fin de Atahualpa as Evidence of the Colonisation of Knowledge in the Andes. In Stobart, H. and Howard, R., eds. <i>Knowledge and Learning in the Andes: Ethnographic Perspectives</i>. Liverpool University Press.</li> </ul> <p>Workshop (in class): Creating a camp module on Language</p>	<p>Inquiry Proposal</p>
<p><b>April 28-May 2</b> <u>Module 4</u> – Service Learning Prep: Arts</p>	<p>Readings (before class):</p> <ul style="list-style-type: none"> <li>Crickmay, L. (2003). Chapter 2: Transmission of Knowledge through Textiles: Weaving and Learning How to Live. In Stobart, H. and Howard, R., eds. <i>Knowledge and Learning in the Andes: Ethnographic Perspectives</i>. Liverpool University Press.</li> </ul> <p>Workshop (in class): Creating a camp module on Arts</p>	
<p><b>May 5-7</b> <u>Module 4</u> – Service Learning Prep: Environment, Sports and Wellness</p>	<p>Readings (before class):</p> <ul style="list-style-type: none"> <li>Bourque, N. (2003). Chapter 9: Learning and Re-Learning How to Plant: The Impact of New Crops on the Spread and Control of New Agricultural Knowledge in the Ecuadorian Andes. In Stobart, H. and Howard, R., eds. <i>Knowledge and Learning in the Andes: Ethnographic Perspectives</i>. Liverpool University Press.</li> </ul> <p>Workshop (in class): Creating camp modules on Environment and Sports &amp; Wellness</p>	<p>Synthesis Paper 2 (on Module 3 and 4 readings)</p>
<p><b>Final Exam Day</b> (May 9-16)</p>		<p>Lesson Plans</p>

*Summer 2014, June 29-August 9, in Lumbisí, Ecuador\**

\*This schedule is a plan, and we will try to keep as close to the plan as possible. Know, however, that the concept of planning varies from culture to culture and this plan may change once we are on ground in Ecuador.

Date	Scheduled Activities	Assignments Due
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# Tentative Syllabus

Sunday, June 29	A.M. Depart ORD P.M. Arrive in Quito, transport to homestays in Lumbisí	Due: Reflection Paper 1
Monday, June 30	A.M. Orientation to Lumbisi and FEVI (including health and safety) Noon – Welcome Lunch P.M. (3:30-5:30) Ethnography class with Dr. Williams	
Tuesday, July 1	A.M. Research and homework P.M. Ethnography class with Dr. Williams	<ul style="list-style-type: none"> <li>• [excerpts from] Emerson, R., Fretz, R., &amp; Shaw, L. (1995). <i>Writing Ethnographic Fieldnotes</i>. Chicago &amp; London: University of Chicago Press.</li> <li>• [excerpts from] Fetterman, D. (2010). <i>Ethnography: Step-by-Step</i>, 3<sup>rd</sup> ed. Los Angeles: Sage Publications, Inc.</li> </ul>
Wednesday, July 2	A.M. Research and homework P.M. Ethnography class with Dr. Williams	• [readings on Lumbisí to be assigned by Julie Williams]
Thursday, July 3	A.M. Research and homework P.M. Ethnography class with Dr. Williams	
Friday, July 4	A.M. Research and homework P.M. Ethnography class with Dr. Williams	Due: Research Exercises
Saturday, July 5	Excursion to Quito – Historic District	
Sunday, July 6	Excursion to Quito – Surroundings	
Monday, July 7	A.M. Research and homework P.M. Ethnography class with Dr. Williams	
Tuesday, July 8	A.M. Research and homework P.M. Ethnography class with Dr. Williams	
Wednesday, July 9	A.M. Research and homework P.M. Ethnography class with Dr. Williams	
Thursday, July 10	A.M. Research and homework P.M. Ethnography class with Dr. Williams	
Friday, July 11	A.M. Research and homework P.M. Ethnography class with Dr. Williams	Due: Data Collection and Analysis Assignments
Saturday, July 12	Excursion to Ovalao	
Sunday, July 13	P.M. Michelle Castro arrives in Lumbisí and works with students to prepare for the first day of camp	
Monday, July 14	A.M. (8-1) Camp (Language Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Tuesday, July 15	A.M. (8-1) Camp (Language Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Wednesday, July 16	A.M. (8-1) Camp (Language Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Thursday, July 17	A.M. (8-1) Camp (Language Module)	

# Tentative Syllabus

	3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Friday, July 18	A.M. (8-1) Camp (Language Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Saturday, July 19	Excursion to Cotopaxi	
Sunday, July 20	Free day!	
Monday, July 21	A.M. (8-1) Camp (Arts Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Tuesday, July 22	A.M. (8-1) Camp (Arts Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Wednesday, July 23	A.M. (8-1) Camp (Arts Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Thursday, July 24	A.M. (8-1) Camp (Arts Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	Due: Reflection Paper 2
Friday, July 25	A.M. (8-1) Camp (Arts Module) P.M. Leave for Huasalata excursion	
Saturday, July 26	Excursion to Huasalata/Baños	
Sunday, July 27	Excursion to Baños	
Monday, July 28	A.M. (8-1) Camp (Environment Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Tuesday, July 29	A.M. (8-1) Camp (Environment Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Wednesday, July 30	A.M. (8-1) Camp (Environment Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Thursday, July 31	A.M. (8-1) Camp (Environment Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Friday, August 1	A.M. (8-1) Camp (Environment Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Saturday, August 2	Free day!	
Sunday, August 3	Free day!	
Monday, August 4	A.M. (8-1) Camp (Sports & Wellness Module) P.M. (3:30-5:30) Workshop: Camp prep w/ Michelle Castro	
Tuesday, August 5	A.M. (8-1) Camp (Sports & Wellness Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Wednesday, August 6	A.M. (8-1) Camp (Sports & Wellness Module) Noon – Leaders Lunch P.M. (3:30-5:30) Workshop: Camp prep w/	

## Tentative Syllabus

	Michelle Castro	
Thursday, August 7	A.M. (8-1) Camp (Sports & Wellness Module) 3 P.M. (3:30-5:30) Workshop: Ethnography w/ Julie Williams	
Friday, August 8	A.M. Camp: Final Celebration w/ Abuelitos P.M. Free!	
Saturday, August 9	A.M. Depart Quito P.M. Arrive ORD	Due: Final Reflection
Friday, August 15		Due: Final Inquiry Project Report