COMMUNITY ENGAGEMENT IN THE GLOBAL SOUTH

COURSE DESIGNATOR: MSID 4003
NUMBER OF CREDITS: 4 credits

LANGUAGE OF INSTRUCTION: SPANISH
CONTACT HOURS: 60 hours

ACADEMIC DIRECTION AND CURRICULUM DESIGN
Dolores López BA, MSC, PhD (c)
José Suárez Torres MD, M.P.H., Ph.D

ACADEMIC SUPPORT
Emilia Castelo / Ismael Charpentier

COURSE DESCRIPTION
The course offers the students the opportunity to participate in grass root social organizations or rural communities. This life changing experience allows the students to develop ties of friendship, understanding and appreciation of a different culture, with a very strong social and human involvement. Service learning is the basis for the students’ community engagement and the search for alternative development strategies, from their own worldviews and perspectives. It provides the opportunity for the students to link the theoretical tracks with local reality, through the involvement of the students in research projects or community programs, governmental and non-governmental organizations, and organizations of civil society, at the local, urban marginal and rural levels. This experience will also allow students to improve their Spanish skills, since they are fully immerse in Spanish language environments.

The internship constitutes the fundamental component of integration between the academic, research and field tracks, in direct association with the local community programs developed by Fundación Cimas del Ecuador – Ceducont, facilitating a harmonious integration of the students and the local groups’ views. The students have the option to develop internships and/or participatory-action research, to deepen their understanding of local realities (optional for students in the fall or spring semesters, and compulsory for students in the academic year). The Internship course is closely related to the courses of International Development (MSID 4001) and Country Analysis (4002) and the public health, education and art, environment, social services and microfinance tracks.

LEARNING OUTCOMES
At the end of the course, the students will be able to:

• Integrate academic components, research processes and elements of support for local communities in an effort to help them build their own development alternatives.

• Share and Exchange practices and conceptions of the Andean worldviews of indigenous peoples which would help the students build intercultural relations with the local communities.

• Deepen the theoretical understanding of the development models, taking as a case study the reality of Ecuador, with emphasis on the impacts on local communities.

• Strengthen de Spanish communication skills.

METHODOLOGY
The students will directly participate in community projects and processes, while living with local families.

With the support of the academic coordinators, the students will be able to select their internships from a variety of options, within three hour range from Quito. Other internships may be considered, based on their academic relevance. The students will develop activities at the community level; they will do a general diagnosis of the community, identifying the main geographical and environmental, social reality, economic, political and cultural features of the area. They should identify the main social actors, most pressing problems and alternatives of development and define a subject which will be the centerpiece of their final paper.
The students must fulfill the academic objectives and activities (as jointly defined with the local communities or projects), with a weekly schedule of 30 hours of work. The academic coordinators will visit the students during the internship, in order to provide the necessary assistance to the students in the development of their internships.

The students will develop a final term paper and an oral presentation, which will integrate the theoretical understanding of the development models, with their observation and research conducted at the local communities.

THEMATIC CONTENTS

Participate observation and/or research in themes associated with the different tracks, at the global, national and local levels

Linking theoretical components of the program with the local reality: impacts of development at the local level, on health, environment, education, social service, microfinances.

Participation in grass roots/community projects or programs.

COURSE PRE-REQUISITES

Four semesters college-level Spanish or the equivalent

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

| Grading Rubric | | |
|----------------|------------------|
| A  | 95+ | Achievement that is outstanding relative to the level necessary to meet course requirements. |
| A- | 90-94 | Achievement that is significantly above the level necessary to meet course requirements. |
| B+ | 86-89 | |
| B  | 83-85 | |
| B- | 80-82 | Achievement that meets the course requirements in every respect. |
| C+ | 76-79 | |
| C  | 73-75 | |
| C- | 70-72 | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| D+ | 66-69 | |
| D  | 60-65 | |
| F  | <59 | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

WEIGHT RATING: courses

<table>
<thead>
<tr>
<th>Community Engagement MSID 4003</th>
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<tbody>
<tr>
<td>Personal observation report</td>
<td>15</td>
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<tr>
<td>Final term paper</td>
<td>40</td>
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<tr>
<td>Final oral presentation</td>
<td>30</td>
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<tr>
<td>Evaluation of field supervisor</td>
<td>10</td>
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<tr>
<td>Descriptive summary of internship</td>
<td>5</td>
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<td>FINAL GRADE</td>
<td>100</td>
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INTERNSHIP ACADEMIC PRODUCTS

Final Paper

The end of semester final paper constitutes the most important academic evaluation piece of the students. This work will integrate the analysis of the field experience related to the theoretical elements reviewed during the semester. Each student will prepare their 20 pages final paper with 1.5 spacing, printed in Calibri 12 font type. It must include the diagnosis of the community or organization, with its geographic, environmental, demographic, political tacks. It must include the main social actors, the main problems and alternatives to communities or organizations pose as a solution to the most crippling problems. The necessary bibliographic support must be included. The general structure of the paper should follow international academic guidelines:

Spradley, James P. Participant Observation. Wadsworth, Thomson Learning, United Status, 1980.)

Other Student's Reports

Field Trip Journal, which will maintain records on the local reality, projects, progress of the work and limitations, including an interpretation and critical analysis of the different social, educational, family, organizational, community processes, etc.

Personal observation Report registers the student's reflections, questionings, and analysis of thoughts, feelings and observations. The students must reflect on the impact of the experience in their values, emotions and in their personal integral development.

Descriptive summary of the internship, a short description in English of his/her internship and a description of the organization or community where the internship was done.

CONTENT BY SESSIONS: RESEARCH METHODOLOGY

The field work will be developed during 6 weeks. Along the course the students will be prepared with research methodology classes with a total of 12 hours distributed in the following sessions:

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
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| 2 h  | Assumptions and approaches in social research  
Qualitative and quantitative approach  
Participatory action research  
Critical perspective on social research (get to know in order to transform)  
Exercise: Delineation and analysis of a research problem |
| 2 h  | Research Process I  
Research protocol  
Construction of the research problem, approach and variables  
Exercise: Construction of the research problem |
| 2 h  | Research Process II  
Designs and types of research  
Population and sample  
Research techniques  
Exercise: Complete research protocol |
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<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tr>
<td>2 h</td>
<td>Observation technique</td>
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<td>Definitions and uses</td>
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<td>Observation process</td>
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<td>Planning</td>
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<td>Field journal</td>
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<td>Systematization</td>
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<td>Exercise: planning of the observation</td>
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<tr>
<td>2 h</td>
<td>Critical analysis of the observation</td>
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<td>Exercise: empirical fit of the research problem</td>
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<tr>
<td>2 h</td>
<td>Presentation and protocols handout</td>
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<tr>
<td>2 h</td>
<td>&quot;The emerging world culture and its Andean context. Part I</td>
</tr>
<tr>
<td>2 h</td>
<td>&quot;The emerging world culture and its Andean context. Part II</td>
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<tr>
<td>2 h</td>
<td>&quot;My role as an agent of socio-cultural change&quot;. Reflections on fieldwork</td>
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**SCHEDULE**

**WEEK 2**
- Workshop: Internship orientation

**WEEK 3**
- Individual student’s interviews: Definition internships interest.

**WEEK 4**
- Workshop: Internship

**WEEK 5**
- VISIT TO POSIBLE INTERNSHIP PLACES

**WEEK 6**
- Individual student’s interviews: Definition internships interest.

**WEEK 7**
- Research methodology. Term papers plans.

**WEEK 8**
- Research methodology.

**WEEK 9**
- VACATION

**WEEK 10**
- INTERNSHIP PLACEMENTS

**WEEK 11**
- FIELD WORK

**WEEK 12**
- FIELD WORK

**WEEK 13**
- FIELD WORK

**WEEK 14**
- FIELD WORK
WEEK 15

- FIELD WORK

WEEK 16

- INTEGRATION AND FINAL EVALUATION
- Integration field work experience.
- My role as an agent of socio-cultural change”. Reflections on fieldwork
- Term paper preparation.
- Summit academic products.

REQUIRED READING MATERIALS


ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.