COURSE DESIGNATOR: MSID 4001
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 aims to provide a critical view of development as well as the impacts and contradictions of modernity / progress / development of Western civilization as the civilization paradigm, expressed in the development models that have been implemented at the level of Latin America. The course also aims to reflect on the cultural content of the worldviews of the West and those of Andean cultures, critically analyzing the global and local impacts, in order to understand the plural relationships of multicultural societies, the strong contradictions and critical moments.

An important point is the reflection of interculturalism as a process of construction of a different society, where conflict is expressed in power relations that need to be overcome.

Students will integrate the different theoretical components in explaining the impacts of development are analyzed in different academic products presented during the course. The students will participate in the following track:

Education

Learn about the structure and functioning of the Educational System of Ecuador and its relation to social, cultural, environmental, political and economic development. This knowledge will contribute to the understanding of multiculturalism. An analysis of the social approach of the Organic Intercultural Law on Education will be done, as well as an analysis of the relations and tensions between the pedagogical discourse and classroom practices in the Ecuadorian school.

LEARNING OUTCOMES

• Learn about the main approaches, processes and actions carried out in the Ecuadorian educational system.
• Analyze the pedagogical innovations implemented in the educational system.
• Identify the structural crisis of the rectory and the ten-year education plan.
• Learn about participation and new actors: local governments and citizens.
• Understand school culture and pedagogical practices.
• Learn about the main features of the pedagogical and political debate about education quality.
• Learn about the discourse of education policy and curricular and administrative management practices.
• Carry on classroom practices and develop understanding about the pedagogical.
• Students skills in the Spanish language will improve.
• Students’ fluency in the language will also improve.

FIELD TRIPS
1. TO OTAVALO, COTACACHI and VALLE DEL CHOTA COUNTIES:

OBJECTIVES:
• To observe the main characteristics of rural schools and the functioning of the intercultural education program.
2. CENTRO INFANTIL MANOS AMIGAS (OTAVALO), INSTITUTO SUPERIOR TECNOLÓGICO DE LA INDUSTRIA DEL CUERO, COLEGIO LUIS ULPIANO DE LA TORRE EN COTACACHI

OBJECTIVES:
• To know how function technical education system
• To know how function a rural kindergarten
• Interact with teachers and students in an educational community.
• Interactuar con grupos de estudiantes.

3. ESCUELA YACHAY WASY: INTECULTURAL BILINGUAL SCHOOL IN QUITO

OBJECTIVES:
• To observe how an alternative educational model functions in Quito

METHODOLOGY

The course will be conducted through lectures, seminars, field trip observations, community participation with emphasis on the selected tracks.

The students will be evaluated by written essays, take home exams, and a final oral presentation, in Spanish.

Notes of the readings and questions for discussions: classes will be held in an atmosphere of cooperative learning in which each student will be responsible for promoting learning. Written questions must be submitted to be discussed in class.

Attendance and participation: active participation in class is necessary; it is considered part of the total grade. The student should participate in the discussions in order to generate an interactive environment for learning and acquisition of new information. Punctual attendance and fulfillment of liabilities will be also evaluated.

Seminars

Divided into groups of three, students will be responsible for preparing and presenting seminars to discuss the topics covered by base to read literature or any additional suggested by the teacher or consulted by the students. The aim is to stimulate discussion of topics or topics that have not been fully covered. Each track coordinator will guide the discussion and conclusions of the seminars.

LITERATURE INTEGRATION WORKSHOPS

The students, divided into homogeneous groups, held discussions to strengthen understanding of the content of the literature course, including the bibliography of the summer; students will exchange views and clarifications of the fundamental issues.

For each workshop there is a group responsible for preparing questions that generate discussion among students. The participation in the seminars will be considered as part of the general participation grade.

COURSE PRE-REQUISITES

Four semesters college-level Spanish, or the equivalent
GRADING

Criteria for grading and grading standards

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>95+</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
</tr>
<tr>
<td>B+</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
</tr>
<tr>
<td>C+</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

Achievement that is outstanding relative to the level necessary to meet course requirements.

Achievement that is significantly above the level necessary to meet course requirements.

Achievement that meets the course requirements in every respect.

Achievement that is worthy of credit even though it fails to meet fully the course requirements.

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.

Summary of how grades are weighted:

<table>
<thead>
<tr>
<th></th>
<th>International Development Education Track MSID 4001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Essay 1 Track</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentation 1</td>
<td>10</td>
</tr>
<tr>
<td>Essay 2 Track</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentation 2</td>
<td>10</td>
</tr>
<tr>
<td>Final Examen Education Track</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
## WEEK 4
- **TRACK**: Introduction: Students presentation and their expectations for the track. Overview of the track: objectives, content and methodology.
- Initial Questions: Comparative analysis of education system in the U.S. and Ecuador
- Education in the colony
- Students workshop: Track bibliography review
- Education and socio-economic and cultural context in Latin America

## WEEK 5
- Education and goals of a National State. The new Law of Education
- Student Workshop: Preparing bulletin board
- The LOEI: scope and limitations of intercultural education
- The curriculum in intercultural education

## WEEK 6
- **OBSERVATION TRIP 1**: NORTH: INTERCULTURAL EDUCATION
- Integration observation trip.
- Essay 1: Guided elaboration
- Educational models: Analysis about how, what and why of education?
- Students Workshop: Elaboration of essay 1 and essay oral presentation preparation

## WEEK 7
- Oral presentation essay 1
- Lesson plan: structure, content and model elaboration
- TRIP 2

## WEEK 8
- Integration trip Observation 2.
- Essay 2 Orientation
- Orientation: Yachay Huasi bilingual school visit
- Research Methodology Workshop. Term paper plans
- Urban Observation outputs in Quito: Yachay Huasi School
- Public and private education. General Unified Baccalaureate
- Practice at Pedro Luis Calero School: English classes
- Student Workshop: Bibliography Review: Essay 2 Preparation
- Essay 2 elaboration and essay oral presentation preparation
- Part II: ESSAY 2 DELIVERY AND ORAL PRESENTATION
- PROGRAM EVALUATION. Questions delivery - take home.
- Logistic information: students placement in internships and families

## WEEK 9
- VACATION

## WEEK 10
- INTERNSHIP STUDENTS PLACEMENT

## WEEK 11
- FIELD WORK

## WEEK 12
<table>
<thead>
<tr>
<th>WEEK 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD WORK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD WORK</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELD WORK</td>
<td></td>
</tr>
<tr>
<td>The students return to Quito</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 16</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATION AND FINAL INTEGRATION</td>
<td></td>
</tr>
<tr>
<td>Integration field experience</td>
<td></td>
</tr>
<tr>
<td>My role as manager of a socio-cultural change: Reflections on the internship</td>
<td></td>
</tr>
<tr>
<td>Elaboration of the term paper and oral presentation preparation</td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td>EVALUATION OF THE PROGRAM</td>
<td></td>
</tr>
<tr>
<td>Academic Delivery products</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED READING MATERIALS**

**EDUCATION TRACK BIBLIOGRAPHY**

- Breve evolución histórica de la educación en el Ecuador
- www.dspace.espol.edu.ec/bitstream/.../5787/4/CAPITULO%201.doc
- Conejo Arellano, Alberto. Educación Intercultural Bilingüe en el Ecuador. La propuesta educativa y su proceso.
- mail.ups.edu.ec/alteridad/publicaciones/.../educac_biling%205.pdf
- Boff Leonardo. Sumak Kawsay, Vivir mejor o el Buen Vivir.
ANDEAN COSMOVISION

- Sánchez Jhon Anton. Artículo
- De la Torre, Luz María y Sandoval, Carlos. “Cosmovisión desde la óptica del pensamiento indígena andino” en “La reciprocidad en el mundo Andino” el caso del pueblo de Otavalo. Editorial Abya Yala, Quito. pp. 19-58.

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.