COURSE DESIGNATOR: MSID 4001  LANGUAGE OF INSTRUCTION: Spanish
NUMBER OF CREDITS: 4 credits  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.

MICROFINANCE
Examine the history, nature and challenges of microbusiness and its role in the economic and social development of the local communities. Includes an analysis of the enterprises of the informal sector, the role of the social entrepreneurship and a wrap-up of the key aspects of microbusiness.

LEARNING OUTCOMES
• To train university students in themes of micro-business, studying the social and economic reality of Ecuador, as a means to understand complex questions in the search for solutions for pressuring economic problems.
• To identify the impacts of development policies on the micro-business, and to search for possible sustainable alternatives.

FIELD TRIPS
1. TRIP TO HIGHLANDS: FINANCIAL COOPERATIVES:SAN GABRIEL, PIMAMPIRO, COTACACHI AND OTAVALO:
   OBJECTIVES:
   • To observe the structure and functioning of microfinance and financial cooperatives.
   • To observe the local productive development processes
   • To interact with local actors in order to know by first hand their experience about local development.
2. OBSERVE GRASS ROOT AND SECOND CLASS POPULAR FINANCIAL ORGANIZATIONS IN THE PROVINCE OF NAPO – TENA, ARCHIDONA -

OBJECTIVES:
- To observe the structure and functioning of microfinance and financial cooperatives in the Amazon region.
- To know the work of local governments in the promotion of popular finances.

3. VISIT TO THE POPULAR INVESTMENT SOCIETY "MUJERES EMPRENDEADORAS".

OBJECTIVES:
- To know about economic alternatives for marginalized urban women

METHODOLOGY

The course will be conducted through lectures, seminars, field trip observations, with emphasis on the economical issues.

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

COURSE PRE-REQUISITES

Four semesters college-level Spanish, or the equivalent

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

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<tr>
<th>Grading Rubric</th>
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<tr>
<td>A</td>
<td>95+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<td>B+</td>
<td>86-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>F</td>
<td>&lt;59</td>
<td>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.</td>
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SUMMARY OF HOW GRADES ARE WEIGHTED:

| Participation: | 10 |
| Essay 1 Track | 15 |
| Presentation Oral 1 | 15 |
| Essay 2 Track | 15 |
| Presentation Oral 2 | 15 |
| Final exam Track | 30 |
| TOTAL | 100 |

CLASS SCHEDULE

WEEK 1

- The emerging world culture and its Andean context.
- City tour. Program overview: objectives, content and methodology.
- Integration Trip

WEEK 2

- Conversational Spanish; Spanish in context, and grammatical Spanish
- COUNTRY: Introduction: General presentation: objectives, content and methodology. Initial question: Ecuador: a rich or a poor country?. The explanation of this paradox.
- The story. From the conquest to the colony 1500-1830
- D.Internacional: ethnic and cultural diversity in Ecuador (ethnic groups - miscigenation?)
- The story. From the colony to the Republic prior to modernization (1830-1950)
- The oligarchic Republic to the recent crisis of neo-liberalism Modernity and Eurocentrism.
- Poverty and inequality as determinants of the country history and productive structure
- Civilization and barbarism, the case of America.
- Interculturality: social movements
- From the agro export model to the developmentalist Model
- Migration and urban marginality
- Multiculturalism vs interculturalism

WEEK 3

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Neoliberalism and crisis of neoliberalism: The struggle for power
- Constitution: Individual and collective rights. The Intercultural and Indigenous movement in Ecuador
- The twentieth century: between the Liberal Revolution, oligarchic power, military dictatorships and democratic weaknesses (1895-2005)
• Application of multiculturalism: Is the intercultural orientation met? (Indigenous justice - Ancestral Health - Intercultural Education - etc.)
• The new development model: the Plan of Good Living
• The current juncture: Political Vision in Latin America within a global context
• The current juncture: Cultural Vision
• Student Workshop: Literature review and oral presentation - workshop preparation: General Packet readings.
• DI. Reading Workshop: General Packet. Parts I - II. Theories of Development
• AP. Reading Workshop: General Packet. Part IV Country Analysis
• Students Workshop: Bibliography Review - Country Analysis and International Development
• Student Workshop: Bibliography review: take home elaboration: Country Analysis and International Development

WEEK 4

• Conversational Spanish; Spanish in context, and grammatical Spanish

• TRACK: Introduction: Students presentation and their expectations for the track. Overview of the track: objectives, content and methodology.
• Analysis: credit and microcredit, are the same? Which are the similarities and their differences?
• The new constitution and its economical model.
• Internship workshop
• Bibliographical review
• Integral social protection doctrine. Part I

WEEK 5

• Conversational Spanish; Spanish in context, and grammatical Spanish

• Microfinance and the popular economy in Ecuador. Definitions and characteristics.
• Microfinance and popular economy insertion into the market.
• Afro Ecuadorian worldview
• Andean worldview
• Mid-term evaluation

WEEK 6

• Conversational Spanish; Spanish in context, and grammatical Spanish

• OBSERVATION TRIP 1: NORTH HIGHLAND
• Integration observation trip.
• What’s popular economy? What’s solidarity economy?. Microbusiness and popular economy in Ecuador: origin and characteristics.
• Microbusiness and solidarity economy in Ecuador: insertion in the market.
• Paradigms about microbusiness and popular economy development: myths and realities.
• Critical discussion about popular and solidarity economy.
• Essay 1: Guided elaboration
• Legal and interdisciplinary focus about intrafamiliar violence. Sexual crime. Legal procedures and intermediation.
  Students Workshop: Elaboration of essay 1 and essay oral presentation preparation
### WEEK 7

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Oral presentation essay 1
- Risks of microcredit
- The industry of microfinance.
- Analysis of economical laws of popular and solidarity economy.
- Research methodology
- Critic aspects of microcredit; financial necessities and financial resources. Cost of the credit.
- Research methodology workshop. Monograph plans
- TRIP 2

### WEEK 8

- Spanish in context, and grammatical Spanish
- Integration trip Observation 2.
- Essay 2 Orientation
- Orientation: visit to Las Tres Manueñas social organization in Quito
- Research Methodology Workshop. Term paper plans
- Urban Observation outputs in Quito: Las Tres Manueñas social organization
- Student Workshop: Bibliography Review: Essay 2 Preparation
- Essay 2 elaboration and essay oral presentation preparation
- DI: The global current culture and its Andean context. 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

- FIELD WORK

### WEEK 13

- FIELD WORK
WEEK 14
• FIELD WORK

WEEK 15
• FIELD WORK
• The students return to Quito

WEEK 16
• EVALUATION AND FINAL INTEGRATION
• Integration field experience
• My role as manager of a socio-cultural change: Reflections on the internship
• Elaboration of the term paper and oral presentation preparation
• Oral presentations
• Program Evaluation
• Academic Delivery products

REQUIRED READING MATERIALS

MICROFINANCE TRACK BIBLIOGRAPHY

1. Del microcrédito a las microfinanzas. Javier Martín Cavanna. www. revistadeempresa.com
2. Principios, instituciones y prácticas de la economía social y Solidaria. José L. Coraggio Economía social y solidaria. EL trabajo antes que el capital,. Alberto Acosta y Esperanza Martínez (Editores), Abya Yala, Quito, 2011.
5. Las tasas de interés y sus repercusiones en las microfinanzas en América Latina y el Caribe. Anita Campion y otros. BID, 2012
7. Financiamiento de cadenas de valor: Más allá de las microfinanzas para emprendedores rurales. Royal Tropical Institute, Amsterdam; International Institute of Rural Reconstruction, Nairobi; Foro Latinoamericano y del Caribe de Finanzas Rurales, Lima. 2010.
9. Las Sociedades Populares de Inversión. CEPESIU 2008
10. ¿Qué es el desarrollo económico local? ¿Por qué es tan difícil? Jörg Meyer-Stamer
12. Ley de Orgánica de la Economía Popular y Solidaria y del Sector Financiero Popular y Solidario y su Reglamento
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.