



# Historical & Political Context of Ecuador

## COURSE DETAILS

Course Designator and Number: ECDR XXXX

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 60

Instructor: On-Site Faculty

## COURSE DESCRIPTION

This course will begin with a historical review from the European conquest, moving to independence and the construction of a nation state, and finally the republican era until today. Main events and characteristics from each timeframe will be highlighted. Students will discuss the "discovery of America" from the Ecuadorian and South American context, as well as the process and impact of conquering this continent.

History and politics will come together when discussing the 20th Century. Topics such as liberal revolution, plutocracy, the uprising known as the Juliana Revolution, the populist velasquista phenomenon, dictatorships, and the return to democracy will all be examined. Additionally, the central elements of the so-called Citizen Revolution will be addressed. Current events such as the government of Moreno and his turn to the right will be discussed as well as political opposition, main actors in the political sphere, etc. The current state will be analyzed based on identifying the main elements that shape the country's cultural diversity, its nationalities, and peoples. A comparative analysis between the western culture and the Andean culture will be carried out.

## Course Objectives

- Gain an understanding of Ecuador's history from conquest through to today.

- Examine the many political transformations of Ecuador, and how they have shaped the country that it is today.
- Understand the history of Ecuador through different viewpoints and cultural groups, and by studying the beliefs, practices, and relationships that shaped Ecuador over time.
- Enhance analytical skills through classroom discussions and field observations.

## Methodology

This course is largely lecture based, but it will also incorporate questions from students to better understand course content. In-class lectures will be contrasted through field excursions to see the real-world impacts of the topics being discussed and to incorporate primary sources into the course. Throughout the class, students will write abstracts and bibliographical reviews to ensure they are understanding the assigned readings. At the end of the course, students will submit a research paper and final presentation on a topic of their choosing, related to the course content.

## Course Prerequisites

Completion of 4 semesters of Spanish.

## Required Readings/Materials

- Ayala, Enrique. 2008. Resumen de Historia del Ecuador. 3ra. Edición. La cuestión. El hecho colonial. La cuestión del "descubrimiento" Estado, Iglesia y Cultura Fin de la época colonial Independencia. Perspectiva general. UASB. Quito: Corporación Editora Nacional.
- Ayala, Enrique. 2011. La interculturalidad camino para el Ecuador. En: Interculturalidad y diversidad. Ariruma Kowii. Quito: Universidad Andina Simón Bolívar / Corporación Editora Nacional.
- Dávalos, Pablo. 2018. La Heurística de la crisis económica en el neoliberalismo.
- Kintto, Lucas. 2018. Ecuador: de la consulta popular a un futuro político incierto.
- Kowi, Ariruma. 2014. Visión cultural del mundo andino: el caso del pueblo Kichwa (Parte 1 & 2).
- Moser, Caroline. Herramientas para análisis y planificación de género Roles de género, familia y hogar. Planificación de Género y Desarrollo. pp.50-63.
- Paz y Miño, Juan. 2019. Empresarios en: lucha de clases contras los trabajadores. Confirmado.net.
- Paz y Miño, Juan. 2019. Retorna el FMI. Confirmado.net.
- Rodríguez, Lily. 2010. Género y etnia, los cruces de las inequidades en salud. En Salud, Interculturalidad y Derechos. pp.149-161.
- Walsh, Catherine y León Edizon. 2002. Afro Andean Thought and Diasporic Ancestrality (Parte 1) y (Parte 2).
- Walsh, Catherine. 2002. Derechos Colectivos y Administración de Justicia Indígena Interculturalidad, Reformas Constitucionales y Pluralismo Jurídico. pp.1-6.

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	
B-	80–82	
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60–66	
F	0–59	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.

## Summary of How Grades Are Weighted

<b>Assignments</b>	<b>Percentage of grade</b>
Written abstracts and bibliographical reviews	15%
Outline for Final Paper	15%
Oral Presentation #1	15%
Final Paper	25%
Oral Presentation #2	15%
Final Exam	15%
Overall grade	100%

## Assessment Details

### **Written Abstracts and Bibliographical Reviews**

This course requires that you participate in class discussions. You will be expected to bring comments, questions and written products to share with the professor and classmates. You should review the course bibliography, and make a summary of them, to be shared with the rest of the students using the course GoogleDocs file. All the activities should be geared to the research process that you are engaging in. Student progress will be assessed through active participation, written essays, group work, bibliographic reviews, exams and oral presentations.

### **Outline for Final Paper**

In preparation for writing the final paper, each student will submit their proposed outline for review.

### **Final Paper**

The final paper will focus on topics learned in the historical political context class sessions, in which students will have investigated about Interpersonal relationships in Ecuador, Gender roles, Historical development of Ecuador: conquest, colony, independence (1500–1830), Afro-Ecuadorian Worldview: The Diaspora in Ecuador, Andean Worldview: The Case of the Kichwa People, Historical Development of Ecuador: From the Oligarch Republic to Postwar Development, Characterization of the Republic. The

Agro-Exporter Model, Neoliberalism in Ecuador & Economic Crisis and Ecuador's Current Political State. The professor and the students will define the topic for the papers (according to what has been studied in the units, and the corresponding field trip).

This work will integrate the concepts learned during the courses and bibliographic reviews, including reflections, questions and analysis of the student's thoughts, feelings and observations. It will be six pages long. The quality and depth of the analysis of experience on relevant facts, coherence, clarity, organization of ideas is evaluated. The general structure must follow international academic guidelines in accordance with the referred bibliography. The essay will be reviewed and rated by the tutor. It should have an extension of 6 pages, following the guidelines provided in the Student Manual: title, thesis statement, argumentation, conclusions and bibliography. References and bibliography: MLA, APA or other systems may be used, which must be correctly and fully cited (references and bibliography must be linked). All the academic citations will use the author-date system, numeric, notes, etc. according to the bibliographic reference style.

### **Oral Presentation #1 and #2**

Students will do two presentations. The first will be discussing their proposed outline for their final paper, and the second will be corresponding to their final paper.

Oral presentations should have audiovisual support. Structure: Topic, Introduction, justification that explains about the importance of the topic, the objectives, approach to the problem, and analytical argument of the topic and conclusions. Time for exposure and to answer questions: 20 minutes.

### **Final Exam**

The students will take an open book final exam, which will address a set of questions provided by the professor, two weeks prior to the deadline, on the core concepts of the course.

## **COURSE CONTENT**

### **Unit 1**

#### **General Orientation**

- Discussion of assignment: bibliographical reviews.
- Interpersonal relationships in Ecuador.
- Gender roles.
- Historical development of Ecuador: conquest, colony, independence (1500–1830).
- Readings:
  - Ayala, E. (2008) Resumen de Historia del Ecuador. 3ra. Edición. UASB. Quito.

- "Roles de género, familia y hogar" pp. 50 a 63 Planificación de Género y Desarrollo, Caroline Moser.

## Unit 2

### Afro-Ecuadorian Worldview: The Diaspora in Ecuador

- Reading:
  - Walsh, C. and León, E. (2002) Afro Andean Thought and Diasporic Ancestrality (Part 1) (Part 2) pp. 1-12.

## Unit 3

### Andean Worldview: The Case of the Kichwa People

#### Indigenous Women:

- Ethnic and gender struggles
- Individual collective rights
- Readings:
  - Kowi, A. (2014) Visión cultural del mundo andino: el caso del pueblo Kichwa (Parte 1) 1.Introducción, 2. Conocimiento y memoria en los andes, 3. Espacio y memoria, 4. El derecho de nombrar una forma de hacer memoria, 5. La Allpa mama, fuente de la memoria: las Apachetas, 6. El tukapu pp. 1-24.
  - Rodríguez, L. (2010) "Género y etnia, los cruces de las inequidades en salud" PP 149-161 en Salud, Interculturalidad y Derechos.

## Unit 4

### Historical Development of Ecuador: From the Oligarch Republic to Postwar Development

#### Interculturality: the Indigenous Movement in Ecuador

- Readings:
  - Ayala, Enrique. 2008. Resumen de Historia del Ecuador. 3ra. Edición. UASB. Quito: Corporación Editora Nacional.
  - Ayala, Enrique. 2011. La interculturalidad camino para el Ecuador. En: Interculturalidad y diversidad. Ariruma Kowii. Quito: Universidad Andina Simón Bolívar / Corporación Editora Nacional.
  - Walsh, Catherine. 2002. Derechos Colectivos y Administración de Justicia Indígena Interculturalidad, Reformas Constitucionales y Pluralismo Jurídico. pp.1-6.

## Unit 5

### Characterization of the Republic. The Agro-Exporter Model.

- Readings:
  - Paz y Miño, J. (2019) Retorna el FMI.

## Unit 6

### Neoliberalism in Ecuador & Economic Crisis

- Readings:
  - Dávalos, P. (2018) La Heurística de la crisis económica en el neoliberalismo Individual and collective rights.
  - Paz y Miño, J. (2019) Empresarios en: lucha de clases contras los trabajadores.

## Unit 7

### Ecuador's Current Political State

- Reading:
  - Kintto, L. (2018) Ecuador: de la consulta popular a un futuro político incierto.

## Unit 8

### Field Excursion: North of the Highlands & Valley–San Clemente, Chota Valley, & Otavalo

- Experience the reality of the indigenous and afro-Ecuadorian communities.
- Understand the worldwide and organizational processes of these communities.
- Explore development and gender.

## Unit 9

Reflections & Observations from the Field Excursion

## Unit 10

Visit to the Museum of the Casa de la Cultura Ecuatoriana

## Unit 11

Art & Music in Ecuador: Andean Instruments Workshop

## Unit 12

Final Seminar

- Final paper and oral presentation due

## POLICIES

### Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

### University of Minnesota Policies & 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. This information can be found on the Learning Abroad Center website.

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