



# Internship in Ecuador

## COURSE DETAILS

Course Designator and Number: ECDR XXXX

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 35

Instructors: Dolores López BA, MSC, PhD (c)

José Suárez Torres MD., M.P.H., Ph. D

## COURSE DESCRIPTION

This course provides a cross-cultural experience of working on various development issues with a regional nonprofit organization. The course focuses on guiding students to understand their own identity as they integrate theory with reality by participation in local development sites. Students are prepared for entering into their community work through discussions on stakeholder and agency analysis, ethical considerations, culture specific gender and diversity context, and power and privilege.

The mentoring continues while students are at their internship placement as they come in contact with social actors, community organizations, and local and national authorities, in various regions of Quito at the marginal urban and rural levels. The students are urged to play an active role in their internships by providing suggestions and solutions, discussing alternatives, and investigating all areas of their internship placement to garner a holistic experience on the realities of development work. Through practical internship experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host-country cultural context and development work from an international perspective, as well as critically examine their own worldview in order to develop, defend, and challenge their own values and beliefs.

## Course Objectives

At the conclusion of this course, it is expected that students would be able to:

1. Apply development theories learned in the classroom to the realities of the work experience at the internship site.
2. Understand ideas, concepts, ethical standards, and theories related to the internship agency and community served by the agency.
3. Gain professional competencies such as intercultural communication, interpersonal skills, problem-solving, and decision-making.
4. Strengthen self-confidence, self-esteem, independence, and self-awareness.
5. Engage with Ecuadorians in a meaningful way, in order to critically examine their own worldview in order to develop, defend, and challenge their own values and beliefs.
6. Strengthen Spanish communication skills.

## Methodology

Classroom discussions, field excursions, and preparatory workshops during the first seven weeks of the program will prepare students to engage at their internship site for the following six weeks. Check-in meetings throughout the internship experience are an opportunity for students to discuss what they are learning, problems they are facing, and concerns they might have. The final seminar in the last week of the program is focused on reflection, peer-to-peer learning, and discussions of skills gained throughout the internship experience.

## Course Prerequisites

Four semesters of college-level Spanish or the equivalent.

## Required Readings/Materials

- Bourdieu, Pierre y Gabrielle Balazs. 2002. El interrogatorio. En: La miseria del mundo. Buenos Aires: FCE. pp.545-555.
- Escobar, Arturo. 2003. Mundos y conocimientos de otro modo: el programa de investigación de modernidad/colonialidad latinoamericano. Tabula rasa (1). pp.51-86. En: <http://www.revistatabularasa.org/numero-1/escobar.pdf>
- Feld, Claudia. 2012. Las capas memoriales del testimonio: Un análisis sobre los vínculos entre espacio y relatos testimoniales en el casino de Oficiales de la ESMA. En: Topografías conflictivas: Memorias, espacios y ciudades en disputa, editado por A. Huffschmid y V. Durán. Buenos Aires: Trilce. pp.335-365.
- Monje Álvarez, Carlos. 2011. Metodología de la investigación cualitativa y cuantitativa. Universidad Sur Colombiana. Capítulo 7 y capítulo 9.
- Muratorio Blanca. 2005. Historia de vida de una mujer amazónica: intersección de autobiografía, etnografía e historia. *Íconos* 22. pp.129-143.

- Pando, Manuel y Martha Villaseñor. 1999. Modalidades de entrevista grupal en la investigación social. En: Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad, compilado por Ivonne Szasz y Susana Lerner. México DF: CEDDU / El Colegio de México. pp.225-242.
- Restrepo, Eduardo. 2016. Etnografía: alcances, técnicas y éticas. Bogotá: Envió Editores.
- Spradley, James C. 1980. Participant Observation. Fort Worth. Harcourt Brace College Publishers
- Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
- Taylor, S. J. y R. Bogdan. 2000. Introducción a los métodos cualitativos de investigación. Barcelona: Paidós. Capítulo 2. pp.31-49.

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# 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>
Class written assignments	25%
Field supervisor evaluation	10%
Draft of final report	15%
Reflections/field notes	10%
Presentation in final seminar	20%
Final report/Agency analysis	20%
<b>Overall grade</b>	<b>100%</b>

## Assessment Details

### **Class Written Assignments**

This course requires that you submit 2 written progress reports of your internship:

- First written report providing information about the main characteristics of the community and internship organization, addressing location, demographics, and main issues that you consider relevant. 5 pages. Due week 2 of internship.
- Second written report providing information about the most important issue/problem that you consider addressing, how the organization or community is addressing. 5 pages. Due week 3 of internship.

These progress reports should be considered as construction pieces for your final report.

### **Field Supervisor Evaluation**

The assigned supervisor from the local internship institution will provide assistance and guidance to the student's research process and will provide an assessment of the different internship activities that the student has performed, including their contributions to the local agency and communities.

### **Draft of final report**

The student is expected to develop a detailed outline of the final paper, which will be presented and discussed with the assigned faculty, which will guide in the bibliographical reviews and approaches to observe the main themes at the internship site and local community.

### **Reflections/field notes**

The students need to maintain field notes, with a description of the events and a reflection in relation to the local reality/problems, which can be used to write the final paper. It is important to make a summary description of the agency, including their main goals, structure, and issues that they address, maintaining record of location, photos of the building, offices and personnel.

### **Final Report**

You will be expected to complete a final report of your internship. The paper must analyze, interpret or evaluate the experience at the internship/community. It should go beyond a simple description of the area, community or the activities that you have developed, to reflect on the main issues or problems addressed during the internship. analysis, a discussion of the main findings, and a final conclusion. It should have an extension of 10-12 pages, following the guidelines provided in the Student Manual: title page, 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.

### **Presentation in Final Seminar**

The final oral presentation will be carried out by the students according to the academic calendar. They will last 15 minutes, with audiovisual support. Structure: Topic, Introduction, justification that explains about the importance of the topic, the objectives, approach to the problem, analytical argumentation of the topic and conclusions.

# COURSE CONTENT

## Unit 1

### Orientation

- Discussions about the difference between internships and research, how to prepare for the placement, etc.
- Readings:
  - Bourdieu, Pierre y Gabrielle Balazs. 2002. El interrogatorio. En: La miseria del mundo. Buenos Aires: FCE. pp.545-555.

## Unit 2

### Successful Placement

- Discussions on tips for being successful in a placement.
- Discuss institutional politics along ethnic and gender lines.
- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Spradley, James C. 1980. Participant Observation. Fort Worth. Harcourt Brace College Publishers
  - Pando, Manuel y Martha Villaseñor. 1999. Modalidades de entrevista grupal en la investigación social. En: Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad, compilado por Ivonne Szasz y Susana Lerner. México DF: CEDDU / El Colegio de México. pp.225-242

## Unit 3

### Power

- Discuss power and hierarchy, and the students' place in the agency.
- Stakeholder analysis activity—discussion of who has power.
- Individual discussions or check-ins about their placement, leading up to that phase of the program.
- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Spradley, James C. 1980. Participant Observation. Fort Worth. Harcourt Brace College Publishers

- Muratorio Blanca. 2005. Historia de vida de una mujer amazónica: intersección de autobiografía, etnografía e historia. Íconos 22. pp.129-143.

## Unit 4

### Site Visits

- Site visits to NGOs as possible internship placements.
- Discussions on (a) what it means to live/work in a rural area and (b) how to approach/enter into a community.
- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Muratorio Blanca. 2005. Historia de vida de una mujer amazónica: intersección de autobiografía, etnografía e historia. Íconos 22. pp.129-143.

## Unit 5

### Focus Session #1

- Focus session before the internship 1.
  - Topics include how to prepare, assessment, problem analysis, agency analysis, goal setting, learning contracts.
- Individual discussions or check-ins about their placement, leading up to that phase of the program.
- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Pando, Manuel y Martha Villaseñor. 1999. Modalidades de entrevista grupal en la investigación social. En: Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad, compilado por Ivonne Szasz y Susana Lerner. México DF: CEDDU / El Colegio de México. pp.225-242.

## Unit 6

### Focus Session #2

- Focus session before the internship.
  - Topics include stakeholder analysis, health and safety, gender/diversity realities and discussions, dress codes, culture, and the workplace.
- Individual discussions or check-ins about their placement, leading up to that phase of the program.



- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Pando, Manuel y Martha Villaseñor. 1999. Modalidades de entrevista grupal en la investigación social. En: Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad, compilado por Ivonne Szasz y Susana Lerner. México DF: CEDDU / El Colegio de México. pp.225-242.

## Unit 7

### Preparation for Internship

- Discuss assignments to be completed during internship.
- Professional/constructive writing: the student's voice and the intended audience.
- Readings:
  - Pando, Manuel y Martha Villaseñor. 1999. Modalidades de entrevista grupal en la investigación social. En: Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad, compilado por Ivonne Szasz y Susana Lerner. México DF: CEDDU / El Colegio de México. pp.225-242.
  - Monje Álvarez, Carlos. 2011. Metodología de la investigación cualitativa y cuantitativa. Universidad Sur Colombiana. Capítulo 7 y capítulo 9.

## Unit 8

### Internship

- Weekly meeting with supervisor.
- Phone or email meeting with faculty member.
- Readings:
  - Sautu, Ruth, Paula Boniolo, Pablo Dalle y Rodolfo Elbert. 2005. Recomendaciones para la redacción del marco teórico, los objetivos y la propuesta metodológica de proyectos de investigación en ciencias sociales. Buenos Aires: CLACSO.
  - Taylor, S. J. y R. Bogdan. 2000. Introducción a los métodos cualitativos de investigación. Barcelona: Paidós. Capítulo 2. pp.31-49.

## Unit 9

### Internship

- Weekly meeting with supervisor.
- Phone or email meeting with faculty member.

## Unit 10

### Internship

- Weekly meeting with supervisor.
- Phone or email meeting with faculty member.

## Unit 11

### Internship

- Weekly meeting with supervisor.
- Visit from MSID faculty member.

## Unit 12

### Internship

- Weekly meeting with supervisor.
- Draft final paper due.
- Phone or email meeting with faculty member.
- Readings:
  - Escobar, Arturo. 2003. Mundos y conocimientos de otro modo: el programa de investigación de modernidad/colonialidad latinoamericano. Tabula rasa (1). pp.51-86. En: <http://www.revistatabularasa.org/numero-1/escobar.pdf>
  - Restrepo, Eduardo. 2016. Etnografía: alcances, técnicas y éticas. Bogotá: Enviñon Editores.
  - Monje Álvarez, Carlos. 2011. Metodología de la investigación cualitativa y cuantitativa. Universidad Sur Colombiana. Capítulo 7 y capítulo 9.

## Unit 13

### Internship

- Weekly meeting with supervisor.
- Exit interview and report discussion with supervisor.
- Readings:
  - Feld, Claudia. 2012. Las capas memoriales del testimonio: Un análisis sobre los vínculos entre espacio y relatos testimoniales en el caso de Oficiales de la ESMA. En: Topografías conflictivas: Memorias, espacios y ciudades en disputa, editado por A. Huffschmid y V. Durán. Buenos Aires: Trilce. pp.335-365.

## Unit 14

### Final Seminar

- Final oral presentation.
- Discussions on skills gained through the experience and how students will use those going forward.
- Discussion of sought-after skills by employers.
- Reflection and debriefing (e.g., comparing theory and practice).

## 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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