

18 LSLs 3050/7050
Study Abroad Seminar: Ecuador: Immersed in Culture and Education
College of Education, Criminal Justice, and Human Services
Spring Semester 2016
Swift Hall, Room 816

Instructor:	Peggy Shannon-Baker Adjunct Assistant Professor	Pronouns:	She/her or they/their
		Email:	Removed
		Office Hours:	Tu/Th 3-5:30pm, CRC 3352

Co-Instructors:	Valda Bronston Ewaniki Moore-Hawkins	Email:	Removed
		Email:	Removed

COURSE DESCRIPTION

The objective of this class is to develop your understanding of Ecuadorian cultures, history, and educational system in a course structured around leading themes in culture and ethnography. This course culminates in a study abroad service learning experience during **Summer 2016 (May 1-10)**.

Course Format:

This course uses a wide variety of writing, speaking, reading, and service-based practices to explore course themes. The interactive discussions, in-class and international activities, and readings are designed to engage students in the material for deeper learning. Activities and assignments such as group projects, student presentations, reflection essays, and papers are included to help students consider various aspects of Ecuadorian culture and reflect on their experience in advance.

COURSE EXPECTATIONS

For the instructor: For myself, I expect that I lead this class to the best of my abilities. I not only want to be open to feedback from the students about any changes needed to the course or my teaching, but I also want to actively facilitate and encourage such feedback. I expect to engage in the same questions, reflections, and much of the same activities as the students. I see this not only as a unique teaching opportunity but also a unique learning opportunity. I expect to go outside of my comfort zone in teaching and in asking myself the difficult and hard questions that will emerge from this course, including those questions that are planned and unplanned. I expect to grow as a person, teacher, and learner in this experience.

Multiple perspectives: My goal in this course is that you build a foundation of knowledge about Ecuadorian history, culture, and education. This course involves both personal reflection as well as group discussions. We will be working throughout the semester to build trust amongst ourselves. To do this, I ask for your help in showing respect to your peer classmates, myself, any speakers who might join us, and to the authors we read. You can “show respect” of their multiple

perspectives by listening/reading what they have to say, asking questions, considering their feelings and ideas from their perspective, and reflecting on how our own feelings and ideas might differ, connect, or be similar to others.

While all communications in this class are expected to be respectful, this is not intended to discourage you from asking questions or bringing up topics for discussion that are directly related to our class. *When in doubt, consider how others might interpret your comments. Likewise, you can email Peggy if you are worried about something you wish to write/say.*

You do not need to change your own unique perspective to succeed in this course. Please keep in mind that an issue that may seem to be “no big deal” to you may be an issue that has significantly impacted and/or means a lot to another person. I ask that you keep this in mind while reading, reflecting and discussing. Be prepared to have some potentially difficult discussions, but please try to share honestly and respectfully so that we can learn from one another as well.

Communication: It is extremely important that you be able to access Blackboard and the email you have registered for Blackboard daily. You will miss important information, updates, assignments, etc. without access to these.

Readings and preparedness: This class, like all others, is based in the expectation that you come prepared to class. This means that, before the class has begun, you have completed and thought about the readings, thought about the questions that may come at the end of the reading passage(s), and prepared questions, comments, ideas, or examples to share in class. *The more you are prepared for each class, the more you will get out of it.*

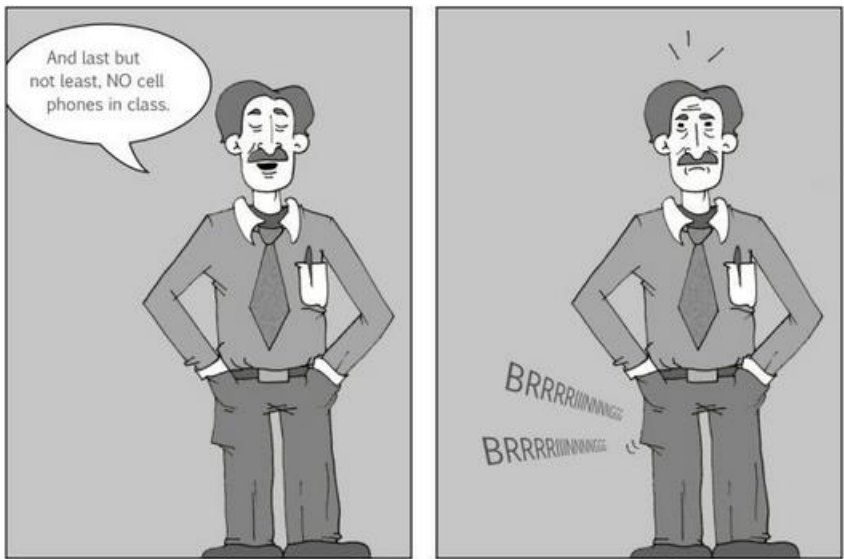
Participation: There are many reasons why participation is important for this class. First, we each bring our own unique life experiences, beliefs and opinions that without sharing them, others cannot learn from them! Also, the best discussions happen when everyone feels comfortable to share and be involved. All students will be required to participate in class; you can see below that it is part of your final grade. However, “participation” does not look the same for every student. Examples of good participation might include coming to class early or on time, taking notes, sitting quietly, asking questions, volunteering during class, emailing after the class to add your thoughts, etc. If for some reason you are unable to participate in class or if the ways you participate are not listed here, please feel free to email me.

Special needs: If you have any special needs related to your participation in this course, including language ability, identified visual, hearing, or physical needs, a communication disorder, and/or specific learning needs (or disabilities) that may influence your performance, you should communicate this with me as early in the semester as possible. This will help me to arrange for reasonable provisions to ensure an equitable opportunity for you to meet all of the requirements for the course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

Late or makeup work: No late or makeup work accepted unless a valid excuse is presented.

Technology in the

classroom: Many instructors have a no laptop/tablet/cell phone/etc. policy for their classroom. I do not. I understand that some students prefer to take notes on laptops, have families they need to check in with, or need technology to help them focus. As class begins this semester, students are allowed to use these in the classroom. *However*, if the use of technology is distracting us away from meeting the class expectations (such as participation), then this policy may be changed.



Grading: Where applicable, assignments may be graded using a rubric and/or consensus among the instructors. These rubrics will be on Blackboard. If you have any questions about the rubrics or your grade, please email me. Revisions will only be possible under extenuating circumstances and/or if the assignment grade is a C or below. If you would like to revise your assignment, you must email me within one calendar week of the grade being posted (or handed back to you, where applicable), after which point the grade will be considered accepted.

Academic integrity and dishonesty:

Academic Integrity: It is the responsibility of students to protect their own work from inappropriate use by others. Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

Academic Dishonesty: Each student is expected to present his or her own work. All papers, reflections, and other assignments must be original or explicit acknowledgment must be given for the use of other persons' ideas or language on any and all assignments. In other words, you must *explicitly indicate* through APA citation format when you use outside sources for any assignment, including course readings, webpages, sources from mentor teachers, books, articles, etc. (Here is a helpful link for using APA: <http://owl.english.purdue.edu/owl/resource/560/01/>)

Procedures for handling academic dishonesty: If it is evident that a student has purchased or otherwise dishonestly acquired assigned work, as your instructor, I reserve the right to handle the matter in accordance with University regulations. Such consequences may include but are not limited to revision and resubmission of the assignment, failure of the assignment or failure in the course.

MATERIALS

Texts (Required; in order of our class schedule)

1. Resau, L. & Farinango, M. V. (2011). *The queen of water*. New York: Random House.
 - ISBN: 978-0375859632
 - This text is on Reserve in the CECH Library (located in Teachers College)
2. de la Torre, C. & Striffler, S. (2008). *The Ecuador reader: History, culture, politics*. Durham, NH: Duke University Press.
 - ISBN: 9780822343745
 - This text is on Reserve in the Langsam Library

Any additional materials, such as handouts, presentation slides, and recommended readings, will be provided to you in class, through Blackboard, or via email.

COURSE ASSESSMENTS

Attendance & Participation	--	20
<i>The Queen of Water</i> Paper	--	15
<i>The Ecuador Reader</i> Group Presentation	--	10
Service Learning Lesson Plan Presentation (Final run)	--	20
Research Paper & Presentation	--	15
Reflection Paper	--	20
Total Points	--	100

Assessment Details and Procedures:

For the rubrics to these assessments and/or due dates, please check Blackboard.

- **Attendance and participation:** Professionalism and accountability are important factors in the livelihood of all professionals. You are expected to be at all class meetings. However, you have two emergency absences should a major issue arise, so use them only if absolutely necessary. For each class missed beyond two, you will lose 1 point from your Attendance & Participation grade. If class is cancelled or the university is shutdown, check blackboard for instructions.

- **The Queen of Water Paper:** This paper will give you the opportunity to investigate some of the complexities of Ecuadorian culture, how their ethnic groups interact, and draw comparisons to your own culture. This five page paper will be an analysis of *The Queen of Water* in which you will discuss the following:
 - What **observations** are made in the book? Does the author examine economic and politics, family traditions, the arts, religious beliefs, language or food?
 - Does the author **criticize or admire** the culture? Does he/she wish to preserve or change the way of life? Either way, what would be risked or gained?
 - What is **different** from your own culture? What do you find most surprising, intriguing or difficult to understand?

- **The Ecuador Reader Group Presentation:** This interactive, group presentation will be based on a section of *The Ecuador Reader*. Each small group will design an interactive presentation, which can consist of a game, videos, discussions, etc., to share something interesting and intriguing covered in your section that you think is important for the rest of the class to learn before traveling to Ecuador. You do not need to present on the entire section, but can pick and choose important pieces. This presentation should be 20-30 minutes, and should involve everyone in your group.

- **Service Learning Lesson Plan Presentations:** This group presentation is designed to give you time to practice your group lesson plan in front of our class before traveling to Ecuador. You will be doing these lesson plans in front of our class (in Cincinnati) twice before leaving: once as a “trial run” to practice and gain feedback, and once as a “final run” to make sure you have everything prepared. *Only the final run will be graded.*

- **Research Paper and Presentation:** This research paper and presentation will be based on a project topic of your choice about Ecuador/Ecuadorian culture. Ideas for potential topics can be found on Page 13 of the Tandana Foundation Ecuador Service Program Activity and Curriculum Guide. *Only two people can choose the same topic, but you are also welcome to come up with your own topic.* All topics will be selected and approved in advance. The paper should be five pages, and include at least 5 references. Each student will also give an interactive presentation on their paper topic to the class.

- **Reflection Paper:** This essay is your life story. It should reflect who you are and what you hope to gain from this international service learning experience. You will then be asked to share all or part of your Reflection Paper during one of our nightly debriefing sessions while in Ecuador. *This paper should be more than one page.*

Grade Criteria:

A	100-93	A-	92-90		
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
F	69-0				

Scores at the 0.4 level or below round down to the whole number; scores at the 0.5 level and above round up to the whole number.

Plagiarism Contract

Plagiarism:

1. Submitting another's published or unpublished work, in whole, in part, or paraphrase, as one's own without fully and properly crediting the author with footnotes, citations or bibliographical reference.
2. Submitting as one's own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
3. Submitting as one's own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

University of Cincinnati Code of Conduct

Conduct, rights and responsibilities: Student code of conduct.

1. Preamble
 - a. The Student Code of Conduct (SCOC) is intended to provide broad guidance in identifying and discouraging behavior that conflicts with the building of a strong and just community that respects and protects the diverse interests and goals of all students, all student organizations, and the University of Cincinnati's mission "to provide the highest-quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes."

If the instructor suspects an instance of plagiarism, cheating, or any other fraudulent submission of any course requirement, they will bring this to the attention of the student(s) involved. This information may also be shared with the course coordinator, the student's academic adviser, and/or others if necessary. **A possible consequence of plagiarism is a FAILING GRADE for the assignment and/or this class. Per university policies, consequences for plagiarism are at the discretion of the instructor.**

I sign the Student Code of conduct below to acknowledge that I have read through this syllabus, understand its requirements, am aware of the consequence(s) of plagiarism, and will email my instructor with any questions.

Print Name _____

Signature _____

Date _____

Introductory Survey

Name and pronoun(s):

Major, concentration (if applicable) and year:

Your Experiences with Schooling

Most Memorable Experience (as a student in your preferred teaching areas if applicable)

What makes it memorable?

About You as a Learner:

As a learner, it helps me when I:

As a learner, it helps me when my classmates:

As a learner, it helps me when my teacher:

Why This Course?

What are your expectations for this course? What do you want to get out of it?

What are your expectations for the Ecuador trip in particular? What do you want to get out of it?

What are your career goals?

What else is important for me to know about you relative to this course?

**18-LSLs-3050/7050—Ecuador: Immersed in Culture and Education
Spring 2016 Schedule**

Dates	Topics	Readings	Assessments
Week I – January 13	Introduction and Overview <ul style="list-style-type: none"> • Introductions • Quito Turistico (video) • Review of Tandana Volunteer Packet • Team building • Service Learning Lesson Plan Groups 	Tandana Volunteer Packet (read in class)	
Week II – January 20	Otavalo, Ecuador History and Culture <ul style="list-style-type: none"> • Spanish Words/Phrases • Team building • Tandana Discussion Items • Discussion: <i>The Queen of Water</i>, Part 1 • Lesson Plan Development 	<i>The Queen of Water</i> , Chapters 1-20	
Week III – January 27	Otavalo, Ecuador History and Culture <ul style="list-style-type: none"> • Spanish Words/Phrases • Team building • Discussion: <i>The Queen of Water</i>, Part 2 • Lesson Plan Development 	<i>The Queen of Water</i> , Chapters 21-end	Tandana volunteer online forms AND passport copy
Week IV – February 3	Conquest and Colonial Rule <ul style="list-style-type: none"> • <i>Guest Speaker</i>: Dr. Hye Pae: Teaching English as a Foreign Language • Spanish Words/Phrases • Group Presentation on Section 1, <i>Ecuador Reader</i> • Lesson Plan Development 		Group 1: <i>The Ecuador Reader</i> Presentation

*Please note: All deadlines are for 6pm on the date listed.
This schedule is subject to change. All changes will be announced in class and via Blackboard.*

**18-LSL-3050/7050—Ecuador: Immersed in Culture and Education
Spring 2016 Schedule**

Dates	Topics	Readings	Assessments
Week V – February 10	A New Nation <ul style="list-style-type: none"> • <i>Guest Speaker:</i> Dr. Susan Gregson (Lesson plan development) • Spanish Words/Phrase • Group Presentation on Section 2, <i>Ecuador Reader</i> • Lesson Plan Development 		Group 2: <i>The Ecuador Reader</i> Presentation
Week VI – February 17	Service Learning Lesson Plan Presentation: Trial Runs <ul style="list-style-type: none"> • <i>Guest Speaker:</i> Ahmed Fahad (Working with translators) 		<i>The Queen of Water Paper</i>
Week VII – February 24	The Rise of the Popular <ul style="list-style-type: none"> • <i>Guest Speaker</i> – Diane Grever and Hollie Anderson (Ecuadorian culture) • Spanish Words/Phrase • Group Presentation on Section 3, <i>Ecuador Reader</i> • Lesson Plan Development 		Group 3: <i>The Ecuador Reader</i> Presentation
Week VIII – March 2	Global Currents <ul style="list-style-type: none"> • Group Presentation on Section 4, <i>Ecuador Reader</i> • Team building • Lesson Plan Development 		Group 4: <i>The Ecuador Reader</i> Presentation

*Please note: All deadlines are for 6pm on the date listed.
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**18-LSL-3050/7050—Ecuador: Immersed in Culture and Education
Spring 2016 Schedule**

Dates	Topics	Readings	Assessments
Week IX – March 9	Domination and Struggle <ul style="list-style-type: none"> • <i>Guest Speakers:</i> Former students panel • Spanish Words/Phrase • Group Presentation on Section 5, <i>Ecuador Reader</i> • Daily life for us while in Ecuador • Lesson Plan Development 		Group 5: <i>The Ecuador Reader</i> Presentation
Week X - March 16	Cultures and Identities Redefined <ul style="list-style-type: none"> • <i>Guest Speaker:</i> Tommy Baker: international travel and group dynamics • Spanish Words/Phrase • Section 6, <i>Ecuador Reader</i> & Culture Shock • Lesson Plan Development 		
Week XI March 23	Spring Break (NO CLASS)		
Week XII March 30	Service Learning Lesson Plan Presentations	(Lesson plan preparations)	Service Learning Lesson Plan: Final Run
Week XIII April 6	Service Learning Lesson Plan Presentations	(Lesson plan preparations)	Service Learning Lesson Plan: Final Run
Week XIV April 13	Research Paper Presentations	(Research Paper preparations)	
Week XV April 20	Research Paper Presentations	(Research Paper preparations)	Research Paper
Week XVI April 27	Spring Semester Exams (NO CLASS)		Reflection Paper
May 1	Trip to Ecuador! May 1-10, 2016		

*Please note: All deadlines are for 6pm on the date listed.
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