

**Higher Education Consortium for Urban Affairs  
Community Internships in Latin America (CILA)  
Semester Program in Ecuador**

**Program Documentation, Fall 2005**

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## FACULTY AND STAFF

**Martha Moscoso Carvallo**, program director. Sociologist and historian, with degrees from the Sorbonne University of Paris, in Sociology of Development, and from the Latin American Faculty of Social Sciences (FLACSO) of Quito, in Andean History. Professor in the Human Sciences faculty of the Catholic University of Quito. Experience teaching and researching women's and gender history and the indigenous community, its relations with and transformations suffered in relation to the state. Consultant to governmental institutions and non-governmental organizations, specializing in the areas of women and gender.

**María Arboleda**. Academic Coordinator. Sociologist, with degrees in Sociology and Political Science from the Central University of Ecuador. Professor of graduate studies at FLACSO. Consultant on national and international levels. Specialist in public policy, focusing on gender, local government, and participative local planning. Experience in managing projects and development programs, activity systematization, direction of work teams and relating public and private institutions with development and grassroots organizations.

**Ana Maria Larrea**, field trips coordinator. B.A. in Anthropology. Catholic University, Quito. Graduate work in International Studies of the Development in the University of Oslo-Norway, and in Local Development in University Andina Simón Bolívar in Quito. Specialist in local development and local powers and their relations with the state in indigenous communities Director of the Institute of Ecuadorian Studies (IEE).

### **Adriana Corti**

Assistant. B.A. from Linguistic and Literature Faculty of the Catholic University of Quito, in International Relations and Business. Work experience in the Ministry of Foreign Relations in the department of Economic Promotion; in IBM, in the department of Learning Services. Study abroad for one year in Denmark.

## PROGRAM STRUCTURE

CILA participants must take all the courses, which together are equivalent to a complete semester.

### **Democracy and Social Change Seminar (1 semester course)**

The Seminar analyzes the significance of democracy in Ecuador in participation in political processes, community organization, and the construction of identity by different social actors in contemporary Ecuador.

The seminar aims to understand the plurality of cultures and ethnicities in Ecuador, to be aware of women's situation and status in Ecuador, to evaluate the situation of the country as a region of high ecological diversity, and to consider the development goals of the main social actors in Ecuador.

### **Internship (1 semester course)**

The Internship is the student's involvement in a public or private organization working for development, community participation, and social change. The students will learn from the experience of the organization and will make a contribution with their own previous knowledge and work. The Internship constitutes a practice of experiential learning and an exchange of knowledge.

### **Experiences Workshop**

The Workshop is a space created for the discussion and comprehension of students' experiences during the program in the organizations, in the process of social change, in daily life, with the host family, in the country.

### **Independent Study (1 semester course)**

Independent Study is a learning opportunity that allows students to expand their knowledge of a specific aspect of Ecuador in which they have interest, while helping to develop their research and analytical skills in Spanish.

### **Due Dates for Major Assignments and Presentations**

<b>Date of delivery</b>	<b>Subject</b>	<b>Type of work</b>
Wednesday 14 September	Cultural Immersion Activities: Exercises N. 1 and 2	GROUP
Wednesday 21 September	Cultural Immersion Activities Exercises: N. 3 and 4	INDIVIDUAL OR IN GROUP
Wednesday 5 October	Internship Field Diary ISP: Draft of the research Proposal	INDIVIDUAL INDIVIDUAL OR IN GROUP
Wednesday 26 October	Internship Field Diary	INDIVIDUAL
Wednesday 16 November	Parts 1 and 2 of the exercise of Description and Analyses of the Organization	INDIVIDUAL
Wednesday 30 October	Final Essay Internship Field Diary	INDIVIDUAL INDIVIDUAL
Wednesday 7 December	ISP: Final Document Delivery	INDIVIDUAL OR IN GROUP
Wednesday 14 December	Final Document of the Description and Analysis of the Organization	INDIVIDUAL

# **SEMINAR "DEMOCRACY AND SOCIAL CHANGE"**

**Coordination:** María Arboleda  
**Dates:** September 12 - December 12, every Monday  
**Hours:** 3:00 to 6:00 p.m.  
**Place:** IEE, Instituto de Estudios Ecuatorianos

## **I. OBJECTIVES**

- a. To analyze the important resistance participation processes by diverse social actors of contemporary Ecuador.
- b. To investigate the relations between the needs of state democracy and the social movements
- c. To support reflection about the participation processes, community organization and identities constructions.
- d. To understand the multiplicity of ethnicities and cultures in Ecuador.
- e. To know the situation and status of women in Ecuador.
- f. To review the situation of the country as a region of ecological diversity.

## **II. THEMES**

- a. Ecuador: Social actors in the present moment. Conflict axes (social, cultural and political).
- b. Forajidos Movement: investigate the experience of urban uprising.
- c. Forajidos Movement: women's and young peoples' vision
- d. Mega-diversity: cultural and environmental challenges for Ecuador's natural preservation.
- e. Economy: risks and perspectives to the development of sovereignty in Ecuador.
- f. Afro Ecuadorian population: development strategies in Ecuador.
- g. Sovereignty Problems: TLC, Mantas' Base, Colombian Plan.
- h. Indigenous people and their constitution as political actors
- i. Local Powers in Ecuador: discussion of the challenges and strategies after the field trip to Cotacachi.
- j. Social movements in Ecuador, historical vision and perspectives.

## **III. METHODOLOGY**

The seminar will use an interactive methodology; this will be directed to build the knowledge linked to the analytical presentation of the experiences and projects of the social actors with the interests, expectation and experiences of the students. Each class will include one or more of the following formats:

- a. testimony of actors
- b. discussions and conversations
- c. directed readings
- d. group work
- e. presentation of videos
- f. urban visits

The presentations will give information on the present situation as well as methods for conceptual analysis of social, institutional and political issues. The presentation of videos, panels and visits will allow students to approach experiences and actors. The group work will facilitate to deepen the reflection of the students on the various subjects.

We will invite lecturers notable for their knowledge on specific subjects such as indigenous cultures, local governments, gender, and community participation, as well as social leaders.

#### **IV. EVALUATION**

The evaluation will follow these parameters:

Mid-term exam	25%
Written reports of readings	25%
Class participation	25%
Final Exam	25%
Total	100%

The mid-term exam will be based on the readings and presentations. Class participation will be evaluated according to the following elements:

- Discussion of readings and presentations
- Attendance

Participation in field trips will be evaluated with consideration of the Field Trip Report and the Field Diary.

## V. Schedule

Schedule/Syllabus for Democracy and Social Change			
<b>WEEK 1</b> <b>6- 9 September</b>  ORIENTATION	<b>WEEK 2</b> <b>September 12</b> Ecuador: Social actors in the reality. Conflict axis (social, cultural and political). María Arboleda  Video: El Legado de Abril. César Alvarez	<b>WEEK 3</b> <b>September 19</b> Forajidos Movement: check out the experience of urban uprising. Mario Unda  Presentation of Italia Park Assembly	<b>WEEK 4</b> <b>September 26</b> Ecuador and its mega diversity Edgar Isch  Ana Maria Larrea Visit to Mindo Sept. 29 - 30
<b>WEEK 5</b> <b>October 3</b> Forajidos Movement: women's and young peoples' vision Silvia Vega o Paula Romo	<b>WEEK 6</b> <b>October 10</b> Economy: risks and perspectives to the sovereignty development in Ecuador	<b>WEEK 7</b> <b>October 17</b> Afro Ecuadorian people. II Field Trip Organization  Oscar Chalá / Ana Ma. Larrea Visit to El Chota October 20 -21	<b>WEEK 8</b> <b>October 24</b>  MID-TERM EXAM
<b>WEEK 9</b> <b>October 31 - November 4</b>  VACATION	<b>WEEK 10</b> November 7  Sovereignty Problems: TLC, Mantas' Base, Colombian Plan  Alexis Ponce	<b>WEEK 11</b> <b>November 14</b>  Indigenous people and their constitution as political actors  María Andrade	<b>WEEK 12</b> <b>November 22</b>  Local Powers in Ecuador  III Field Trip Organization Visit to Imbabura Nov. 24 – 25 -26
<b>WEEK 13</b> <b>November 28</b>  Social Movement in Ecuador.  CONCLUSIONS  Napoleón Saltos María Arboleda	<b>WEEK 14</b> <b>December 5</b>  VACATION	<b>WEEK 15</b> <b>December 12</b>  EXAM AND FINAL EVALUATION	

## VI. SCHEDULE OF LECTURERS and FIELD SPEAKERS

WEEK 2: Monday September 12

Hour	Theme	Person in charge
15:00	Introduction to the Seminar	María Arboleda
15:30–16:15	Ecuador: Social actors in the present. Conflict axes (social, cultural and political).	María Arboleda
16:15–16:30	Conversation	
16:30-16:45	BREAK	
16:45-18:00	Video: El Legado de Abril	César Alvarez

WEEK 3: Monday September 19

Hour	Theme	Person in charge
15:00–16:00	Forajidos Movement: investigating the experience of urban uprising	Mario Unda
16:00–16:45	Conversation with the lecturer	
16:45-17:00	BREAK	
17:00-18:00	Visit to Pueblo Indio Foundation and presentation of Italia Park Assembly.	Person from the Assembly

WEEK 4: Monday September 26

Hour	Theme	Person in charge
15:00-16:00	Mega diversity: cultural and environmental challenges for Ecuador natural preservation.	Edgar Isch
16:00–16:30	Conversation with the lecturer	
16:30-16:45	BREAK	
16:45-18:00	Field Trip Organization (I)	Ana María Larrea

**FIELD TRIP (I) TO MINDO:** Thursday 29 and Friday 30 - September

WEEK 5: Monday October 3

Hour	Theme	Person in charge
15:00-16:00	Forajidos Movement: women's and young people's vision	María Paula Romo/ Silvia Vega
16:00–16:45	Conversation with the lecturers	
16:45-17:00	BREAK	
17:00-18:00	Sum up, questions and comments on the first field trip.	María Arboleda

WEEK 6: Monday October 10

Hour	Theme	Person in charge
15:00–15:45	Economy: risks and perspectives to sovereignty development in Ecuador	Lecturer to be determined
15:45-16:30	Conversation with the lecturer	
16:30-16:45	BREAK	
16:45-18:00	Group work	María Arboleda

WEEK 7: Monday October 17

Hour	Theme	Person in charge
15:00–16:00	Afro Ecuadorian population: development strategies in Ecuador	Oscar Chalá
16:00–16:30	Conversation with the lecturer	
16:30-16:45	BREAK	
16:45-18:00	Organization of the second field trip	Ana María Larrea

**FIELD TRIP (II) TO EL CHOTA** Thursday 20 and Friday 21 - October

WEEK 8: Monday October 24 **MID-TERM EXAM**

WEEK 9: From Monday 31 October to Friday 4 – November **VACATION**

WEEK 10: Monday November 7

Hour	Theme	Person in charge
15:00–16:00	Sovereignty Problems: TLC, Mantas' Base, Colombian Plan	Alexis Ponce
16:00-16:45	Conversation with the lecturer	
16:45-16:00	BREAK	
17:00-17:20	Video about the indigenous people part I	María Arboleda / María Andrade
17:30-18:00	Conversation	

WEEK 11: Monday November 14

Hour	Theme	Person in charge
15:00–16:00	Indigenous people and their constitution as political actors	María Andrade
16:00–16:45	Conversation with the lecturer	
16:45-17:00	BREAK	
17:00-18:00	Video about the indigenous people Part II; Conversation	María Andrade

WEEK 12: Monday November 22

Hour	Theme	Person in Charge
15:00-16:00	Local Powers in Ecuador: discussion about the challenges and strategies	Ana María Larrea
16:00-16:30	Conversation with the lecturer	
16:45-17:00	BREAK	
17:00-18:00	Preparation for the third field trip	Ana Maria Larrea

**FIELD TRIP (III) TO OTAVALO:** Thursday 24, Friday 25 and Saturday 26 November

WEEK 13: Monday November 28

Hour	Theme	Person In Charge
15:00-16:30	Social movements in Ecuador, historical vision and perspectives Conclusions	Napoleón Saltos / María Arboleda
16:30-16:45	Conversation with the lecturer	
16:45-17:00	BREAK	
17:00-18:00	Conclusions Workshop	María Arboleda

WEEK 14: Monday December 5: **VACATION**

WEEK 15: Monday December 12

Hour	Theme	Person In Charge
15:00-16:30	Final Exam	María Arboleda
16:30-17:30	Program Evaluation	Martha Moscoso

**CALENDAR OF DUE DATES FOR FIELD REPORTS**

Exercise	Report	Theme	Date
I	Individual	Visit to Mindo	Monday 10/10/05
II	Individual	Visit to el Chota	Monday 07/11/05
III	In Group	Visit to Otavalo - Cotacachi	Tuesday 12/12/05

## FIELD EXPERIENCES WORKSHOP

Person in charge: Martha Moscoso Carvallo  
Date: September 7 – December 16  
Schedule: Wednesday, 3 pm to 6 pm  
Place: HECUA – IEE office

### **Workshop**

The Field Experiences Workshop is a place to analyze, discuss, and understand different aspects of the Ecuadorian society.

### **Dynamics**

The knowledge will be constructed with the participation of the group and the facilitator. Each student is an individual with plenty of experiences, previous or new, which are valuable for sharing in the group. Each social experience constitutes an element of discussion and an enriching element for the learning of all in the group. Knowledge will not be distributed like something pre-existing, pre-established, but rather will be constructed, will take form with elements added by each participant.

### **Objective**

The objectives of the Workshop are:

- To systematize and visualize the knowledge that the students have created through all their experiences lived in Ecuador. We consider that each experience constitutes a learning opportunity.
- To offer them a comparative perspective between the reality of what students experience in the country Ecuador, and other realities in Latin America.

### **Themes**

There are different types of themes in the Workshop; many develop from the experiences of the students.

### Calendar of Field Experiences Workshop

Topics	Goals	Activities
Life in the city: moving around in the city, transportation, the use of space, poverty, informal economy, boys and girls on the street, commerce, isolation in space, discrimination, etc.	To learn to live in a new city To know the city To become familiar with the important sites for students	Orientation activities Cultural immersion activities Written reports (language practice)
The group and how the group works	To learn to live together	Integration activities Create the rules for how the group will work , now and during the program as a whole
Daily life: the new world that surrounds each of us	To know and to understand the context To understand differences	Work in groups: sharing ideas and thoughts, questions, discussion. Knowledge Telling stories, testimonies Written final essay (language practice) Reading
Life within the family: new experiences, cultural aspects, relationship with the extended family, rituals, intercultural relationships, ideology, mentality	To understand the structure of the Ecuadorian family To understand differences in attitudes, world vision, food, daily practices (including <i>machismo</i> )	Work in groups: sharing ideas and thoughts, questions, discussion. Knowledge Telling stories Written final essay (language practice)

## Calendar of Field Experiences Workshop, continued

Topics	Goals	Activities
Subjects of interest: Proposed by the students	To broaden knowledge of Ecuadorian reality To develop the research skills of the students	Proposal of topics; Presentation of the selected subject; Work in groups: sharing ideas, questions; discussion; Knowledge; Cultural immersion activities; Videos
The country: cultural elements	To broaden knowledge of the country	Work in groups: sharing ideas and thoughts, questions, discussion Short readings (newspapers, magazines) Videos, TV Help with cultural activities
Mestizo and indigenous cultures: identities, racism, etc.	To know and understand the different cultures in the country, their relationships and conflicts	Sharing ideas and thoughts; questions, discussion; knowledge; Reading; written final essay (language practice)
Other aspects of interest for Ecuador and Latin America Interesting comparative subjects between north and south	To know some aspects of Latin American reality To know about some aspects of the students' reality	Work in groups: sharing ideas and thoughts, questions, discussion; knowledge; readings
Social change: proposals of the organizations; the students within this process	To know and analyze the different proposals for social change	Work in groups: sharing ideas and thoughts, questions, discussion; knowledge; reading Field journal
The Internship: Characteristics of the organizations, history, social problem that they deal with, goals, resources, work methodology, assets and weaknesses, etc.	Analyze the organizations' experiences in the improvement of the life conditions of the population and in the eradication of inequalities	Presentation of the students' experiences; Work in group: questions, ideas of the group, solution of conflicts that students face; Presentation of progress in the work done by the students; Written report about the organization, visual and audio materials, and others; Presentation of the results: invitation to representatives of the organizations and families; Field Journal

## Calendar of Field Experiences Workshop, continued

Topics	Goals	Activities
<p>The Internship: Characteristics of the organizations, history, social problem that they deal with, goals, resources, work methodology, assets and weaknesses, etc.</p>	<p>Analyze the organizations' experiences in the improvement of the life conditions of the population and in the eradication of inequalities</p>	<p>Presentation of the students' experiences; Work in group: questions, ideas of the group, solution of conflicts that students face; Presentation of progress in the work done by the students; Written report about the organization, visual and audio materials, and others; Presentation of the results: invitation to representatives of the organizations and families; Field Journal</p>
<p>Internship: boys and girls, women and gender, human rights, sexual education, education, domestic violence, street children, ecology, environmental protection, political organizations, migration, etc.</p>	<p>Broaden the knowledge of topics related to the Internships</p>	<p>Visits to other organizations: presentations about programs of social change; Reports of the visits; Presentation of the ideas and thoughts, questions, discussion. Field journal</p>
<p>Internship: The foreign students, their presence and participation in the processes of social change</p>	<p>To analyze the participation of the students in the processes of social change</p>	<p>Work in groups: sharing ideas and thoughts, questions, discussion. Knowledge; Field journal Reading</p>
<p>Independent Study: topics, goals, progress, problems and difficulties</p>	<p>To carry out ethnographic work that allows the students to expand their knowledge of any aspect of Ecuadorian reality of their interest</p>	<p>Individual meetings Subjects, methodologies, resources, member's contributions, progress, difficulties, results; Written Report, visual material, etc.; Oral presentation of the results. Invitation to the organizations and families.</p>

## DESCRIPTIONS OF MAJOR ASSIGNMENTS

### (A) ACTIVITIES OF CULTURAL IMMERSION (Exercises 1 - 4)

The activities of cultural immersion are intended to help the students in their process of adaptation to life in Quito. This is achieved in a direct way by an experiential approach to some of the important elements of culture and daily life in Quito.

#### Sites to be visited

1. Food markets and Trade fairs: América Market, Santa Clara and Iñaquito (in group)
2. Important Sites of Informal Vendors (in group)
3. Parks: Carolina, El Ejido, Itchimbía and Metropolitano (individual, in groups or with the host families)
4. Interviews with the host families about topics that will be defined. (individual)

#### Activities

The students will observe describe and analyze the places they visited, and must look for the following elements:

Architectonic style, use of space, the social sectors that are in these places (who sells, who buys...); types of products, prices, networks of circulation of products; interaction levels between vendors and clients; the meanings of the sites for the city, for the inhabitants; meanings for those who are doing the activity; for society; work schedules, family integration in the work; women's presence at work; men; children; elements of social classes and ethnicities.

#### Presentation of the Report

- The report must be written.
- All the students must participate in the writing of the report. It should be made clear (with student names) which student wrote which portion.

### (B) INTERNSHIP FIELD JOURNAL DIARY

The journal that you will keep is reflective and analytical in nature rather than descriptive. At the beginning of the internship, you will need to do some description of the organization – its structure, roles, activities, etc. and your role in your service placement. However, after this preliminary information is recorded, you should only describe the context of the activities that are necessary for your analysis and reflection. The analytical component of your journal should contain information on how larger social forces and social actors influence the specific work of the organization. When appropriate, you should apply the concepts that are covered in the readings, lectures and in class. The other major type of discussion to be included in your journal is reflective, where you write about your reactions or impressions to any situation in the organization. This may include discussions of your emotional responses, contemplation of political implications, or any other topics that move you.

## **(B) INTERNSHIP FIELD DIARY GUIDELINES, continued**

The field journal will be evaluated in part on the extent of reflective and analytical material included (rather than descriptive) and also the originality, depth, style and presentation.

During first weeks (week 3 - 4 of the program) as you begin your work experience, write an entry in your journal that discusses your expectations. You may discuss why you chose the specific site that you did and any prior experiences that may have influenced your decision. You should indicate what you hope to get out of the experience, not only in terms of the specific course but also in terms of your own development, what you gave to the organization and to the population you work with. Finally, you should include in this initial entry a discussion of some of your anxieties or concerns about different aspects.

From week 5 we will check how the work is going, what the students have achieved, any troubles that they have faced and how they worked to solve these problems in a positive way; their own proposals, initiatives, activities, challenges, etc. In week 13, the field journal will reflect the results obtained in the internship and what has been learned.

## **(C) INDEPENDENT STUDY PROJECT (ISP)**

<b>WEEK 3 Wednesday September 21</b> Individual meetings with the students. Definition of the research topic.
<b>WEEK 4 Wednesday September 28</b> Methodology Workshop (Pablo Ospina)
<b>WEEK 5 Wednesday October 5</b> Methodology Workshop (Pablo Ospina) <b>Delivery of the draft of the research (Outline).</b> It must include: - Introduction: subject, context, justification, social sector with which one will work, space location, etc. - Objectives - Methodology and research techniques (interviews, life histories, etc.) - Bibliography and documentation that will be used
<b>WEEK 6 Wednesday October 12</b> Delivery of the checked drafts Individual meetings Begin the research
<b>WEEK 10 Wednesday November 9</b> Discussion about the ISP: problems, how is developing each investigation (Pablo Ospina)
<b>WEEK 13 Wednesday November 30</b> Delivery of the draft of the final paper (Spanish recommendations, changes, language correction, etc.)
<b>WEEK 14 Wednesday December 7</b> Delivery of the final paper Presentation in class: commentaries and discussion (Pablo Ospina)

## **(D) FINAL ESSAY GUIDELINES**

The final essay is a personal reflection about your experience in Quito and in Ecuador. To write the final essay you must consider the following.

1. Contact with a different culture (some details: field experiences, daily life, with the families, on the streets, etc.)
2. Changes on the way you see your own life
3. The most important things that you have learned (academic, personal, etc.)
4. Difficulties that you found on the way to adapting yourself to a new reality.
5. The questions for which you still have no answers.

## **(E) DESCRIPTION AND ANALYSIS OF AN ORGANIZATION (AND STUDENT SELF-EVALUATION)**

A field journal will be necessary for the accomplishment of this work: this journal will include daily or weekly annotations made in relation to the activities and programs of the organization, of the team, and the student.

The work will include the following elements:

### **1. DESCRIPTION OF THE ORGANIZATION**

- History of the organization.
- Social issue that motivates the organization.
- Type of organization: public, private, nonprofit, etc.
- Organization Objectives.
- Funding and financiers' origin.
- Organizational chart.

### **2. DESCRIPTION OF THE PROGRAM IN WHICH THE STUDENT PARTICIPATES**

- Description of the program/campaign.
- Objectives.
- Reasons for its execution.
- Description of the intended beneficiaries/clients.
- Work Methodology.
- Relations with other institutions (participation in networks)

### **3. ANALYSIS AND INTERPRETATION OF THE ORGANIZATION**

- Strengths (positive aspects of the organization, its members, the team, the program, etc.)
- Weaknesses (Aspects that that could be accomplished in a different way by the organization, its members, the team, the program, etc.)

### **4. ANALYSIS OF STUDENT PARTICIPATION**

- a. **Self-evaluation (participation of the student):**

- Description of the activities accomplished
- Initiatives and own proposals in relation to: activities, work methods, materials elaboration, and results
- Integration level and team relationships
- Integration to the organization
- Relation with the benefited population/clients
- Attendance

**b. Interculturality [Sp. “interculturalidad”]**

Analyze the meaning of the presence of a foreigner (the student) for the organization, for the program, for the team, for the population that are the intended beneficiaries, for the student.

**c. The student’s strengths**

Including but not limited to comments on: Language facility, capacity to establish relationships with the members of the organization, of the work team, and the benefited population, work methods, own proposals, etc.

**d. The student’s weaknesses**

Including but not limited to comments on: Language, capacity to establish relationships with the members of the organization, of the team work and with the population that are the intended beneficiaries, work methods, own proposals, etc.

**e. Learning**

**f. Specific results**

**g. Histories, anecdotes.**

**PRESENTATION OF THE WORK**

The completed assignment will include:

Text (description and analysis). Around 10 to 12 pages.

Photos of the important aspects that illustrate the work of the organization and the student: the people, population that are the intended beneficiaries, facilities, student, etc.

Work Results: work made with the members of the organization (photos, graphs, or to any other material, collective creation that illustrates the results achieved, etc.)

Images, audio, etc.

The work will be presented on Wednesday December 14. The people in charge of the organizations or a delegate(s), and members of the families will attend the presentation. The students will make a brief presentation of their work and will answer questions asked by the participants and visitors.

## EVALUATION OF ALL COURSE WORK:

Grades will be assigned according to the following parameters:

<b>1. Internship</b>	
Report of the supervisor	50
Work Description and Analysis of the Organization	40
Oral presentation	10
<b>Total</b>	<b>100</b>
<b>2. Field Experiences Workshop</b>	
Class participation: attendance, readings reports, participation in discussions,	10
Exercises of cultural Immersion activities	40
Final Essay	50
<b>Total</b>	<b>100</b>
<b>3. Independent Studies</b>	
- Proposal (project)	10
- Final Paper	80
- Oral Exposition	10
<b>Total</b>	<b>100</b>
<b>Grading criteria for the final paper</b>	
- Topic and objectives	5
- Bibliography of the subject	5
- Field investigation	30
- Analysis of the empirical information	30
- Conclusions	10
<b>Total</b>	<b>80</b>

## GUIDELINES FOR THE PRESENTATION OF PAPERS

### Presentation

- Correct grammatical constructions
- Correct spelling
- Presentation: without any unsightly corrections, smears or stains; with proper page margins, not written in pencil
- Written in a single language: English or Spanish, never both
- Foreign words between quotation marks
- The student must follow accepted practices for quotation and references. (See "Quotes and references," below.)
- The length of the paper should be restricted to the suggested number of pages.

### 1. Independent Study Project

#### Projects

The definition of the subject, the development of the project and the final presentation will be on the spaces assigned during the Experiences Workshop. There will also be individual meetings as appropriate to the task.

## 2. Work Structure

- Abstract (the main ideas of the study)
- Table of contents (page numbers and sections)
- Introduction (subject significance, justification, objectives)
- Chapters
- Conclusions
- Bibliography
- Appendixes

## 3. Quotes and references within the text. Follow these formats.

- Authors and books: (Carvajal 1996: 122).
- Interviews: (Leon 1989a)
- Conferences: (Leon 1999b)
- Notes: Footnotes, not endnotes.
- Bibliographical references at the end:  
CARVAJAL, Pedro, The errors of communication, Quito, Librimundi Editorial, 1998, pp. 2-24.
- In the bibliography:  
CARVAJAL, Pedro, The errors of communication, Quito, Librimundi Editorial, 1998.
- If an article:  
GOMEZ, Edmundo, "The magic of traditional knowledge".  
CARVAJAL, Pedro, The errors of communication, Quito, Librimundi Editorial, 1998, pp. 34-56.
- Interviews:  
LEON, Gloria, interview, Quito, April of 1999a.
- Conferences:  
LEON, Gloria, conference in HECUA, Quito, April of 1999b

## Rules for Behavior in the IEE (Instituto de Estudios Ecuatorianos)

1. Everyone must take care of the furniture that belongs to the Institute. Students who damage furnishings will have to pay for their repair or cleaning.
2. Lateness will be allowed only for a good reason. We ask everybody to respect your instructors, guest speakers, and one another: be on time and avoid interrupting the class.