

THE UNIVERSITY OF DENVER  
INTERNATIONAL SERVICE LEARNING

Project Ecuador Syllabus

Winter Interterm 2008  
4 credits

Course Title: *Project Ecuador: Education in American Democracies*

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**Mission:**

The mission of *Project Ecuador: Education in American Democracies* is to provide students with direct experience in global and multicultural educational practices through a service-learning partnership in Ecuadorian and Denver-area schools. As students gain an international perspective on varied pedagogical practices through direct service and interaction with American and Ecuadorian citizens, the schools will reciprocally gain support and/or assistance with program development or implementation and other areas to be determined by their institutional goals.

**Goals:**

- *Project Ecuador: Education in American Democracies* will establish a cooperative, educational, and reciprocal partnership between the University of Denver and local Ecuadorian schools, and between the University of Denver and local Denver schools.
- Students will contrast the theory and practice of education in two American democracies, Ecuador and the United States; particular emphasis will be placed on the concepts of globalization, colonization, and sustainability.
- Students will critically assess how the needs of students are addressed, opportunities and limitations of the two educational systems, and their role as global citizens in the interplay of education and democracy.
- Assignments will combine scholarship, service, and self-reflection to promote learning.
- A safe and fulfilling learning environment will be provided throughout the duration of the program.

## **Outcomes:**

- In complement with other assignments, students will provide a minimum of 50 hours of service in a minimum of two schools or education-related community settings in Ecuador
- Participants will forge friendships, professional alliances, and cross-cultural competencies
- Participants will gain a greater understanding of Ecuadorian and United States educational systems
- Students will explore themes of globalization, colonization, and sustainability
- Students will define a belief framework for their role and responsibilities as a privileged member of a privileged nation regarding education and democracy in a global context
- Students will advocate for a change consistent with their understanding and belief system
- Students will improve their ability to communicate with Spanish-speakers
- Students will have the opportunity to experience and appreciate the beauty, wealth, and hospitality of Ecuador

## **Course Readings**

Hazel, C. E. (2006). Similarities and Differences in an Ecuadorian and United States School Psychology Training Program. *World Go Around*, 33 (2), 6-8.

Hazel, C. E., & Folzenlogen, S. (2007). Reconnaissance for an international service learning course in Ecuador: So much already gained. *World Go Around*, 34 (2), 5-6.

Kane, J. (1995). *Savages*. New York: Vintage.

Sternberger, L. G., Ford, K. A., & Hale, D. C. (2005). International service-learning: Integrating academics and active learning in the world. *Journal of Public Affairs*, 75-96.

Stromquist, N. P. (2002). *Education in a globalized world: The connectivity of economic power, technology, and knowledge*. Lanham, MD: Rowman & Littlefield.

Stuecher, U., & Suarez, J. (1999). Research in special education from the perspective of a country in development: Ecuador. *Exceptionality*, 8, 289-298.

Vos, R., & Ponce, J. (2005). Meeting the millennium development goal in education: A cost-effectiveness analysis for Ecuador. Retrieved Nov. 11, 2005 from <http://www.preal.cl/FIE/pdf/lopbc/Vos%20&%20Ponce.pdf>

## **Optional Readings**

- Arnové, R. F., Franz, S., Mollis, M., & Torres, C. A. (2003). Education in Latin America: Dependency, underdevelopment, and inequity. In R. F. Arnove & C. a. Torres (Eds.), *Comparative education: The dialectic of the global and the local*. Lanham, MD: Rowman & Littlefield.
- Center for Education Policy Analysis (CEPA) (2006). *Learning together: Assessing Colorado's K-12 education system*. Denver, CO: University of Colorado at Denver and Health Sciences Center.
- Cameron, J. (1992). *The artist's way: A spiritual path to higher creativity*. New York: Jeremy P. Tarcher.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Free Press.
- Harvey, W. C. (2006). *Spanish for educators* (2<sup>nd</sup> ed.). Hauppauge, NY: Barron's Educational Series.
- Hooks, B., & Mesa-Bains, A. (2006). *Homegrown: Engaged cultural criticism*. Cambridge, MA: South End.
- McLaren, P. (2000). *Che Guevara, Paulo Freire, and the pedagogy of revolution*. Lanham, MD: Rowman & Littlefield.
- Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2005). *Presence: An exploration of profound change in people, organizations, and society*. New York: Currency.

## **Academic and Professional Conduct:**

You and I are expected to follow the University's honor code which states:

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community,

including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

Possible violations will result in academic conduct review. See <http://www.du.edu/honorcode/statement.htm> for the full code and the review process.

**Disability Access Policy:**

The University of Denver is committed to equal access and participation for all persons, including those with disabilities, in academic and other programs sponsored by the University of Denver. Students who wish to request accommodations should contact the DSP, and in most cases, provide up-to-date documentation of disability. Procedures for arranging accommodations are included in the “Handbook for Students with Disabilities” which is available through the DSP, the Learning Effectiveness Program, and the Office of the ADA Coordinator. See <http://www.du.edu/hr/ada.html> for further information.

**Family Educational Records Privacy Act (FERPA):**

You have the right to view any educational records regarding yourself; similarly, you have the right for the privacy of those records to be respected.

**Course Experiences**

*Project Ecuador* is a course that is comprised of three classes and a retreat in the fall quarter, three weeks in Ecuador during the winter interterm, and one meeting in the following winter quarter. As a service learning course, scholarly readings and discussions, service, and self-reflection are intertwined to produce learning. If any one of these is neglected, the potential for learning is greatly compromised.

Students are expected to complete all readings by the assigned dates and be prepared to discuss them, as shown in the schedule below.

Students are required to keep a journal for the duration of the course. At a minimum, students should complete one entry per week during the fall quarter, one entry daily while in Ecuador, and one entry per week post Ecuador until the January meeting. Further, students are required to use multiple journaling methods; at a minimum, at least three times, students should draw, paint, collage, or use a two-dimensional art medium; at least three times, students should write a poem; and, at least three times, students should write in prose. Most entries will be up to the students but periodically, questions or themes will be assigned for reflection as well.

Students will make a scrapbook about themselves and their lives in Denver. There will be time for scrapbooking and scrapbooking supplies at the retreat but students will provide the personal mementos (photographs, etc)—further, students may need to complete their scrapbooks independently. The scrapbooks will be used to get to know each other and show Ecuadorians about our lives in Denver.

Students are required to provide at least at least 50 hours of service in a minimum of two Ecuadorian schools and at least 10 hours of service in Denver-area

schools/agencies. Service locations will be arranged by the instructor but students will be responsible for arranging times in Denver.

Students are required to delve into some advocacy area of personal interest. The topic areas will be discussed and approved during the first meeting. Students will present on the topic to the class prior to the trip departure, make observations pertinent to the topic while abroad, and propose a means of extending the dialogue or promoting equity in their portfolio.

The culminating project is a portfolio that integrates all of the above assignments; these portfolios can be electronic (posted on the student's electronic portfolio site) or a physical product.

Further explanation of the assignments will be given as the course progresses.

Grades will be based on the following:

Service	30 points
Advocacy Project	20 points
<u>Portfolios</u>	<u>50 points</u>
	100 points

A:	93-100
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	73-76
C-:	70-72
D:	60-69
F:	<60

**US CLASS BY CLASS TOPICS, ASSIGNED READINGS, AND ACTIVITIES**  
**(Subject to Change)**

Date	Topic	Readings and Assignments Due
<b>Fall Meeting #1</b> Oct. 17 <sup>th</sup> 9-1:00 IH	<b>Meet and Greet</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of SL and course</li> <li>• ISL orientation</li> <li>• Advocacy topics</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>•Hazel</li> <li>•Hazel &amp; Folzenlogen</li> <li>•Sternberger</li> </ul>
<b>Fall Meeting #2</b> Oct. 24-25 <sup>th</sup> Mt. Evans (leave DU at 11:00 on 10/24; return to DU on 10/25 at approx. 2:00)	<b>Globalization, Sustainability, &amp; Colonization</b> <ul style="list-style-type: none"> <li>• Opportunities and hazards within globalization</li> <li>• Colonization in the Southwest US and Ecuador</li> <li>• Ecologies and sustainability of the Southwest US and Ecuador</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• On-line Ecuadorian newspaper article</li> <li>• Stromquist ch.s 1, 2, 3, &amp; 9</li> </ul>
<b>Fall Meeting #3</b> Nov. 14 <sup>th</sup> 9-1:00 IH	<b>Educational Pedagogies</b> <ul style="list-style-type: none"> <li>• Models of general education and special education services</li> <li>• Teaching English to children</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• On-line Ecuadorian newspaper article</li> <li>• Stuecher &amp; Suarez</li> <li>• Vos &amp; Ponce</li> </ul>
<b>Fall meeting #4</b> Nov. 21 <sup>st</sup> 9-1:00 IH	<b>Ecuador Preparation</b> <ul style="list-style-type: none"> <li>• Advocacy presentations</li> <li>• Hopes and fears</li> <li>• Last minute prep</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• On-line Ecuadorian newspaper article</li> <li>• Readings in personal topic area</li> <li>• Kane—begin; can also read in-country</li> </ul> <b>Presentations of Advocacy Topics</b> <b>10 hours of US service completed</b>
<b>Reentry Meeting</b> Jan. 23 <sup>rd</sup> 9-1:00	<b>Reentry Celebration and Reflection</b> <ul style="list-style-type: none"> <li>• How have we changed?</li> <li>• Where do we go from here?</li> </ul>	<b>Total of 50 hours of Ecuadorian service completed</b> <b>Portfolios</b> <b>Advocacy Topics</b>

### Ecuador Calendar and Possible Activities

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Dec. 2 <sup>nd</sup> Fly from US to Quito	Orientation and language school	Seminar/tours and language school	Seminar/tours and language school	Travel to Borja	Borja
Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Papallacta Hot springs and Conservancy	Whitewater rafting
Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Chaco and Borja Service	Travel to Otavalo	Travel to Quito
Quito	Dec. 23 <sup>rd</sup> Fly to US					

### Ecuador Phases and Activities

<b>Entry: Quito</b>	<p><i>Accommodations: Fuente de Piedra</i></p> <ul style="list-style-type: none"> <li>• Optional Spanish language instruction</li> <li>• Ecuador's History &amp; Culture</li> <li>• Tour of Old Quito, Teleférico, Mitad del Mundo, other museums</li> <li>• Tour Universidad Católica</li> <li>• Possible Guest Lecturers: Ivette Moreno, Jazmina Estupina</li> <li>• Group discussions/debriefings daily</li> </ul>	<b>Readings and assignments:</b> <ul style="list-style-type: none"> <li>• Kane</li> <li>• One newspaper article/daily</li> <li>• One journal entry per day</li> <li>• Possible homework from language course</li> </ul>
<b>Service: El Oriente</b>	<p><i>Accommodations: Las Cabañas del Tres Ríos</i></p> <ul style="list-style-type: none"> <li>• Weekdays: daily service in Escuela Especial del Chaco, assisting with Special Education curriculum</li> <li>• Weekdays: daily service in Escuela de Borja providing additional English conversation practice</li> <li>• Return to pre-travel readings and discussion within context of country</li> <li>• Group discussions/debriefings 3 times per week</li> <li>• Guest lecturers: Darcy Gaechter, Don Beveridge, &amp; Larry Vermeeren</li> </ul>	<b>Readings and Assignments:</b> <ul style="list-style-type: none"> <li>• One journal entry per day</li> <li>• Revisit previous readings</li> </ul>

	<ul style="list-style-type: none"> <li>Optional weekend activities: visit Papallacta hot springs; visit Reserva Ecológica; white-water rafting; horse-back riding; bird watching; hiking</li> </ul>	
<b>Exposure: Andes</b>	<i>Accommodations: TBD</i> <ul style="list-style-type: none"> <li>Visit Otavalo and Otavalo market</li> <li>Visit La Fundación Pueblo Indio del Ecuador</li> </ul>	<ul style="list-style-type: none"> <li>One journal entry per day</li> </ul>
<b>Exit: Quito</b>	<ul style="list-style-type: none"> <li><i>Accommodations: Fuente de Piedra</i></li> <li>Group discussion/debriefing</li> </ul>	<ul style="list-style-type: none"> <li>One journal entry per day</li> </ul>

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