

ENG 353-01 Multicultural Literature: Issues and Themes: Inter-American Indigenous Literature Summer 2020

Instructors: Dr. Nathaniel Heggins Bryant (Dr. Bryant) and Dr. Hannah Burdette

Email: nhegginsbryant@csuchico.edu; hburdette@csuchico.edu

Class: location TBD; 10:00-noon, M-F

Course Description

This course will present a comparative, inter-American overview of indigenous literature, drawing on texts from both Latin America and the United States. We will pay particular attention to local connections between Northern California and Ecuador as an opportunity to reflect on differences and similarities between these two contexts. Our course readings and discussions will provide a historical overview of key issues from the colonial period to the present. Authors and texts include Bartolomé de las Casas, Rigoberta Menchú, María Clara Sharupi, Deborah Miranda, indigenous hip-hop artists, the *Popol Wuj*, the film *Even the Rain*, and *Sing: Poetry from the Indigenous Americas*. The course may also feature visits by local indigenous authors, depending on scheduling and availability. A bulk of the grades will rest on developing students' capacity as travel writers by having them engage in an online travel blog documenting their time in Ecuador and connecting their readings for this course with programmed excursions.

Stated Learning Objectives/General Education Requirements

The class counts for:

Upper Division

Global Development Studies Pathway

Upper-Division Arts/Humanities (UDC)

U.S. Diversity Course

The Stated Learning Outcomes (SLOs) for this course include:

- Written Communication—Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.
- Creativity—Takes intellectual risks and applies novel approaches to varied domains.
- Global Engagement—Demonstrates knowledge and skills necessary to engage global cultures and peoples.

Required Texts

All assigned readings can be found in the course packet that we have put together for our class. Additionally, some YouTube videos and films will either be provided via Blackboard or screened in class.

Course Work/Assignments

5 Unannounced Reading Quizzes/Homework Sheets: **10%** total (2% each)

5 Travel Blog entries following excursions: **50%** total (10% each)

Participation: **10%**

4 Peer-Review Reflection Sheets: **10%** total (2.5% each)

Final Reflection Essay: **20%**

Assignment Descriptions

In addition to **graded participation** and the completion of **five unannounced reading quizzes and homework sheets** over the course of the summer session, you will also be asked to use writing in three distinct forms as a mode of learning and communicating in the course.

1) **Travel Blog Entries**: Much of the graded work for this summer session will rest on writing blogs about each of your five excursions/free days. We intend for these posts to serve as a way of reflecting on the course content (when appropriate) and documenting in both words and images the events in which you participate. You will also practice writing for the public—feel free to share the link to your blog with your family and friends!—and to gain familiarity and practice with Wordpress, where you'll be adding and editing online content. For a fuller explanation of the assignment, please see page 4.

2) **Peer-Review Reflection Sheets**: To improve the quality of your travel blog entries, you'll be participating in four peer-review sessions over the course of the summer session. Following each session, you'll be asked to fill out and submit a peer-review reflection sheet (see page 5 for a sample of the evaluation sheet).

3) **Final Reflection Essay**: You'll be asked to post a final reflection essay that will draw upon the class content on inter-American indigenous literature and your experiences in Ecuador.

Grade Breakdown

Here's our personal grade scale:

A: 100-93 A-: 92-90 B+: 89-87 B: 86-83 B-: 82-80 C+: 79-77 C: 76-73
C-: 72-70 D+: 69-67 D: 66-60 F: Everything else, but let's not go here!

Here is how CSU, Chico describes its grading scale:

A - Superior work; a level of achievement so outstanding that it is normally attained by relatively few students.
B - Very good work; a high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the unusual, superior achievement of students earning an A.
C - Adequate work; a level of achievement indicating adequate competence in the subject matter/skill. This level or higher will usually be met by a majority of students in the class.
D - Minimally acceptable work; a level of achievement which meets the minimum requirements of the course.
F - Unacceptable work; a level of achievement that fails to meet the minimum requirements of the course. Not passing.

Class Policies

Attendance: You are expected to attend all classes and excursions while in country, and to be attentive and respectful in both. This means keeping phones off and away and arriving to class and events on time.

Late Work: Informal work—reading quizzes and/or homework sheets; peer-review evaluation sheets—not turned in on time will not be allowed to be made up. Formal work (travel blog entries, the final reflection essay) will be deducted a full letter grade each day it is late; it will not be accepted after two days.

Course Blackboard Site and Email Policy: Resources for this course can be found online at the University's website, <https://learn.csuchico.edu/>, where you can log in using your university computer account username and password.

You've been assigned a university **email account**, which you must check on a daily basis. From time to time we will send a class-wide email to your CSU email address; it is your responsibility to read them. Feel free to email me as well. Understand, however, that email is a professional form of communication. We require formality and decorum in emails from students, including:

- a salutation addressed to both of us [e.g. "Dear Dr. Bryant and Dr. Burdette"],
- no internet slang or other informal writing;
- an ending that include the sender's first and last name.

Emails missing these basic components will not receive a response. It is also unlikely that emails sent out after 8:00PM will receive a response until the next morning. Please address all communication to **both** of us and be sure to hit "reply all" so that we can both address your needs and questions adequately. We will not respond to drafts only via email. Finally, if you prefer to use an alternative email address, you must send us an email from it letting me know that you want any correspondence sent to it.

University Policies

CSU Chico Academic Integrity Policy: Any work submitted that is not the product of the student who has their name on the work, which would include work taken from any other sources and not properly noted or cited, is plagiarized work and will be prosecuted according to university standards. Any sign of cheating in any way on any course exams or assignments will be addressed directly, according to university standards. If you do not understand what plagiarism is, or what cheating entails, you must seek information regarding this matter from the current University Catalog and from us; the policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

Plagiarism and academic dishonesty are grounds for failure in this course as well as disciplinary action by the university. The instructor reserves the right to punish instances of either on a case-by-case basis; punishments range from the loss of letter grades to the immediate failure of the assignment or the course, depending on the degree of the offense and the circumstances around it. If applicable, **a second instance of plagiarism or academic dishonesty will result in immediate failure of the course and disciplinary action, regardless of the reason.** Please note that, in this class, plagiarism also encompasses using your own work if that work was submitted for credit in another class.

Non-Discrimination Policy: CSU Chico complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, marital status, or disability. Harassment of any employee or student is strictly prohibited. We have undergone specific training to be allies of both undocumented students (also known as DREAMERS) and LGBTQ+ students; we both take this seriously.

Moreover, all students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Confidentiality and Mandatory Reporting: As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our roles as

instructors. We are required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

Disability Services/Accessibility Resource Center: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with us as soon as possible—***preferably, this should happen well before your arrival in Ecuador, so that we can make timely arrangements with our counterparts in country.***

The Syllabus Contract and Changing Policies: If you decide to participate in this program, then that means that you have read, understood, and agree to the policies detailed in this course description and syllabus. Claiming ignorance of a policy after the fact is no defense at all. We also may take it upon ourselves to add a new policy or change an existing one during the semester if we see a pressing need for such a change; we will consult with students before doing so. Finally, the sequence of activities and assignments is also subject to change. Students will be duly noted of any such changes.

Travel Blog Entry Assignment

You will write a total of 5 Travel Blog entries this semester, and each will detail your experiences and observations during the formal excursions as well as what you have done with your free days. We will be using WordPress as the free platform to develop and house our blogs, and each student will be responsible for his or her own blog space; this is not a group assignment. During the first week, we will be devoting a part of each class to opening and developing the layout for our blogs.

The purpose of your Travel Blog is five-fold:

- 1) to document and reflect directly on the experiences you have in Quito and the surrounding areas;
- 2) to share your study abroad experience with a broader public, including your peers in the program, your teachers, and any family or friends with whom you decide to share your blog posts;
- 3) to help you integrate and synthesize class content about inter-American indigenous literature into your experiences during the study abroad program;
- 4) to learn and develop technical skills associated with professional blogging and online public writing, and to improve as a writer more generally; and
- 5) to build a record of your experiences as a CSU, Chico student studying abroad in Ecuador for possible archiving and, with your written permission, for use as promotional material for future study abroad trips to Ecuador/Latin American sites.

General Blog Notes

Your blog should consider questions of audience and the way you present information. You should make some attempt to present an attractive yet readable blog. It should include consistent formatting; a readable font size and color; easily digestible chunks of text (no super-long paragraphs or too many short ones); interesting

images; and some links (if you want) to your social media accounts in order to increase your readership. Headers and bullet points may help.

Travel Blog Entry Requirements

A good Travel Blog entry will include all of the following:

- A photo or photos of the place, often including “selfies” of you in this place. Please be polite and respectful and do NOT take candid photos of others without their express permission. This is *especially* true of pictures of indigenous people. Caption photos when possible, too.
- A written description of this place that pays special attention to any unusual or interesting features. Cuisine/food/events/architecture/wildlife/plant life--think of how you present this information in ways that maintain your readers’ interest and that help you to document the most memorable parts of this trip for your own benefit, too.
- A discussion of what you did while in this place, what you observed, whom you talked to, and what you found memorable, surprising, or interesting about the time you spent there. What did you learn about its cultural significance? How does it relate to the assigned reading, if applicable?

Peer-Review Evaluation Sheet

In order to receive course credit for your participation in peer-review sessions during the summer, you must turn in this sheet, completed. It should be a detailed account of your peer-review session, describing what was discussed in specific, concrete terms. It must also include information from your peer tutor as well.

Name: _____ Date of Meeting: _____

Writing Center Tutor’s Name: _____

Assignment Discussed: _____

1) In a well-developed paragraph, describe what you discussed with the tutor and why. Specifically, name the ***global concerns and/or priorities*** regarding what you need to do to revise and improve the draft of your travel blog entry that you discussed with the peer tutor.

2) In a well-developed paragraph, write about what was useful (or not) about the session. What did you learn to do? What lessons could you apply to your own writing? If the session wasn’t helpful, how might ***you*** work to make it more useful next time around?

For the Peer Tutor:

Name: _____

Signature/Date: _____

In a few sentences, please describe what you talked with your peer from your perspective:

Course Schedule

Week	Date	Assignment
	Sat. 6/13	Arrive in Quito Host family pick-up
1	Sun. 6/14	11:20am Meet at USFQ main gate 11:30am - 12:30pm Orientation 12:45pm Welcome Lunch
	Mon. 6/15	In-Class: Class Introduction, Icebreaker, Explanation of Course Assignments In-Class: Read Sherman Alexie "How to Write the Great American Indian Novel" and Discuss
	Tues. 6/16	Before Class: Read selections from Columbus, Bartolomé de las Casas, Augusto Monterroso "The Eclipse" In-Class: Discuss readings, woodcut images
	Wed. 6/17	Before Class: Read selections from <i>Popol Wuj</i> In-Class: Discuss readings
	Thurs. 6/18	Before Class: Read selection from Deborah Miranda <i>Bad Indians</i> In-Class: Discuss Readings
	Fri. 6/19	In-Class: Synthesizing colonial era texts;
	Sat. 6/20	08:30-1:30PM City Tour
2	Sun. 6/21	08:30-1:30 Middle of the World
	Mon. 6/22	In-Class: Peer Review Protocols; Peer Review, Revising, and Posting Blog Entry on City Tour/Middle of the World
	Tues. 6/23	Before Class: Read selections from Sarah Winnemucca <i>Life Among the Paiutes</i>
	Wed. 6/24	Before Class: Read selections from John Rollin Ridge <i>The Life and Adventures of Joaquín Murieta: The Celebrated California Bandit</i>
	Thurs. 6/25	Before Class: Read selections from Jorge Icaza <i>Huasipungo</i>
	Fri. 6/26	Before Class: Read "Interrogating Indigeneity: A Comparative Approach on Social Change in the Andes and United States"
	Sat. 6/27	Excursion to Mindo
3	Sun. 6/28	Free day
	Mon. 6/29	In-Class: Peer Review, Revising, and Posting Blog Entry on Mindo excursion and Sunday free day activities In-Class: View half of <i>Reel Injun</i> Post Blog Entry on Mindo excursion and free day by 8PM
	Tues. 6/30	In-Class: Finish screening of <i>Reel Injun</i> ; discuss film
	Wed. 7/1	Before Class: Read selection from Bev Sellars <i>They Called Me Number One</i>
	Thurs. 7/2	Before Class: Read excerpts from <i>I, Rigoberta Menchú</i>
	Fri. 7/3	Before Class: Read excerpts from <i>I, Rigoberta Menchú</i>

	Sat. 7/4	Salasaca excursion 7:30AM Pick up from USFQ 09:30 Arrival at Salasaca Activities: Eco-agriculture, Ancestral Medicine, Weavers, Inti-Raymi, Legends & Music.
4	Sun. 7/5	Salasaca excursion Activities: Local culture & useful plants 2:00PM drive back to Quito
	Mon. 7/6	In-Class: Peer Review, Revising, and Posting Blog Entry on Salasaca excursion; Begin Watching <i>Even the Rain</i>
	Tues. 7/7	In-Class: Finish <i>Even the Rain</i> , discuss the film
	Wed. 7/8	Before Class: Read selections from EZLN/Zapatistas
	Thurs. 7/9	Before Class: Read Excerpts from Leonard Peltier <i>Prison Writings: My Life as My Sun Dance</i>
	Fri. 7/10	Before Class: Read selections from <i>Sing: Indigenous Poetry of the Americas</i> and poetry by María Clara Sharupi**
	Sat. 7/11	Excursion to Quilotoa
5	Sun. 7/12	Free Day
	Mon. 7/13	Before Class: Listen to Snotty Nose Rez Kids and Frank Waln (links on Blackboard) In-Class: Peer Review, Revising, and Posting Blog Entry on Quilotoa excursion
	Tues. 7/14	Before Class: Listen to Luanko and Mare Advertencia Lírika (links on Blackboard)
	Wed. 7/15	Before Class: Listen to Mala Fama and Renata Flores (links on Blackboard)
	Thurs. 7/16	Excursion to Otavalo 7:30PM Farewell Dinner
	Fri. 7/17	Red-Eye Departure from Quito
	Tues. 7/18	Post final blog entry on excursion to Otavalo
	Fri. 7/31	Post final reflection essay on blog

**We are working on trying to arrange class visits by local indigenous poets María Clara Sharupi (Shuar) and/or Ariruma Kowii (Kichwa). If this works out, we will adjust the reading schedule to accommodate their visits.



UNIVERSIDAD SAN FRANCISCO DE QUITO
COLEGIO: CIENCIAS SOCIALES Y HUMANIDADES (COCISOH)
COURSE: EPE-0302 –1 – INTRODUCCIÓN A LA CULTURA ECUATORIANA
[Introduction to Ecuadorian Culture]
Semester: 201820 – Second Semester 2018/2019 [Fall Semester] - NRC: 4869
Schedule: Tuesday and Thursday, 13h00-14h20 (Classroom *)**
Dates: 01/14/2019 – 05/12/2019

INSTRUCTOR – CONTACT INFORMATION:

Instructor: TBC

Email: TBC

Office hours, by appointment: TBC

COURSE INFORMATION:

Credit hours: 4

Pre-requisites: This course has no pre-requisites.

Co-requisites: This course has no co-requisites.

COURSE GENERAL OBJECTIVES:

In this course students will become familiar with different elements of the Ecuadorian culture: geography, inhabitants, traditional gastronomy, history, art, Spanish local variety, politics, traditions, customs, etc. Ecuadorian culture will be used as a thematic context to develop effectively vocabulary, fluency, comprehension and grammar use. This will be achieved by employing authentic materials such as readings, podcasts, videos, movies, museum visits, interviews done to local people and keen observation. This course will become an essential complement to the experience of sharing everyday life with a local family. Together, these two will guarantee a true and ample understanding of the Ecuadorian culture.

COURSE SPECIFIC LEARNING OBJECTIVES:

- . Identifying characteristics of the Ecuadorian culture.
- . Employing the characteristics of the new culture as a mirror to compare with cultural aspects belonging to the culture of origin of the students – this will, hopefully, enable a better understanding of self and country of origin.
- . Discover cultural characteristics that will enable communicative competence.
- . Develop cultural awareness while studying historical, sociopolitical and economic aspects of Ecuador in particular and of Latin America in general.
- . Promote interculturality by presenting students with the different customs and cultural traits of the 17 cultural groups that constitute the complex and often difficult to define Ecuadorian culture.

Achievement Level	Learning Results	Mark Range
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1	Awarded when students demonstrate having acquired the learning outcomes for the unit at an exceptional standard, as defined by grade descriptors.	91 – 100 (A)
2	Awarded when students demonstrate having acquired the learning outcomes for the unit at a very high standard, as defined by grade descriptors.	81 - 90 (B)
3	Awarded when students demonstrate having acquired the learning outcomes for the unit at satisfactory standards, as defined by grade descriptors – however, at the lower range, acceptable achievement has not been reached. Limited outcomes achieved.	71 – 80 (C)
4	Certain aspects of the grade descriptors have not been met. Insufficient performance, minimal achievement.	61 – 70 (D)
5	Learning outcomes have not been met, as defined by grade descriptors. Required skills have not been acquired. Performance inadequate or non-existent, as defined by grade descriptors.	Less than 61 (F)

COURSE CONTENTS:

This student-centered course aims to engage students in a personalized acquisition of the contents. Students will research constantly in order to obtain information and build their own analysis and decision-making elements.

Joint work proposal (students and instructor):

Let's discover Ecuador together based on research and observation.

We will use “clues” that surround us to see what things we discover regarding **Ecuadorian cultural** and **identity characteristics**.

Research: bibliography, internet, personal interviews conducted with Ecuadorians, museum visits.

Interviews: students will interview local people; then they will bring the obtained results to class for group discussion and analysis.



Interview result presentation: students will share on a daily basis the results of their observations; they will comment and give opinions on their readings, video and materials that go along with every topic. Analysis and debate themes will be pinpointed for every topic. In addition to this, students will make oral presentations of two topics of their choosing (research-based). They will also do plays or skits. It is important to stress that students are expected to read and prepare **in advance** all the material related to a topic (for example, videos and interviews) in order to be able to participate actively in the conversation, debate and analysis sessions that will be conducted in class.

<u>Thematic Clusters and Topics</u> Objective: discover elements and characteristics of the culture and identity (mosaic + puzzle)
A. Certain cultural aspects that are reflected in the language (Spanish Highlands variety) - conception of time (ya mismo [right away], no más [go ahead], ahora [now] [=todo el día] [= all day long period] / ahorita [right now] [=en este mismo momento] [=at this precise moment] - diminutives (closeness, in certain contexts = pejorative) - Spanish words that come from Quichua or English - Grammatical structures present in Andean Ecuadorian Spanish only: Future used as an order (futuro como imperativo), “dar haciendo” [have something done by someone else]. - the sounds of different Latin American Spanish varieties [See links to videos in D2L]
B. Ecuador: overview C. Physical environment in which the culture lives and develops:
1. Geography: Bibliography: Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar. http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf
2. Natural Regions and Weather → products → gastronomy Bibliography: Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar. http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf
3. Inhabitants of these natural regions, their languages , traditions , customs and view of the world (“ cosmovisión ”): (Official information obtained from the 2010 Census (Censo de población y vivienda) → how do the inhabitants self-identify. - Inhabitants of these territories, nationalities and indigenous peoples [nacionalidades y pueblos indígenas] (14), (15) afroecuatorians, (16) montubios and (17) mestizos (total =17 cultural groups). Oral presentation example (instructor): - The Tsá'chila people – oral presentation (instructor) - The Tsá'chila New Year (short article) [“se impersonal” - grammar] – oral presentation (instructor) - Cassave chicha recipe (kichwa people of the Amazon Region) – oral presentation (instructor)
Activities: 1- Students do oral presentations of 8-9 cultural groups employing photos, videos, the sound of the language of the people (See Word document with suggested links to videos about each indigenous group) (8-9* oral presentations): (1) Where they live (territories) (2) languages (what they sound like) (3) traditional clothing (4) traditions, customs, view of the world (“cosmovisión”) For the oral presentations you can choose from the following cultural groups: ❖ Indigenous peoples of the <u>Coast Region</u> : Awá 1. Chachi Tsáchila (instructor) 2. Épera ❖ Indigenous groups of the <u>Amazon Region</u> :



<p>3. Shuar (Achuar, Shiwiar – these three nationalities share similar traits) *A'i Cofán</p> <p>4. Secoya (Paaikoka) + Siona (Baaikoka) – These two groups share 90% of their vocabulary, however, they are two different nationalities (due to sociohistorical characteristics)</p> <p>5. Waodani Andoa (their language has died) Sápara (their language is about to disappear)</p> <p>6. Kichwa</p> <p>❖ Indigenous groups of the “Sierra” or Highlands Region:</p> <p>6. Kichwa</p> <p>7. Montubios</p> <p>8. Afroecuatorians (Coast and Sierra Regions) Mestizos</p> <p>2 - Students interview local people: “Interview #3 Inhabitants.”</p> <p>3 - In class, students share the results of the interviews and discuss them and other topics contained in Conversation and Analysis sheet #3 Inhabitants. [“Para conversar #3 Habitantes.”]</p> <p>4 - Watch video: nationalities/ indigenous peoples and languages of Ecuador: https://www.youtube.com/watch?v=8vaEQ4NLJjw</p> <p>5 - Visit to Museo Mindalae [Mindalae Museum] [ask the guide to explain the indigenous peoples' view of the word (“cosmovisión indígena”)] – [Report 1]. + Reflection of different views of the world [to be shared in class]</p> <p>6 - Watch video Spanish of the different regions of Ecuador: Video: Acentos ecuatorianos - ¿Cómo hablan en realidad? https://www.youtube.com/watch?v=PDXHlgn9Cpk</p> <p>Videos and bibliography:</p> <p>- Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar. http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf</p> <p>- Chasiguano, Silverio. (2006) Quito: INEC. http://www.acnur.org/fileadmin/Documentos/Publicaciones/2009/7015.pdf</p> <p>- Hurtado, Osvaldo. (2014). Las costumbres de los ecuatorianos. Quito: Planeta.</p> <p>- Mitología de los pueblos de Tungurahua: https://issuu.com/direcdigital/docs/mitologiatungurahua4</p> <p>- Montaluisa, Luis. (2011). “Diversidad cultural”, En Informe cero. Ecuador 1950-2010. Quito: Estado del país. Pág. 43-62. http://www.flacso.org.ec/docs/estadopais.pdf</p> <p>- Montaluisa, Luis; Álvarez, Catalina. (2016). Perfiles de las lenguas y saberes del Ecuador. Quito: Instituto de Idiomas, Ciencias y Saberes Ancestrales. Descarga gratuita PDF: http://bit.ly/2oCfajC</p> <p>- Presentación del libro “Perfiles de las lenguas y saberes del Ecuador.” (2017) https://www.youtube.com/watch?v=aURu0K6QcxA</p>
<p>D. Grammar review for the Reports and Essay writing</p> <p>4. Gastronomy: mestizo, indigenous and afroecuatorian: each person in charge of an oral presentation looks up a recipe typical of three regions – explain how it is prepared – better to use a video (without sound– student explains recipe to class)]</p> <p>Example (instructor):</p> <p>- Elaboración de los helados de paila [Traditional Ecuadorian Sorbet]</p> <p>Activities:</p> <p>1- Three students do oral presentations about a typical dish of one of three regions using pictures, videos, and they tell their classmates about the recipe.</p> <p>2 - In class, students share the results of the interviews and discuss them and other topics contained in Conversation and Analysis sheet #4 Gastronomy [“Para conversar #4 Gastronomía.”]</p> <p>Bibliography:</p> <p>Materials prepared by the instructor based on the following bibliography:</p> <p>1. Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar. http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf</p> <p>2. Estrella, Eduardo. (1988). El pan de América. Etnohistoria de los alimentos aborígenes en el Ecuador. Quito: Abya-Yala.</p>



3. Pazos Barrera, Julio. (2010). El sabor de la memoria: historia de la cocina quiteña. Biblioteca básica de Quito; 19. Quito: FONSAL.
4. Toussaint-Samat, Maguelonne. (1994). A History of Food. Translated from the French by Anthea Bell. Oxford: Blackwell Publishers.
5. Ecología y enseñanza rural. (1996). Roma: FAO
6. Vázquez de Fernández de Córdova, Nidia. (2004). Homenaje al paladar. Comidas y mistelas tradicionales del Azuay. Cuenca: Centro Interamericano de Artesanías y Artes Populares (CIDAP)
8. Espinosa, Patricio, Vaca, Rocío, Abad, Jorge, Crissman, Charles. (1996). Raíces y tubérculos andinos. Cultivos marginados en el Ecuador. Situación actual y limitaciones de la producción. Quito: Centro Internacional de la Papa (CIP) – Estación en Quito y Abya-Yala.

5. Music: research about different music genres, videos, dancing demonstrations, attires. Examples: “pasillos”, “sanjuanitos”, “pasacalles”, la “bomba”.

Activities:

1- Students organize the oral presentations in order not to repeat a topic and present 4 music genres or songs that are representative of a particular genre employing photos videos and have the class listen to them. They explain to what genre the song belongs and what the genre characteristics are: (1) Traditional mestizo music of the Highlands (Sierra) (2) Indigenous music of the Highlands (Sierra); (3) Afroecuadorian Music (marimba and bomba); (4) contemporary mestizo music. (Please use the material provided: “Música.2”).

2 - Students interview local people about Ecuadorian traditional music: “Interview #5: Ecuadorian traditional music.

3 - In class, students share the results of the interviews and discuss them and other topics contained in **Conversation and Analysis sheet #6 Music.** [“Para conversar #5: Música ecuatoriana.”]

Readings and videos:

- Oquendo Sánchez, Diego (Director y entrevistador). (31 de agosto de 2018). Israel Brito: lanzamiento “Canto Mestizo”. [Programa de radio]. En D. Oquendo Sánchez (Productor), *Encuentro*. Quito: Radio Visión.

https://www.ivoox.com/israel-brito-lanzamiento-canto-mestizo-faltandome-tu-audios-mp3_rf_28283986_1.html

Materials prepared by the instructor base don Ritmos Musicales del Ecuador. Publicado: marzo 22, 2015 | Autor: The Fausto Rocks Yeah (Blog). <https://thefaustorocksyeah.wordpress.com/2015/03/22/ritmos-musicales-del-ecuador/> and on other sources.

6. Legends [thematic cluster intertwined with Young Ecuadorian Illustrators]

Activities:

1 - In groups, **students** present a **play or skit** of a legend (before making their presentation, they show the class a “pictionary” of the vocabulary that might be needed to understand their presentation (It must be sent by mail to classmates and instructor).

2 - Students interview local people: “Interview #6 Legends and share the results of the interviews and discuss them and other topics contained in **Conversation and Analysis sheet #6 Legends** [“Para conversar # 6 Leyendas”].

Readings:

- Alemán, Álvaro (Ed.). (2016). Terror ecuatoriano. Vol. I. Quito: El Fakir

- Bravo Velásquez, Leonor. (2013). Los secretos del humedal: cuentos, historias y leyendas de La Tembladera. Quito: Proyecto de Sostenibilidad Financiera del Sistema de Áreas Protegidas del Ministerio de Ambiente, PNUD, GEF Humedal La Tembladera.

http://www.ec.undp.org/content/dam/ecuador/docs/PNUD_EC_PublicacionLaTembladera.pdf

- Leyendas ecuatorianas. [s.a.]. Guayaquil: Ariel

- Mitología de Tungurahua <https://issuu.com/direcdigital/docs/mitologiatungurahua4>

- Montaluisa, Luis; Álvarez, Catalina. (2016). Perfiles de las lenguas y saberes del Ecuador. Quito: Instituto de Idiomas, Ciencias y Saberes Ancestrales. <http://www.flacso.org.ec/docs/estadopais.pdf>

- Oralidad Modernidad: “La Quilotoa”. <https://www.puce.edu.ec/oralidadmodernidad/impresos.php>

- Radio Asamblea Nacional del Ecuador. (2012). Cuentos para antes de dormir - Amazónicos.

<https://radioteca.net/audio/la-juri-juri/audioseries/cuentos-para-antes-de-dormir-amazonicos/>

- Vásquez, Adriana, et al. [2009]. Entre nieblas: mitos y leyendas del páramo. Quito: Abya-Yala.

Young Ecuadorian Illustrators:

Chamorro, Marco: <http://chamorroromarco.blogspot.com/>

Jervis, Daniel: <https://danieljervisstory.tumblr.com>

Sánchez, Teresa J. (2010). Componente del grupo RODAMONS TEATRE- Historia recogida de la tradición ecuatoriana, y contada a la forma y manera del Kamishibai (teatro de papel) para el espectáculo HOCUS POCUS.



<p>http://www.rodamonsteatre.com/noticias.php?id=00118; Fundación Intiruna (slideshare): https://pt.slideshare.net/nebt/leyenda-de-etsa-8546797/4</p> <p>Red de Ilustradores del Ecuador: https://www.redilustradoresecuador.com/</p> <p>Ycaza, Roger: http://www.grafitat.com/2010/01/22/leyendas-del-ecuador</p>
<p>7. Reflection: life at the countryside and life at the city – Rural and Urban populations: What is it like to live at the Ecuadorian countryside?</p> <p>Activities:</p> <p>1- Read the article “Being a rural physician: a labor of closeness with the community. February 18, 2013” [Ser médico rural. Una labor de cercanía con la comunidad. Especial del universo. 18 febrero 2013.] http://especiales.eluniverso.com/retrato-hablado/2013/02/18/ser-medico-rural-una-labor-de-cercania-con-la-comunidad/</p> <p>2 - Watch <u>video</u>: Ecuador Rural. Sábado 8 de noviembre de 2014 (about the cacao bean production) https://www.agricultura.gob.ec/ecuador-rural/</p> <p>3 - In class, students talk about the article and the video using the Conversation and Analysis sheet #7 [Para conversar #7: Vida campo – ciudad.]</p> <p>4 – Visit the animal market at Otavalo – [Report #2] // Option: Visit Museo Guayasamín (Explain the themes about which Guayasamín painted and why he did it).</p> <p>Bibliography:</p> <p>- Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar.</p> <p>http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf</p>
<p>8. The most important cities in Ecuador – By population numbers</p> <p>Activities:</p> <p>1- Students interview local people: “Interview # 8: Important cities in Ecuador [“Entrevista #8: Ciudades importantes”].</p> <p>2 - In class, students share the results of the interviews and discuss them and other topics contained in Conversation and Analysis sheet # 8: The most important cities in Ecuador [“Para conversar #8: Ciudades importantes”].</p>
<p>9. HISTORY OF ECUADOR and ART – Thematic cluster intertwined with Ecuadorian artists from the late XIX century up until mid XXth century “indigenist artists” [pintores indigenistas]:</p> <p>a) History before the Inca, the arrival of the Inca</p> <p>b) The Conquest, the Colonial period and the Republic</p> <p>Activities:</p> <p>1- Students do oral presentations of eligible themes:</p> <p>Suggested oral presentation themes:</p> <p>9.1. What do the names of the most important avenues in Quito mean? What historical event or person do they recall?</p> <p>9.2. What do the names of the Ecovía bus stations in Quito mean? What historical event or person do they recall?</p> <p>9.3. Women in the History of Ecuador</p> <p>9.4. Border Wars: At war with Peru (two periods and historical origins)</p> <p>2- In class: Conversation and Analysis sheet #9: History [“Para conversar #9: Historia].</p> <p>3- Visit to Museo de la ciudad or Museo del Banco Central– comment on the visit + reflection on the history of Ecuador [Report #3]</p> <p>Readings, podcasts:</p> <p>- Ayala Mora, Enrique. (2008). Resumen de historia del Ecuador. Tercera edición actualizada. Quito: Corporación Editora Nacional http://repositorio.uasb.edu.ec/bitstream/10644/836/1/AYALAE-CON0001-RESUMEN.pdf</p> <p>El libro está disponible en biblioteca: Ayala Mora, Enrique. (2012). Resumen de historia del Ecuador. Quito: Corporación Editora Nacional.</p> <p>- Costales Peñaherrera, Dolores (Libretos). (2018). [Programas de radio]. En Radio Visión (Producción), <i>Un espacio intercultural: Ecuador en alta definición</i>. Quito: Radio Visión.</p> <p>https://www.ivoox.com/dolores-costales-pe%C3%B1aherrera_sb_f_1.html</p> <p>https://www.ivoox.com/dolores-costales-pe%C3%B1aherrera_sb_f_2.html</p> <p>https://www.ivoox.com/dolores-costales-pe%C3%B1aherrera_sb_f_3.html</p> <p>https://www.ivoox.com/dolores-costales-pe%C3%B1aherrera_sb_f_4.html</p>



<ul style="list-style-type: none"> - Diamond, Jared. (1999). Guns, Germs and Steel: The Fates of Human Societies. New York: Norton. - Gomezjurado Zevallos, Javier. (2010). Construyendo nuestra identidad: estudios históricos sociales. Esmeraldas: CCE. - Hassaurek, Friedrich. (1993). Cuatro años entre los ecuatorianos. Quito: Abya-Yala. - Hurtado, Osvaldo. (2017) Ecuador entre dos siglos. Quito: Bogotá: Penguin Random House Grupo Editorial - Hurtado, Osvaldo. (2010). El poder político en el Ecuador. Décimo octava edición. Quito: Editorial Planeta. - Hurtado, Osvaldo. (2014). Las costumbres de los ecuatorianos. Quito: Planeta. - Periódico digital 4 Pelagatos. https://4pelagatos.com/ [Artículos varios para los últimos 12 años]. 	
10. Current Events [XXI century]: economic, policial, and social topics Activities: 1- In groups, <u>students read the articles provided by the instructor and prepare to answer the questions both their classmates and instructor ask.</u> 2 – Conversation and Analysis sheet #10 Current Events and #10.1 Education [“Para conversar #10 Actualidad y #10.1 Educación”] Readings: - Articles of the Digital Newspaper 4 Pelagatos. https://4pelagatos.com/ [the instructor will select relevant articles]	
11. Controversial topics in the current Ecuadorian society: how the following themes are perceived in Ecuador: homosexuality, same-sex marriage, homoparental adoption, racial discrimination, “Interracial” marriage, plurinacionalidad, machismo Media Campaign: “Wake up, Ecuador: machismo is violence” [Campaña: “Reacciona Ecuador, machismo es violencia”], teenage pregnancies, politics, corruption, oil drilling at the Amazon Region, mining concessions, migration. Activities: 1- Students research a controversial subject and present it to the class. 2- Movie: Living Behind You: What you are is what you conceal [A tus espaldas. Lo que eres es lo que ocultas]. 2011. Director: Tito Jara: https://web.microsoftstream.com/video/28b9314f-0daa-4f1e-8bbd-5437245227fb 3 - In class, we work together analyzing the movie with the provided PDF document (found in D2L)	
12. IDENTITIES: How do Ecuadorians perceive themselves [– remember census data and interviews].- Identity elements extracted from personal observation, readings, research, conversations and analysis done along the semester. Activities: - Conversation and Analysis sheet #12: Final reflexions [Para conversar #12: Reflexión final] Readings: - Gomezjurado Zevallos, Javier. (2010). Construyendo nuestra identidad: estudios históricos sociales. Esmeraldas: CCE. - Hurtado, Osvaldo. (2017) Ecuador entre dos siglos. Quito: Bogotá: Penguin Random House Grupo Editorial - Hurtado, Osvaldo. (2010). El poder político en el Ecuador. Décimo octava edición. Quito: Editorial Planeta. - Hurtado, Osvaldo. (2014). Las costumbres de los ecuatorianos. Quito: Planeta.	

METHODOLOGY TO INTEGRATE THEORETICAL AND PRACTICAL CONTENTS:

Teaching methodologies employed at USFQ courses follow the Liberal Arts Philosophy. They promote dialogue and facilitate the building of knowledge by means of the constant exchange of ideas and experiences amongst students and teachers. It is expected that in every course, the theoretical contents be linked to the professional practice and future labor context. They aim to integrate diverse activities and simulations that promote the understanding of contextualized contents along with practice and reality.

COURSE EVALUATION AND GRADING CRITERIA:

Attendance and Class Participation . Students must attend all class periods . Three unjustified absences will result in a change in grade (one lower letter) at the evaluation . Three unjustified tardies are equal to one unjustified absence	13% - 12 thematic clusters: 13 points <ul style="list-style-type: none"> ▪ 6.5 points first half of the semester ▪ 6.5 points second half of the semester
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<p>. Active class participation is vital (previous preparation of the material in order to be able to take part in conversation, debate, opinion exchange, analysis)</p>	
<p>Oral Presentations Rubric for oral presentations: 1-Fluency: pronunciation, tone and voice volume, clarity in expressing ideas, adequate use of grammar and vocabulary, presentation must fit with the subject 8% 2- Research quality 5% 3-Creativity: Power Point or other means of presentation with clear written language (no mistakes) and pictures, videos related to the topics 4% 4-Class Interaction: through games and/or questions 3% Total 20% → 6 points</p>	<p>12% (See dates in detailed time schedule)</p> <ul style="list-style-type: none"> - Oral Presentation 1: (6 points) - Oral Presentation 2: (6 points) <p>[Temario a elegir- ver temario en Contenidos del curso]</p>
<p>Reports 1. Visit to the Mindalae Museum– ask guide to explain the indigenous peoples' world view ("cosmovisión indígena"): comment on the visit. 2. Visit to the Animal Market at Otavalo (option 1: Saquisilí Market; option 2: Visit to the Guayasamín Museum. 3. Visit to Museo de la ciudad o Museo Nacional del Banco Central – comment the visit + reflection on the history of Ecuador. Rubric for the Reports: . Report must fit with the subject. Clarity 4% . Research quality 5% . General use of grammar 7% . Correct use of vocabulary 4% Total 20% → 5 puntos</p>	<p>15% (See dates in detailed time schedule)</p> <ul style="list-style-type: none"> - Report 1: (5 points) - Report 2: (5 points) - Report 3: (5 points) <p>Reports must be written in Times New Roman 12 and be one page long. They must be handed in in two formats: (1) Word document = upload to D2L at the Homework section [<i>Deberes</i>] (2) print out that will be handed in for grading.</p>
<p>Homework: Essays Rúbricas para los ensayos: . Essay must fit with the subject. Clarity. 4% . Use of specified grammar 6% . General use of grammar 6% . Correct use of vocabulary 4% Total 20%</p>	<p>20% (See dates in detailed time schedule)</p> <ul style="list-style-type: none"> - Essay 1: (10 points). Topic to be chosen according to the student's inclination from the variety of themes seen up until the date fixed for submission. - Essay 2: (10 puntos). Tema señalado por la profesora. <p>Essays must be written in Times New Roman 12 and be two pages long. They must be handed in in two formats: (1) Word document = upload to D2L at the Homework section [<i>Deberes</i>] (2) print out that will be handed in for grading</p>
<p>Mid term exam</p>	<p>20% (See dates in detailed time schedule)</p>
<p>Final Exam</p>	<p>20% (See dates in detailed time schedule)</p>
<p>Total</p>	<p>100%</p>

MAIN BIBLIOGRAPHY [It can be found at the library]:

- Alemán, Álvaro (Ed.). (2016). Terror ecuatoriano. Vol. I. Quito: El Fakir.
- Ayala Mora, Enrique. (2012). Resumen de historia del Ecuador. Quito: Corporación Editora Nacional.
- Diamond, Jared. (1999). Guns, Germs and Steel: The Fates of Human Societies. New York: Norton.
- Espinosa, Patricio, Vaca, Rocío, Abad, Jorge, Crissman, Charles. (1996). Raíces y tubérculos andinos. Cultivos marginados en el Ecuador. Situación actual y limitaciones de la producción. Quito: Centro



- Internacional de la Papa (CIP) – Estación en Quito y Abya-Yala.
- Estrella, Eduardo. (1988). El pan de América. Etnohistoria de los alimentos aborígenes en el Ecuador. Quito: Abya-Yala.
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 - Hurtado, Osvaldo. (2014). Las costumbres de los ecuatorianos. Quito: Planeta.
 - Leyendas ecuatorianas. [s.a.]. Guayaquil: Ariel.
 - Pazos Barrera, Julio. (2010). El sabor de la memoria: historia de la cocina quiteña. Biblioteca básica de Quito; 19. Quito: FONSAL.
 - Toussaint-Samat, Maguelonne. (1994). A History of Food. Translated from the French by Anthea Bell. Oxford: Blackwell Publishers.
 - Vázquez de Fernández de Córdova, Nidia. (2004). Homenaje al paladar. Comidas y mistelas tradicionales del Azuay. Cuenca: Centro Interamericano de Artesanías y Artes Populares (CIDAP).

COMPLEMENTARY BIBLIOGRAPHY:

- Acentos ecuatorianos - ¿Cómo hablan en realidad? <https://www.youtube.com/watch?v=PDXHlgn9Cpk>
- A tus espaldas. Lo que eres es lo que ocultas. 2011. Director: Tito Jara [película]: <https://zoowoman.website/wp/movies/a-tus-espaldas/>
- Atlas Rural del Ecuador. (2017). Primera edición. Quito: Instituto Geográfico Militar. <http://www.ecuadorencifras.gob.ec/documentos/web-inec/Bibliotecas/Cartografia/Atlas%20Rural%20del%20Ecuador%202017.pdf>
- Ayala Mora, Enrique. (2008). Resumen de historia del Ecuador. Tercera edición actualizada. Quito: Corporación Editora Nacional <http://repositorio.uasb.edu.ec/bitstream/10644/836/1/AYALAE-CON0001-RESUMEN.pdf>
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- Chasiguano, Silverio. (2006) Quito: INEC. <http://www.acnur.org/fileadmin/Documentos/Publicaciones/2009/7015.pdf>
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- Ecuador rural. MAGAP. Sábado 8 de noviembre de 2014. <https://www.agricultura.gob.ec/ecuador-rural/>
- Las nacionalidades y lenguas del Ecuador. Publicado el 24 nov. 2016. Quito: Instituto de Idiomas, Ciencias y Saberes Ancestrales. <https://www.youtube.com/watch?v=8vaEQ4NLJjw>
- Mitología de los pueblos indígenas de Tungurahua. <https://issuu.com/direcdigital/docs/mitologiatungurahuauf4>
- Montaluisa, Luis. (2011). "Diversidad cultural", En Informe cero. Ecuador 1950-2010. Quito: Estado del país. Pág. 43-62. <http://www.flacso.org.ec/docs/estadopaís.pdf>
- Montaluisa, Luis; Álvarez, Catalina. (2016). Perfiles de las lenguas y saberes del Ecuador. Quito: Instituto de Idiomas, Ciencias y Saberes Ancestrales. Descarga gratuita PDF: <http://bit.ly/2oCfajC>
- Montaluisa, Luis; Álvarez, Catalina. (2017). Presentación perfiles de las lenguas y saberes del Ecuador. Quito: Instituto de Idiomas, Ciencias y Saberes Ancestrales. <https://www.youtube.com/watch?v=aURuOK6QcxA>
- Oralidad Modernidad. "La Quilotoa". <https://www.puce.edu.ec/oralidadmodernidad/impresos.php>
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