




November 19, 2018

To: ASC Curriculum Committee
From: Laura Podalsky, Chair of SPPO 
Re: Changes to the minor in Andean and Amazonian Studies

The Department of Spanish and Portuguese would like to make changes in the Andean and Amazonian Studies (AAS) minor in order to update the course offerings and recognize the relevance of a new study abroad program (Pachaysana in Ecuador).

In cleaning up the course offerings, we have a number of goals. We want to eliminate courses that are no longer offered or taught. We also want to clarify when certain courses fulfill core vs. elective requirements, as the amount of AAS “content” can vary when different instructors teach a given course or in variable topics courses. Students would need to present documentation (e.g. a syllabus) and get approval from the coordinator of the AAS minor (a faculty member in SPPO) in order to count such courses as an elective or core course toward completion of the minor.

As noted above, the changes also are an effort to showcase how an innovative (12 credit-hour) study abroad program (Pachaysana in Ecuador) can serve as a pathway to complete the minor. This program was created several years ago and has established equivalencies with courses here at OSU. As the AAS minor has grown, we have realized that students may not be aware of this opportunity as a means to move toward completion of their minor. After taking at least one (3-credit-hour) course here at OSU, students could go abroad for a semester and complete the AAS minor. Of course, students can complete the minor without going abroad, by taking coursework here at OSU.

The Ohio State University
College of Arts and Sciences

Andean and Amazonian Studies Minor

Department of Spanish and Portuguese
298 Hagerty Hall, 1775 College Rd.
Columbus, OH 43210
(614) 292-4958 <http://sppo.osu.edu>
Academic Advisor(s): 355 Hagerty Hall, 292-8485

Overview

The cultural, historical, economic, environmental, and geopolitical importance of this region of Latin America, which covers a vast expanse of South America, spreads through 9 different countries, has several climates, and encompasses a population of more than 70 million people, cannot be overstated. On the one hand, the Andes are the birthplace of some of the most advanced indigenous civilizations in the Americas, and the present location of vibrant indigenous societies and cultures. Quechua is spoken by approximately 10 million people, while Aymara is spoken by approximately 3 million. In addition, there are vibrant indigenous political movements seeking both revolutionary change and peaceful change within established democratic institutions. On the other hand, the Amazon basin covers 3,179,000 square miles which include the largest rain forest in the world, vast natural resources, an incredible biodiversity, and a multiplicity of ethnic groups who speak hundreds of native languages mostly related to the Tupi family.

The interdisciplinary minor in Andean & Amazonian Studies requires a minimum of 15 credit hours and highlights the geographical region, its languages and peoples, its history and societies, as well as its cultures and environment.

Students must achieve intermediate proficiency in Portuguese, Quechua or Spanish. Courses included in this minor may have additional prerequisites assigned by the corresponding department.

The Andean & Amazonian Minor may be used to satisfy the completion of a foreign language minor of International Studies majors when students complete at least 6 credits of Quechua courses beyond the language prerequisite (i.e., Quechua 5504 & 5505). Minor must include at least 6 hours at the 3000-level and above.

Language Prerequisite

Intermediate proficiency in one of the following languages:

Portuguese 1103 or 5502; or
Quechua 5503; or
Spanish 1103

Required Course: (3 credit hours)

Spanish 2332: Intro to Andean & Amazonian Cultures

Core Courses: (minimum of 9 credit hours)

AEDE 4597 / Intl Studies 4597.01: Problems & Policies in World Population, Food, & Development

History 2111: Native American Peoples of the Andes

Poli Sci 4240: Latin American Politics

Poli Sci 4241: Special Topics in Latin America

Poli Sci 3220: Politics in the Developing World

Quechua 5504: Intermediate Quechua 2

Quechua 5505: Advanced Quechua 1

Quechua 5506: Advanced Quechua 2

Spanish 2330: Re-Inventing America: Visual and Narrative Visions of Latin America

Spanish 4515: Andean Art, Culture and Society

Spanish 4516: The Formation of Bolivian National Cultures

Spanish 4555(E): Indigenous, Colonial and 19th-Century Latin American Literature

Spanish 4565H: Indigenous Literatures and Cultures of Latin America: Past and Present

Elective Courses (minimum of 3 credit hours)

Students choose one course from the Core list or one from the following options. Courses marked with an asterisk are special topics and/or research courses and must be approved for the Minor by the Department of Spanish & Portuguese.

Students may petition to have unlisted courses approved for this minor program:

AEDE / Intl Studies 2580: Feast or Famine: The Global Business of Food

AEDE / Intl Studies 4535: International Economic Development

AEDE / Intl Studies 4538: Latin American Economic Development

Anthro 3302: Introduction to Medical Anthropology

Anthro 3419: Regional Survey of LA Cultures and Migration in Global Perspectives

Anthro 4597.01: Cultural Conflict in Developing Nations

*Anthro 5600: Biosocial Aspects of Health

*Anthro 5602: Women's Health in Global Perspective

Geography 5751: New Worlds of Latin America

History 2100: Intro to the Spanish Atlantic World

History 2105: Latin American and the World

History 3100: Colonial Latin American History

History 3101: South America since Independence
History 3105: History of Brazil
History 4100: Readings in Latin American History
Int'l Studies 2100: Introduction to Latin America
Int'l Studies / Spanish 5640: Globalization & Latin America: Multi-Disciplinary Approaches
Poli Sci 4280: State and Economy
Portuguese 2330: Introduction to Brazilian Culture
*Portuguese 4561: Cultural Expressions of Brazil
*Portuguese 4597.02: Representing Identity in the Cinema of the Portuguese-Speaking World
*Portuguese 5650: Studies in the Literatures and Cultures of the Portuguese-speaking World
Spanish 2151: Latin American Culture and Literature
Spanish 2520: Latin American Literature (in Translation): Fictions & Realities
*Spanish 4556: Modern Spanish American Literature
*Spanish 4560: Introduction to Spanish American Culture
*Spanish 5660: Senior Seminar in Hispanic Culture

Andean and Amazonian Studies minor program guidelines

The following guidelines govern this minor:

Required for graduation No

Credit hours required A minimum of 15 credit hours. 1000-level courses shall not count toward the minimum. At least 6 credit hours must be at the 3000 level or above.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours

Minor approval The minor course work must be approved by the academic unit offering the minor.

Filing the minor program form The minor program form must be filed at the time the graduation application is submitted to a college/school counselor if the student's degree audit report is not showing complete (green).

Changing the minor Once the minor program is filed in the college office, any changes must be approved by the Spanish Minor Advisor.

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
<http://artsandsciences.osu.edu>

Received 2/27/12 DH
Update 2/18/13 DH
Revision approved CAA 11/19/14

The Ohio State University
College of Arts and Sciences

Andean and Amazonian Studies Minor

Department of Spanish and Portuguese
298 Hagerty Hall, 1775 College Rd.
Columbus, OH 43210
(614) 292-4958 <http://sppo.osu.edu>
Academic Advisor(s): 355 Hagerty Hall, 292-8485

Overview

The cultural, historical, economic, environmental, and geopolitical importance of this region of Latin America, which covers a vast expanse of South America, spreads through 9 different countries, has several climates, and encompasses a population of more than 70 million people, cannot be overstated. On the one hand, the Andes are the birthplace of some of the most advanced indigenous civilizations in the Americas, and the present location of vibrant indigenous societies and cultures. Quechua is spoken by approximately 10 million people, while Aymara is spoken by approximately 3 million. In addition, there are vibrant indigenous political movements seeking both revolutionary change and peaceful change within established democratic institutions. On the other hand, the Amazon basin covers 3,179,000 square miles which include the largest rain forest in the world, vast natural resources, an incredible biodiversity, and a multiplicity of ethnic groups who speak hundreds of native languages mostly related to the Tupi family.

The interdisciplinary minor in Andean & Amazonian Studies requires a minimum of 15 credit hours and highlights the geographical region, its languages and peoples, its history and societies, as well as its cultures and environment.

Students must achieve intermediate proficiency in Portuguese, Quechua or Spanish. Courses included in this minor may have additional prerequisites assigned by the corresponding department.

The Andean & Amazonian Minor may be used to satisfy the completion of a foreign language minor of International Studies majors when students complete at least 6 credits of Quechua courses beyond the language prerequisite (i.e., Quechua 5504 & 5505). The minor must include at least 6 hours at the 3000-level and above.

Language Prerequisite

Intermediate proficiency in one of the

following languages:

Portuguese 1103 or 5502; or

Quechua 5503; or

Spanish 1103

Required Course: (3 credit hours)

Spanish 2332: Intro to Andean & Amazonian Cultures

Core Courses: (minimum of 9 credit hours)

[AEDE 4597: Intl Studies 4597.01: Problems & Policies in World Population, Food, & Development History 2111: Native American Peoples of the Andes](#)

[Portuguese 2330: Intro to Brazilian Culture](#)
[Portuguese 2335: Cannibal Brazil: Cultural Encounters & Negotiations of Identity in Literature and Culture](#)

[Portuguese 2798.10 Global May Brazil](#)
[Portuguese 4561: Cultural Expressions of Brazil](#)
[Poli Sci 4240: Latin American Politics](#)

[Poli Sci 4241: Special Topics in Latin America](#)
[Poli Sci 3220: Politics in the Developing World](#)
[Quechua 5504: Intermediate Quechua 2](#)

[Quechua 5505: Advanced Quechua 1](#)
[Quechua 5506: Advanced Quechua 2](#)
[Spanish 2208.22: Andean Music Ensemble \(must complete 1cr course, repeatable to 3cr for AAS Minor\)](#)

[Spanish 2330: Re-Inventing America: Visual and Narrative Visions of Latin America](#)
[Spanish 2798.11 Global May Bolivia](#)

[Spanish 4515: Andean Art, Culture and Society](#)
[Spanish 4516: The Formation of Bolivian National Cultures](#)

[Spanish 4555\(E\): Indigenous, Colonial and 19th-Century Latin American Literature](#)
[Spanish 4565H: Indigenous Literatures and Cultures of Latin America: Past and Present](#)

Elective Courses (minimum of 3 credit hours)

Students choose one course from the [Core courses list](#) or one from the following options. [In the list below, c](#) Courses marked with an asterisk are special topics and/or research courses and must be [pre-approved either as Core or Elective courses](#) for the Minor by the Department of Spanish & Portuguese. Students may petition to have unlisted courses approved for this minor program:

Formatted: Indent: Left: 0", First line: 0"

Formatted: Font: Times New Roman, 10 pt

Formatted: Heading 4, Indent: Left: 0", First line: 0", Tab stops: Not at 1.19"

Formatted: Heading 4, Tab stops: Not at 1.19"

Formatted: Font: 10 pt

Formatted: Font: Times New Roman, 10 pt

Formatted: Heading 4, Indent: Left: 0", First line: 0", Tab stops: Not at 1.13" + 1.75"

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: 10 pt

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: Bold

Formatted: Indent: Left: 0", First line: 0"

*AEDE / Intl Studies 2580: Feast or Famine: The Global Business of Food

*AEDE / Intl Studies 4535: International Economic Development

AEDE / Intl Studies 4538: Latin American Economic Development

*AEDE / Intl Studies 4597.01: Problems and Policies in World Population, Food & Development

*Anthro 3302: Introduction to Medical Anthropology

Anthro 3416: Latin American Peoples and Cultures
Anthro 3419: Regional Survey of Latin American A Cultures and Migration in Global Perspectives

Anthro 4597.01: Cultural Conflict in Developing Nations

*Anthro 5600: Biosocial Aspects of Health

*Anthro 5602: Women's Health in Global Perspective

Geography 3752: Geography in Latin America

Geography 5751: New Worlds of Latin America

History 2100: Intro to the Spanish Atlantic World

History 2105: Latin American and the World

History 3100: Colonial Latin American History

History 3101: South America since Independence

History 3105: History of Brazil

History 4100: Readings in Latin American History

Int'l Studies 2100: Introduction to Latin America

Int'l Studies / Spanish 5640: Globalization & Latin America: Multi-Disciplinary Approaches

*Linguistics 3501: Intro to American Indigenous Languages

*Poli Sci 3220: Politics in the Developing World

Poli Sci 4240: Latin American Politics

Poli Sci 4241: Special Topics in Latin America

*Poli Sci 4280: State and Economy

Portuguese 2330: IntroductionIntro to Brazilian Culture

*Portuguese 4561: Cultural Expressions of Brazil

*Portuguese 4597.02: Representing Identity in the Cinema of the Portuguese-Speaking World

*Portuguese 5650: Studies in the Literatures and Cultures of the Portuguese-speaking World

Spanish 2151: Latin American Culture and Literature

Spanish 2380: Intro to Latin American Film

Spanish 2520: Latin American Literature (in Translation): Fictions & Realities

*Spanish 4556: Modern Spanish American Literature

*Spanish 4560(H): IntroductionIntro to Spanish American Culture

Spanish 4570: Latin Soundscapes: Musical Cultures of Latin America

Spanish 4580: Latin American Film

Spanish 4590H: Interdisciplinary Protocols: Identity & National Formation in Latin American

Spanish 5620: Gender and Power in the Americas

*Spanish 5660: Senior Seminar in Hispanic Culture

Or

Required Course: (3 credit hours)

Spanish 2332: Intro to Andean & Amazonian Cultures and **IFSA-Butler: Ecuador, Rehearsing Change (12 credit hours)**

IFSA-Butler: Ecuador, Rehearsing Change (12 credit hours)

Students may choose to satisfy the remaining required credit hours for the minor through completion of requirements for the Minor through this pre-approved study abroad program.

Students will complete four of the following courses while in Ecuador:

English 4577.03: Storytelling: Language and Movement

Theater 5771.02: Theatre for Social Action and Innovation

Geography 2100: Identity and Place

Comp Studies 5797: Design and Evaluation of Sustainable Community Projects

Spanish 2193 / 4193: Independent Study (1-3cr)

Andean and Amazonian Studies minor program guidelines

The following guidelines govern this minor:

Required for graduation No

Credit hours required A minimum of 15 credit hours. 1000-level courses shall not count toward the minimum. At least 6 credit hours must be at the 3000 level or above.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)

• The minor must be in a different subject than the major.

• The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Formatted: Heading 4, Indent: Left: 0", First line: 0", Tab stops: Not at 0.31" + 1.75"

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: Times New Roman, 10 pt

Formatted: Indent: Left: 0", First line: 0"

Formatted: Font: Not Bold, No underline

Formatted: Indent: Left: 0", First line: 0", Tab stops: 0.06", Left + Not at 1.13"

Formatted: Font: Not Bold

Formatted: Indent: Left: 0", First line: 0"

Formatted: Font: Not Bold

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: 12 pt, Font color: Auto, (none)

Formatted: Normal

Formatted: Font: Times New Roman, 10 pt

Formatted: Font: Times New Roman, 10 pt

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours

Minor approval The minor course work must be approved by the [AAS Program Faculty Coordinator](#) academic unit offering the minor.

Filing the minor program form The minor program form must be filed at the time the graduation application is submitted to a college/school counselor if the student's degree audit report is not showing complete (green).

Changing the minor Once the minor program is filed in the college office, any changes must be approved by the [Spanish-AAS Program Faculty Coordinator](#) ~~Minor Adviser~~.

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
<http://artsandsciences.osu.edu>

Received 2/27/12 DH
Update 2/18/13 DH
Revision approved CAA 11/19/14

The Ohio State University
College of Arts and Sciences

Andean and Amazonian Studies Minor

Department of Spanish and Portuguese
298 Hagerty Hall, 1775 College Rd.
Columbus, OH 43210
(614) 292-4958 <http://sppo.osu.edu>
Academic Advisor(s): 355 Hagerty Hall, 292-8485

Overview

The cultural, historical, economic, environmental, and geopolitical importance of this region of Latin America, which covers a vast expanse of South America, spreads through 9 different countries, has several climates, and encompasses a population of more than 70 million people, cannot be overstated. On the one hand, the Andes are the birthplace of some of the most advanced indigenous civilizations in the Americas, and the present location of vibrant indigenous societies and cultures. Quechua is spoken by approximately 10 million people, while Aymara is spoken by approximately 3 million. In addition, there are vibrant indigenous political movements seeking both revolutionary change and peaceful change within established democratic institutions. On the other hand, the Amazon basin covers 3,179,000 square miles which include the largest rain forest in the world, vast natural resources, an incredible biodiversity, and a multiplicity of ethnic groups who speak hundreds of native languages mostly related to the Tupi family.

The interdisciplinary minor in Andean & Amazonian Studies requires a minimum of 15 credit hours and highlights the geographical region, its languages and peoples, its history and societies, as well as its cultures and environment.

Students must achieve intermediate proficiency in Portuguese, Quechua or Spanish. Courses included in this minor may have additional prerequisites assigned by the corresponding department.

The Andean & Amazonian Minor may be used to satisfy the completion of a foreign language minor of International Studies majors when students complete at least 6 credits of Quechua courses beyond the language prerequisite (i.e., Quechua 5504 & 5505). The minor must include at least 6 hours at the 3000-level and above.

Language Prerequisite

Intermediate proficiency in one of the following languages:

Portuguese 1103 or 5502; or
Quechua 5503; or
Spanish 1103

Required Course: (3 credit hours)

Spanish 2332: Intro to Andean & Amazonian Cultures

Core Courses: (minimum of 9 credit hours)

History 2111: Native American Peoples of the Andes
Portuguese 2330: Intro to Brazilian Culture
Portuguese 2335: Cannibal Brazil: Cultural Encounters & Negotiations of Identity in Literature and Culture

Portuguese 2798.10 Global May Brazil

Portuguese 4561: Cultural Expressions of Brazil

Quechua 5504: Intermediate Quechua 2

Quechua 5505: Advanced Quechua 1

Quechua 5506: Advanced Quechua 2

Spanish 2208.22: Andean Music Ensemble (must complete 1cr course, repeatable to 3cr for AAS Minor)

Spanish 2330: Re-Inventing America: Visual and Narrative Visions of Latin America

Spanish 2798.11 Global May Bolivia

Spanish 4515: Andean Art, Culture and Society

Spanish 4516: The Formation of Bolivian National Cultures

Spanish 4555(E): Indigenous, Colonial and 19th-Century Latin American Literature

Spanish 4565H: Indigenous Literatures and Cultures of Latin America: Past and Present

Elective Courses (minimum of 3 credit hours)

Students choose one course from the Core courses list or one from the following options. In the list below, courses marked with an asterisk are special topics and/or research courses and must be pre-approved for the Minor by the Department of Spanish & Portuguese. Students may petition to have unlisted courses approved for this minor program:

*AEDE / Intl Studies 2580: Feast or Famine: The Global Business of Food

*AEDE / Intl Studies 4535: International Economic Development

AEDE / Intl Studies 4538: Latin American Economic Development

*AEDE / Intl Studies 4597.01: Problems and Policies in World Population, Food & Development

*Anthro 3302: Intro to Medical Anthropology

Anthro 3416: Latin American Peoples and Cultures

Anthro 3419: Regional Survey of Latin American Cultures and Migration in Global Perspectives

*Anthro 5600: Biosocial Aspects of Health
 *Anthro 5602: Women's Health in Global Perspective
 Geography 3752: Geography in Latin America
 Geography 5751: New Worlds of Latin America
 History 2100: Intro to the Spanish Atlantic World
 History 2105: Latin American and the World
 History 3100: Colonial Latin American History
 History 3101: South America since Independence
 History 3105: History of Brazil
 History 4100: Readings in Latin American History
 Int'l Studies 2100: Intro to Latin America
 Int'l Studies / Spanish 5640: Globalization & Latin America: Multi-Disciplinary Approaches
 *Linguistics 3501: Intro to American Indigenous Languages
 *Poli Sci 3220: Politics in the Developing World
 Poli Sci 4240: Latin American Politics
 Poli Sci 4241: Special Topics in Latin America
 *Poli Sci 4280: State and Economy
 Portuguese 2330: Intro to Brazilian Culture
 *Portuguese 4597.02: Representing Identity in the Cinema of the Portuguese-Speaking World
 *Portuguese 5650: Studies in the Literatures and Cultures of the Portuguese-speaking World
 Spanish 2151: Latin American Culture and Literature
 Spanish 2380: Intro to Latin American Film
 Spanish 2520: Latin American Literature (in Translation): Fictions & Realities
 Spanish 4556: Modern Spanish American Literature
 Spanish 4560(H): Intro to Spanish American Culture
 Spanish 4570: Latin Soundscapes: Musical Cultures of Latin America
 Spanish 4580: Latin American Film
 Spanish 4590H: Interdisciplinary Protocols: Identity & National Formation in Latin American
 Spanish 5620: Gender and Power in the Americas
 *Spanish 5660: Senior Seminar in Hispanic Culture

Or

Required Course: (3 credit hours)

Spanish 2332: Intro to Andean & Amazonian Cultures
 AND

IFSA-Butler: Ecuador, Rehearsing Change (12 credit hours)

Students may choose to satisfy the remaining required credit hours for the minor through completion of this pre-approved study abroad program.

Students will complete four of the following courses while in Ecuador:

English 4577.03: Storytelling: Language and Movement
 Theater 5771.02: Theatre for Social Action and Innovation
 Geography 2100: Identity and Place
 Comp Studies 5797: Design and Evaluation of Sustainable Community Projects
 Spanish 2193 / 4193: Independent Study (3cr)

Andean and Amazonian Studies minor program guidelines

The following guidelines govern this minor:

Required for graduation No

Credit hours required A minimum of 15 credit hours. 1000-level courses shall not count toward the minimum. At least 6 credit hours must be at the 3000 level or above.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours

Minor approval The minor course work must be approved by the AAS Program Faculty Coordinator.

Filing the minor program form The minor program form must be filed at the time the graduation application is submitted to a college/school counselor if the student's degree audit report is not showing complete (green).

Changing the minor Once the minor program is filed in the college office, any changes must be approved by the AAS Program Faculty Coordinator.

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
<http://artsandsciences.osu.edu>

Received 2/27/12 DH
Update 2/18/13 DH
Revision approved CAA 11/19/14

Subject: Re: English 4577.03 & Pachaysana Study Abroad Program
Date: Thursday, November 15, 2018 at 1:31:13 PM Eastern Standard Time
From: Lowry, Debra
To: Unzueta, Fernando, Wibbelsman, Michelle C.
CC: Shuman, Amy, Borland, Katherine, Podalsky, Laura, Sanabria, Rachel
Attachments: image001.png

Hi, Fernando! Doing well. I hope you are also! It's nice to hear from you

English 4577.03 has been removed from limbo and is available as needed for either scheduling or selection as an active course to your study abroad program options.

Warmest regards,
Deb

Debra Lowry
Associate Director, Curriculum & Assessment
Scheduler & Enrollments Manager
Ombudsman, 1st and 2nd Year Writing Programs
Department of English
The Ohio State University
441 Denney Hall
167 West Annie & John Glenn Avenue
Columbus, Ohio 43210
Phone: 614-292-3812
Fax: 614-292-7816

From: Unzueta, Fernando
Sent: Tuesday, November 13, 2018 12:40:08 PM
To: Lowry, Debra; Wibbelsman, Michelle C.
Cc: Shuman, Amy; Borland, Katherine; Podalsky, Laura; Sanabria, Rachel
Subject: RE: English 4577.03 & Pachaysana Study Abroad Program

Thanks, Deb!

Hope you are doing very well!

Fernando

From: Lowry, Debra
Sent: Tuesday, November 13, 2018 11:45 AM
To: Wibbelsman, Michelle C. <wibbelsman.1@osu.edu>
Cc: Shuman, Amy <shuman.1@osu.edu>; Borland, Katherine <borland.19@osu.edu>; Podalsky, Laura <podalsky.1@osu.edu>; Unzueta, Fernando <unzueta.1@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>
Subject: Re: English 4577.03 & Pachaysana Study Abroad Program

Thanks, Michelle!

Amy and Katey - I've requested that subject Folklore course be reinstated from limbo as needed.

I'll confirm with all when the Registrar responds and I know the course is available.

All the best,
Deb

Debra Lowry
Associate Director, Curriculum & Assessment
Scheduler & Enrollments Manager
Ombudsman, 1st and 2nd Year Writing Programs
Department of English
The Ohio State University
441 Denney Hall
167 West Annie & John Glenn Avenue
Columbus, Ohio 43210
Phone: 614-292-3812
Fax: 614-292-7816

From: Wibbelsman, Michelle C.
Sent: Tuesday, November 13, 2018 11:40:17 AM
To: Lowry, Debra
Cc: Shuman, Amy; Borland, Katherine; Podalsky, Laura; Unzueta, Fernando; Sanabria, Rachel
Subject: Re: English 4577.03 & Pachaysana Study Abroad Program

Thank you so much, Deb! Can you please send an e-mail to all those cced here with confirmation once the course is officially out of limbo? This will provide us with what we need to respond to the College.

All my very best,
Michelle



Michelle Wibbelsman
Associate Professor
Department of Spanish and Portuguese
281 Hagerty Hall, 1775 College Road, Columbus, OH 43210-1430
614-292-7787 Office
wibbelsman.1@osu.edu <http://sppo.osu.edu>

From: "Lowry, Debra" <lowry.40@osu.edu>
Date: Tuesday, November 13, 2018 at 10:18 AM
To: Rachel Sanabria <sanabria.3@osu.edu>
Cc: "Wibbelsman, Michelle C." <wibbelsman.1@osu.edu>
Subject: Re: English 4577.03 & Pachaysana Study Abroad Program

Happy to help!

All the best,
Deb

Debra Lowry
Associate Director, Curriculum & Assessment
Scheduler & Enrollments Manager
Ombudsman, 1st and 2nd Year Writing Programs
Department of English
The Ohio State University
441 Denney Hall
167 West Annie & John Glenn Avenue
Columbus, Ohio 43210
Phone: 614-292-3812
Fax: 614-292-7816

From: Sanabria, Rachel
Sent: Tuesday, November 13, 2018 10:15:28 AM
To: Lowry, Debra
Cc: Wibbelsman, Michelle C.
Subject: Re: English 4577.03 & Pachaysana Study Abroad Program

Thank you, Debra!
Rachel

From: "Lowry, Debra" <lowry.40@osu.edu>
Date: Tuesday, November 13, 2018 at 9:23 AM
To: "Gable, Michael" <gable.24@osu.edu>
Cc: Rachel Sanabria <sanabria.3@osu.edu>
Subject: Fw: English 4577.03 & Pachaysana Study Abroad Program

Hi Mike,

As English 4577.03 is part of the Pachaysana Study Abroad program we wish to make the course available so it can be applied as needed.

Do you need any further information from me to reinstate the course, removing it from limbo?

Thanks.

All the best,
Deb

Debra Lowry
Associate Director, Curriculum & Assessment
Scheduler & Enrollments Manager
Ombudsman, 1st and 2nd Year Writing Programs
Department of English
The Ohio State University
441 Denney Hall
167 West Annie & John Glenn Avenue
Columbus, Ohio 43210
Phone: 614-292-3812
Fax: 614-292-7816

From: Sanabria, Rachel
Sent: Sunday, November 11, 2018 10:06 AM
To: Lowry, Debra
Subject: Fwd: English 4577.03 & Pachaysana Study Abroad Program

Rachel Sanabria
Academic Program Manager, OSU Dept. of Spanish & Portuguese
ABD, EDU T&L LES Ph.D. Program

Begin forwarded message:

From: "Wibbelsman, Michelle C." <wibbelsman.1@osu.edu>
Date: November 11, 2018 at 9:47:10 AM EST
To: "Shuman, Amy" <shuman.1@osu.edu>, "Borland, Katherine" <borland.19@osu.edu>
Cc: "Lowery, Deborah" <lowery.113@osu.edu>, "Sanabria, Rachel" <sanabria.3@osu.edu>
Subject: English 4577.03 & Pachaysana Study Abroad Program

Hi Amy and Katey,

Last year we put in motion a petition to have the Rehearsing Change (Pachaysana Organization) Study Abroad Program in Amazonian Ecuador count toward the Andean and Amazonian Studies Interdisciplinary Minor. **That petition was approved with a couple of contingencies, one of which is that the English 4577.03 Storytelling: Language and Movement course which provides preapproved credits for the program be taken out of**

limbo in the English Department (apparently it went into limbo in May 2018).

We currently have one student in this study abroad program and another applying for next year as this unique study abroad option gains traction among OSU undergraduates. We would be grateful for any help you can provide smoothing the way for the English 4577.03 to come out of limbo so that we can continue counting toward the program.

I've attached the document approved by the College for the Andean and Amazonian Studies Minor as well as the final proposal for this study abroad program which includes the course descriptions. Here too is the link to the Pachaysana website

<https://www.pachaysana.org/>

Please let me know if you would like any additional background on the program and/or information about the involvement of the English Department in providing the pre-approved course equivalency.

All my very best,
Michelle

Design and Evaluation of Sustainable Community Projects

Course Syllabus

Schedule: A schedule of all sessions is handed out at our first session.

Lead Instructor: William Waters, waters@usfq.edu.ec, 0998209758.

Co-Instructor: María Belén Noroña, belen@pachaysana.org, 0991737307(Claro)

Assistant Instructor: Office Hours: Due to the unorthodox nature of our schedule, we communicate office hours on a week-by-week basis. We also accept appointments for whenever we are in the community.

NOTE on USFQ Equivalency Courses: *Students will enroll via the USFQ on-line system and may take this course as **SOC 381** (Design and Evaluation of Development Projects and Programs) or **ADM 414** (Change Agents: Social Entrepreneurship), each with their own comparable syllabus, in Spanish, and available upon request.*

Course Description

Our many courses, and the resulting projects, must be carried out according to well-studied and effectively practiced methodologies in design and evaluation. This course takes students through the different phases necessary for effective design and evaluation of a development project. Topics are chosen by students and their counterparts based on conflicts, needs and/or opportunities existing within our host community. Together they identify the problem/need, develop an idea and create a proposal with goals, objectives, plans, budget, etc. Projects can be related to any community issue and might fall within such areas as public health, education, housing, basic amenities, agriculture, small business, etc. As a cohort, we discuss the themes of the design, execution and evaluation of the projects as related to the local and global realities that affect them. Dividing into small groups allows for a division between projects focused strictly on community development and others on social entrepreneurship. Specific readings are assigned to both international students and community counterparts to discuss the practice and importance of designing and of evaluating projects.

Note on coordination with other courses: This course works in tandem with our two creative classes. Participants use theatre for social action and storytelling as qualitative research tools, in essence rehearsing the problems and potential solutions. Such coordination encourages the cohort to use participatory methods with the community at large, thus more immediately examining the potential for sustainable implementation.

General Objective:

As part of the global-local dialogue, students will develop knowledge, skills and practical experience in designing and evaluating sustainable projects, focusing on a small-scale community development undertaking or social entrepreneurship venture.

Specific Objectives

By the end of this course, students and their counterparts will have the knowledge, skills and/or experience that allow them to:

1. Understand the components of the project cycle from its planning stage to the evaluation stage.
2. Identify and evaluate common problems in each stage of project cycle.
3. Apply the contentious issues studied in the Identity and Place class to practical, real-world projects. (Issues include: self & communal identity, access & control over natural resources and contrasts in the development discourse)
4. Suggest strategies and practical tools for improving local development project implementation, sustainability and evaluation.
5. Work more effectively with a community in the design, planning, implementation and evaluation of a Sustainable Community Project.

General Content

The course begins with a brief exploration of the concept of development, before delving into a survey of the Project Cycle and a dialogue on the complex nature of development projects. Then, each part of the project cycle is addressed and practiced: 1) Problem Analysis (identification, characterization & diagnosis), 2) Goals/Objectives as related to beneficiaries, 3) Sustainability (Financing opportunities, partners, etc.), 4) Action/Business Plan, 5) Budget/Financial Plan, and 6) Evaluation Plan. After a series of presentations, we select one or two projects, which could be implemented in the short-term, at least up to an identifiable stage, and begin implementation in coordination with the community at large.

Evaluation:

This is a class based on application of learned practices, therefore group work on specific projects counts as 75% of the total grade, while the other 25% will be based on individual participation.

Project part 1 – Project definition	5%
Project part 2 – Project characterization and justification	10%
Project part 4 – Goals, Objectives and beneficiaries	10%
Project part 4 – Sustainability Plan (partners, funding sources, marketing)	10%
Project part 5 – Action/business plan	10%
Project part 6 – Budget and diagram chart	10%
Project part 7 - Evaluation plan	10%
Final Project – Submission of complete project with corrections	10%
Class participation (pre-implementation)	10%
Community Participation - Socialization & implementation of selected project(s)	15%

Readings:

- Alarcón Costa, Cesar Augusto. (2001). "Al futuro con la microempresa: de país de desempleados a patria de emprendedores". Quito: Raíces.
- Arroyo, Paulina; Poats; Galvín; Tituaña (2001). "Microempresas comunitarias creadas como iniciativas de conservación: Estudios de caso de la Reserva Ecológica Cayambe – Coca".
- Bornstein, David and Susan Davis. (2010). "Social entrepreneurship: What everyone needs to know". Oxford University Press.
Available in Google e-books
- Castillo, Edgar and Carlos Quesada Carvajal. (2001). "Manual de Capacitación para emprendimientos rurales". San Jose de Costa Rica: Instituto Interamericano de Cooperación para la Agricultura (IICA), Centro Internacional de Desarrollo Rural (CIDER).
Available in Google e-books

- Cleri, Carlos. (2007). “El libro de los Pymes”. Buenos Aires: Granica.
- Nirenberg, Olga; J. Brawerman and V. Ruiz. (2003). “Programación y Evaluación de Proyectos Sociales: Aportes para la racionalidad y la transparencia”. Ed Paidós, Colección Tramas Sociales, Vol.19, Buenos Aires, 2003.
- Yunus, Muhammad (2008). “Un mundo sin pobreza”. Barcelona: Paidós.
Available in Google e-books
- Foundation Center, www.fdncenter.org (Last accessed June 1, 2014). Web site presents brief course to write proposals, material in English and Spanish.
- Gobierno de los EEUU: www.grants.gov/applicants/search_opportunities.jsp. (Last accessed June 1, 2014). Web site present grant search opportunities
- GANTT program website. <http://ganttproject.biz/>. (Last accessed June 1, 2014). Desktop tool that helps project writers to put together proposals and projects.

Local Readings: Several of our Spanish readings are geared toward the use for local communities, which means they read the same materials as international students. In cases of English-only or exceptionally challenging readings, local counterparts are provided more digestible material to compliment the international readings. Separate counterpart readings are made available shortly before a given semester.

Specific Content

3 hour block	Content	Readings and Projects
1	<p><i>Course introduction</i></p> <p>Human development, social programs, social innovation and entrepreneurship in development</p>	<p>Assignment: Project Definition: Class project instructions, groups brainstorm about ideas for projects.</p> <p>Readings:</p> <ul style="list-style-type: none"> • O. Nirenberg, J. Brawerman and V. Ruiz, 2003. “Programación y Evaluación de Proyectos Sociales: Aportes para la racionalidad y la transparencia”. Chapter 1. • Alarcón Costa, Cesar Augusto. (2001). “Al futuro con la microempresa: de país de desempleados a patria de emprendedores”. Pgs. 9-52, 141-181. • Edgar Castillo, Carlos Quezada, 2001. “Manual de Capacitación para emprendimientos rurales”. Modulo 1.
2	<p>The Project Cycle: from planning to evaluation and the focus on results.</p> <p>Social projects versus social entrepreneurship (Case Studies)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • O. Nirenberg, J. Brawerman and V. Ruiz, 2003. Programación y Evaluación de Proyectos Sociales. Chapter 2. • Poats, Arroyo, Galvín, Tituaña (2001). Microempresas comunitarias creadas como iniciativas de conservación: Estudios de caso de la Reserva Ecológica Cayambe – Coca. Pgs 13-21.
3	<i>Social Project cycle</i>	Present: Project part 1 - Project Definitions

	<p><i>management:</i> General problem characterization and project justification</p> <p><i>Social entrepreneurship:</i> Characterization: Problem or opportunity?</p>	<p>Assignment: Project characterization and Justification</p> <p>Readings:</p> <ul style="list-style-type: none"> • Edgar Castillo, Carlos Quezada, 2001. "Manual de Capacitación para emprendimientos rurales". Módulo 2: 17-30. • Foundation Center, Curso breve para escribir propuestas. (Material en inglés y español) http://foundationcenter.org/getstarted/tutorials/shortcourse/prop1_sp.html
4	<p><i>Social Project cycle management / Social entrepreneurship:</i> Diagnosis and participative techniques</p>	<p>Assign: In groups, identify needs and local problems in host community or in nearby communities. Then create justification.</p> <p>Readings: O. Nirenberg, J. Brawerman and V. Ruiz, 2003. Programación y Evaluación de Proyectos Sociales. Chapter 3.</p>
5	<p><i>Social Project cycle management / Social entrepreneurship:</i> Goals, Objectives, beneficiaries</p>	<p>Present: Project part 2 - Project Characterization and justification</p> <p>Assign: Goals, objectives and beneficiaries</p> <p>Readings:</p> <ul style="list-style-type: none"> • Edgar Castillo, Carlos Quezada, 2001. "Manual de Capacitación para emprendimientos rurales". Módulo 2: 30-37 • Foundation Center, Curso breve para escribir propuestas. (Material en inglés y español) http://foundationcenter.org/getstarted/tutorials/shortcourse/prop1_sp.html
6	<p><i>Social Project cycle management / Social entrepreneurship:</i> Sustainability</p> <ul style="list-style-type: none"> • Local, National and International Agencies; NGO's: Donors; Communities (Consumers versus beneficiaries) • How social organizations get access to financing. • Where and who should I send a proposal to? • Where can I find credit opportunities? Local financial resources • Market insertion for small projects in rural areas 	<p>Presentation: Project Part 3 - Goals, objectives and beneficiaries</p> <p>Assign: Strategies for Sustainability</p> <p>Readings:</p> <ul style="list-style-type: none"> • David Bornstein and Susan Davis, 2010. "Social entrepreneurship: What everyone needs to know" Pgs. 48-56 • Muhammad Yunus. 2008 "Un mundo sin pobreza". Microcréditos 67-104 • Edgar Castillo, Carlos Quezada, 2001. "Manual de Capacitación para emprendimientos rurales". Módulo 2: 38-46 • List of organizations that provide small scale credit in Ecuador and credit details (To be handed to students in class) • Non profit Guides sample: http://www.npguides.org/guide/rfp1.htm • RFPs y RFAs: Foundation Center: www.fdncenter.org • Gobierno de los EEUU: www.grants.gov/applicants/search_opportunities.jsp
7	<p><i>The Plan: Analysis to Action:</i></p>	<p>Present: Project Part 4 – Sustainability Plan</p>

	<ul style="list-style-type: none"> Action/Business plan: SWOT, Mission, Vision, Strategic Objectives, Actions. Connecting with the “Social” in Social Projects and Social Entrepreneurship 	<p>Assign: Action/Business Plan</p> <p>Readings:</p> <ul style="list-style-type: none"> Edgar Castillo, Carlos Quezada, 2001. “Manual de Capacitación para emprendimientos rurales”. Módulo 3: 47-60 Carlos Cleri (2007). “El libro de los Pymes”. Pgs 88-108; 204-209
8	<p><i>The Plan: Nuts and Bolts</i> (Charting the plan) <i>The GANTT diagram</i></p> <ul style="list-style-type: none"> Planning human resources Planning activities Calendars with activities 	<p>Readings:</p> <ul style="list-style-type: none"> Edgar Castillo, Carlos Quezada, 2001. “Manual de Capacitación para emprendimientos rurales”. Módulo 3: 47-60 Carlos Cleri (2007). “El libro de los Pymes”. Pgs 88-108; 204-209
9	<p><i>The Plan: Budget, Accounting and finances</i></p> <ul style="list-style-type: none"> How to create a budget for development projects Basic concepts: Investment, costs, expenses, profits (for entrepreneurship) Basic operations: Cash flow 	<p>Present: Project Part 5 - Action/Business Plan</p> <p>Assign: Budget and full diagram chart</p> <p>Readings: Edgar Castillo, Carlos Quezada, 2001. “Manual de Capacitación para emprendimientos rurales”. Módulo 3: 61-110</p>
10	<p><i>Social Project cycle management: Evaluation</i></p> <ul style="list-style-type: none"> The evaluation of Impact (process and execution) Design of Evaluation and Experience systematization 	<p>Present: Project part 6 – Budget and diagram chart</p> <p>Assign: Evaluation plan</p> <p>Readings:</p> <ul style="list-style-type: none"> O. Nirenberg, J. Brawerman and V. Ruiz, 2003. Programación y Evaluación de Proyectos Sociales. Chapter 5, 6 Edgar Castillo, Carlos Quezada, 2001. “Manual de Capacitación para emprendimientos rurales”. Módulo 4
11	<p><i>Complete Evaluation Processes and Debate on Impact</i></p> <ul style="list-style-type: none"> Evaluation workshop Impact of rural entrepreneurship endeavors in its environment and population Case studies of community based micro business and its input in conservation Optional: Invited speaker 	<p>Present: Project part 7- Evaluation plan</p> <p>Readings: Poats, Arrollo, Galvín, Tituaña (2001). Microempresas comunitarias creadas como iniciativas de conservación: Estudios de caso de la Reserva Ecológica Cayambe – Coca.</p>

	talk about their development program funded by social entrepreneurship (30 mins)	
12	<i>Group projects presentation to class and Community</i>	Present: Students and Counterparts present to community at large Determine what projects can be implemented to a certain stage over a short term, and establish a time schedule to work together toward the implement that project (or projects) to a set stage.
13	<i>Project implementation</i>	Turn in: Students turn in social project completed at some point during modules 13-15 Student cohort, community members and other faculty and staff work together in the implementation of the project.
14	<i>Projects implementation</i>	Student cohort, community members and other faculty and staff work together in the implementation of the project.
15	<i>Projects implementation</i>	Student cohort, community members and other faculty and staff work together in the implementation of the project.

NOTE: Due to the nature of our schedule, there is certain flexibility in how we arrange our class sessions. It is the intent of this course to complete the sections 1 – 12 with ample weeks remaining in the semester, at which time we will spread out the contact hours of the final third of the course in order to most effectively practice the implementation of our project in coordination with the community at large.

Storytelling: Language and Movement Course Syllabus

Schedule: A schedule of all sessions is handed out at our first session.

Lead Instructor: Marleen Haboud, mhaboud@yahoo.com, 0999808695

Co-Instructor: Wilson Pico, wilsondanza@yahoo.com

Assistant Instructor: Juan Kunchikuy, juanraul90@hotmail.com, 0986397445

Office Hours: Due to the unorthodox nature of our schedule, we communicate office hours on a week-by-week basis. We also accept appointments for whenever we are in the community.

NOTE on USFQ Equivalency Courses: *Students will enroll via the USFQ on-line system and may take this course as LIT 200 (Oral Literature) or ESC 3XX (Creative Storytelling), each with their own comparable syllabus, in Spanish, and available upon request. Students may petition to take the course as EAI 321 (Language and Literature), a course of Spanish for Foreigners. The course ESC (Creative Writing) will be created in October 2014.*

Course Description:

It can easily be argued that the greatest human quality is our ability, and need, to tell stories. Every day, we communicate through stories, yet rarely do we study how to tell a story or learn how to become empowered through our stories. This course takes students through a process that seeks to unleash the power of stories, but most especially we attempt to harness such a power in the creation and presentation of our community's stories. Based on the realities present in our host community, students work with their counterparts, combining theory with practice, to create and tell stories to the community at large. Since stories are both spoken and performed, we aim to engage the "telling" through both language and movement, thus transcending the limits of each. Beginning with the elements of storytelling, students and counterparts practice the structuring of stories, focusing on both the traditions within the community and the influence of the modern world, and then the multiple forms of expressing those stories. The cohort is required to work with other local community members, first interviewing and collecting data, and later using our creativity to construct and present the stories back to them, placing special focus on the conflicts that inhibit our development in a globalized world.

Universal Objective

By the end of this course, students will have developed a personal and communal relationship with the power of storytelling, able to clearly articulate how it affects their lives and the world around us. The process of developing this relationship will achieve the following universal goals of Rehearsing Change:

- Improving our intercultural communication
- Better understanding our host community and its relationship to the world
- Gaining an understanding of self and one's personal story as related to our ever-changing world around us

Specific Objectives

- Learn specific characteristics of stories that contribute to our humanity

- Develop interview skills that allow students to efficiently and ethically learn others' stories
- Discover several stories from our host community
- Prepare the structuring of stories for presentation to a live audience
- Develop movement-based skills that assist with the re-creation of stories

General Content

We begin by exploring *storytelling as what makes us human*, before observing what are the most powerful *elements of storytelling*, all the while reading myths and legends from the Amazon that were passed down through oral tradition. We then spend time on interview techniques that enable us to learn others stories. After a time off for our interviews, we *share our collected stories* with the class and articulate lessons-learned. Next, we work on the *recreation of our collected stories*, using dance and movement as our methodology. Finally we *share our re-created stories with the community-at-large* and engage in a discussion of storytelling, oral tradition and performance. We will also re-create one of the legends/myths from our readings to be shared with the community-at-large.

Evaluation

This is a project-based class and requires high levels of class participation for the student to be successful. All projects are graded on a 60/40 basis, meaning that 60% of a given grade is based on the presentation itself, and 40% is based on the written reflection.

- | | |
|--|-----|
| • Class Participation | 20% |
| • Individual Project (Elements of Storytelling) | 10% |
| • Group Project 1 (Re-Creation of Legend/Myth or Personal Story) | 15% |
| • Group Project 2 (Interviews) | 15% |
| • Group Project 3 (Re-Creation of Local Community Story) | 20% |
| • Journal | 20% |

Readings:

Readings include sections of each of the following

- *The Storytelling Animal: How Stories Make us Human* by Jonathan Gottschall
- *El Cuerpo Festivo* by Wilson and Amaranta Pico
- *El Poder del Mito* by Joseph Campbell
- *El Arte de Contar Cuentos* by Marie Shedlock
- *La Observación, la Memoria y la Palabra en la Investigación* by Jorge Sanchez-Parga
- *A Boal Companion* edited by Jan Cohen-Cruz and Mady Schutzman
- *Engaging Performance: Theatre as Call and Response* by Jan Cohen-Cruz
- *Applied Drama* by Helen Nicholson

We also read various myths and legends from the following (specific assignments are made on a week-by-week basis)

- *Cuentos Amazónicos* by Juan Carlos Galeano
- *Palabra Magica: Cuentos y Mitos de los Pueblos Indigenas de la Amazonía Ecuatoriana* by Edmundo Guerra and Paulina Donoso
- *Los Cuentos de los Abuelos* by Jaime Parra
- *Duendes, Aparecidos, Moradas Encantadas y Otras Maravillas: Diccionario Mitológico Popular de la Comunidad Mestiza Ecuatoriana* by Manuel Espinosa Apolo

Recommended readings (specific recommendations will be given to each student depending on her areas of interest and the focus of her projects) – All recommended readings are found in the Pachaysana library

The Enchanted Amazon Rain Forest: Stories from a Vanishing World by Nigel Smith; *The Hero of a Thousand Faces* by Joseph Campbell; *The Smithsonian Folklife and Oral History Interviewing Guide*; *Interviewing as Qualitative Research* by Irving Seidman

Specific Content

Because our schedule varies semester to semester, the content is divided into fifteen 3 hour blocks. Note: since we do not follow a typical weekly schedule, we plan sufficient time between a given three hour block (the one right before a presentation day) and a Group Project. Written reflections of the projects are always due the class session after the presentation day.

3 hour Block	Content	Readings and Projects (Readings should be completed by the day they are noted)
1	<i>Why Storytelling</i> Class Discussion: Storytelling makes us human. Activity: Story Circle – Personal Story	READING: <i>The Storytelling Animal</i> (selections)
2	<i>Why Storytelling</i> Class Discussion: Stories, Myths, Legends. (Examine an Amazon myth) Activity: Story Circle – Invent a story	<u>Assign: Individual Project</u> READING: <i>El Poder del Mito</i> – Ch 1, 2
3	<i>Elements of Storytelling</i> Class Discussion: Crafting and sharing stories. Activity: Practice crafting with Amazon Myths	READING: <i>El Arte de Contar Cuentos</i> (selections); <i>El Poder del Mito</i> – Ch 5
4	<i>Elements of Storytelling</i> Class Discussion: Intimacy and Distance in real-life stories.	Present: Individual Project <u>Assign: Group Project 2</u> READING: <i>Applied Drama</i> – Ch 4; <i>A Boal Companion</i> , “Redefining the Private”
5	<i>Storytelling Practice</i> Activity: Exploring stories in the body; Finding character and conflict	READING: <i>The Storytelling Animal</i> (selections); <i>El Cuerpo Festivo</i>
6	<i>Storytelling Practice</i> Class Discussion: Connecting the human need to the human body Activity: Structuring a movement piece	READING: <i>El Cuerpo Festivo</i>
7	<i>Storytelling Practice</i>	Present: Group Project 1

	Activity: Presenting to class with feedback; present to community in evening	<u>Assign: Group Project 2</u>
8	<i>Gathering Stories</i> Class Discussion: Personal stories, a delicate balance	READING: <i>La Observación, la Memoria y la Palabra en la Investigación</i>
9	<i>Gathering Stories</i> Class Discussion: Techniques for gathering stories	READING: <i>La Observación, la Memoria y la Palabra en la Investigación</i>
10	<i>The Elements and Humanity of our Stories</i> Class Discussion: Sharing stories and analyzing them for their human elements. Selecting stories to recreate.	Present Group Project 2 READING: <i>El Poder del Mito</i> - Ch 3; <i>Engaging Performance: Theatre as Call and Response</i> – Ch 3
11	<i>Recreating our Stories</i> Activity: Improvising / humanizing	<u>Assign: Group Project 3</u> READING: <i>The Storytelling Animal</i> (selections)
12	<i>Recreating our Stories</i> Activity: Testimony (Intimacy and Distance)	READING: <i>Applied Drama</i> – Ch 5
13	<i>Recreating our Stories</i> Activity: Identity (Individual and Collective)	READING: <i>El Cuerpo Festivo</i> (selections)
14	Final Project Preparation	READING: Self-directed recommended readings
15	Final Project Preparation	READING: Self-directed recommended readings
FINAL	Presentation of Final Project	Present Group Project 3 and Journals

Theatre for Social Action and Innovation

Course Syllabus

Schedule: A schedule of all sessions is handed out at our first session.

Lead Instructor: Daniel Bryan, daniel@pachaysana.org, 0985587581(Claro), 0992597165(Movi)

Co-Instructor: Javier Cevallos, jcevallos@quitoeterno.org, 0996275982 (Movi)

Assistant Instructor: Juan Kunchikuy, juanraul90@hotmail.com, 0986397445 (Claro)

Office Hours: Due to the unorthodox nature of our schedule, we communicate office hours on a week-by-week basis. We also accept appointments for whenever we are in the community.

NOTE on USFQ Equivalency Courses: *Students will enroll via the USFQ on-line system and may take this course as SOC 300 (Topics in Sociology: Theatre and Development) or ESC 3XX (Participatory Dramaturgy), or EDU 222 (Art and Education) each with their own comparable syllabus, in Spanish, and available upon request. Class in ESC (Creative Writing) will be created in October 2014.*

Course Description:

This course is designed to lead international students and their counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed, Theatre for Development and Performance Activism, we engage challenging concepts through real life situations, stretching from the theoretical areas of structural & symbolic oppression to socially charged topics like social/cultural identity, racism, privilege, power, environmental justice and gender issues. (Specific themes vary per semester and are identified through preliminary work that the Pachaysana Institute conducts with the community at large.) International students work closely with local counterparts to create small-scale projects to be presented to the community as a whole. Readings cover Applied Theatre methods, case studies and articles related to our themes, and they are discussed within the context of the community's reality and how the reality relates to universalities within our globalized society. We also discuss and rehearse the potential of turning the identified conflicts into opportunities for innovation. We work closely with community leaders to evaluate the work from our course for its potential with later community-based innovative activities. We expect students to focus on developing their skills in leadership, communication/dialogue, self & community analysis, as well as gain confidence in performing in front of groups and improvising for life.

Universal Objectives

- 1) Continuous development of the group's safe space where students and counterparts feel comfortable to openly share thoughts and feelings with respect to their lives and the semester's established themes.
- 2) By the end of this course, students will have developed knowledge, skills and practical experience in:
 - Applying theatre to identifying & transforming conflicts and opportunities
 - Using diverse methods of intercultural communication and practicing leadership
 - Exploring, analyzing and transforming self & community

Specific Objectives

- Develop knowledge related to **how theatre has been applied to social change** in different settings around the world
- Develop knowledge of **our host community's diverse concerns** as related to the semester's established social themes
- Practice the **creation of various types of theatre pieces** for the purposes of exploring potential social change as related to the established social themes and the host community's concerns
- Practice the **specific skills of the creative dialogue** with the host community: 1) *listening* to the collective, 2) *reconstructing* the collective's expressed concerns in the structure of an applied theatre piece, 3) *expressing* the piece with the collective, and 4) *exchanging* ideas for action with the collective to enhance our understanding of the concerns.

General Content

We begin by exploring *Theatre as Dialogue* with a focus on the concept of identity, meaning who we are as individuals, a collective, a world, and how these elements are interconnected. We then take a brief look at what we mean when we say *Applied Theatre and Participatory Theatre*, before spending some time on *how Theatre can affect Social Change* and *how theatre is applied to education*. The rest of the semester looks at Theatre and Social Change from 4 lenses, in all of which we cross-over between applying it to empowerment and education: *Conflict Transformation, Community Development, Sustainability and Innovation*.

Evaluation

This is a project-based class and requires high levels of class participation for the student to be successful. All projects are graded on a 60/40 basis, meaning that 60% of a given grade is based on the presentation itself, and 40% is based on the written reflection.

- | | |
|-----------------------|-----|
| • Class Participation | 20% |
| • Individual Project | 10% |
| • Group Project 1 | 15% |
| • Group Project 2 | 15% |
| • Group Project 3 | 20% |
| • Journal | 20% |

Readings:

Readings are divided into Practice-focused and Theme-Focused categories. Thematic readings are assigned at the beginning of each week. They are all in Spanish and mostly newspaper, magazine and internet articles that address the selected social themes for the given semester. Required Thematic Readings are assigned at the outset of the semester.

Required Practice-focused readings, include sections of each of the following. Please note that your reading may be different for a given day, depending on whether you are a Theatre (THEA) or Education (EDU) student - see inside the section of specific content.

- *Acting Together* edited by Cynthia Cohen, Roberto Gutierrez Varea and Polly Walker
- *El Mito de la Identidad* by Daniel Bryan and Javier Cevallos

- *Art and Sustainability* by Sacha Kagan
- *Theatre for Living* by David Diamond
- *Engaging Performance: Theatre as Call and Response* by Jan Cohen-Cruz
- *A Boal Companion* edited by Jan Cohen-Cruz and Mady Schutzman
- *Applied Drama* by Helen Nicholson
- *The Arts and the Creation of Mind* by Elliot Eisner
- *Creativity and Entrepreneurship* edited by Lynn Book and David P Phillips

Recommended Practice-focused readings (specific recommendations will be given to each student depending on her areas of interest and the focus of her projects) – All recommended readings are found in the Pachaysana library

Theatre of the Oppressed; Games for Actors and Non-Actors; Theatre for Community, Conflict and Dialogue; Applied Theatre: International Case Studies and Challenges for Practice; Pedagogy of the Oppressed;

Local Readings: Local counterparts read the Theme-based readings and different Practice-based readings. A list of these is made available at the first class session.

Specific Content

Because our schedule varies semester to semester, the content is divided into fifteen 3 hour blocks. Note: since we do not follow a typical weekly schedule, we plan sufficient time planned between a given three hour block (the one right before a presentation day) and a Group Project.

3 hour Block	Content	Readings and Projects (Readings should be completed by the day they are noted; turn in journals to instructor the day before advising session)
1	<i>Theatre as Dialogue</i> Games, Exercises and Improvisations; Dialogue versus Monologue	<u>Assign: Individual Project (First assigned before the beginning of the semester via email)</u> READING: Pre-semester <i>Acting Together</i> – Vol 1 Ch 6 (ALL)
2	<i>Theatre as Dialogue</i> Continue Improvisations, Dialogue versus debate, Present Individual Projects, turning them into dialogue	Present: Individual Project READING: <i>Acting Together</i> - Vol 2 Ch 2 (ALL); <i>El Mito de la Identidad</i> – Section: Actuando (ALL)
3	<i>Applied & Participatory Theatre; Theatre and Social Change; Theatre and Education</i> Class discussion: Looking for cross-sections between social change and education, establishing individual and collective goals; Image Theatre practice	<u>Assign: Group Project 1</u> Individual Advising Session 1 – Review Journals, discuss Individual Project, discuss interests for Group Project 1. READING: <i>Engaging Performance: Theatre as Call and Response</i> – Ch 7 (THEA); <i>Applied Drama</i> - Ch 1 and 3 (EDU); <i>El Mito de la Identidad</i> – Section: Encarnando (ALL)
4	<i>Theatre, Social Change and Education</i> Continue Image Theatre practice, Introduce Forum Theatre	READING: <i>A Boal Companion</i> – “Critical Interventions” (ALL), “Tactical Carnival” (THEA); <i>Applied Drama</i> – Ch 6 (EDU); <i>Engaged Performance</i> – Ch 4 (THEA)

5	<i>Theatre and Conflict Transformation</i> Forum Theatre Practice	READING: <i>Engaging Performance: Theatre as Call and Response</i> – Ch 2 (ALL); <i>Theatre for Living</i> – “The Art of Interactive Theatre” (THEA); <i>The Arts and the Creation of Mind</i> – Ch 1 (EDU)
6	<i>Theatre and Conflict Transformation</i> Class discussion: Conflict, Community & Action; Present Group Project 1 to community members; Reflection	Present: Group Project 1 READING: <i>Acting Together</i> – Vol 1, Ch 9 and Vol 2, Ch 6 (ALL)
7	<i>Theatre and Development</i> Class Discussion: Development Projects and how our class relates to the Design/Eval class; Expand Image Theatre with Headlines Theatre; Introduce Puppetry	Assign: <u>Group Project 2</u> READING: <i>Theatre for Living</i> – “The Living Community” (ALL); <i>Engaging Performance: Theatre as Call and Response</i> – Ch 5,6 (THEA); <i>The Arts and the Creation of Mind</i> – Ch 8 (EDU); <i>Applied Drama</i> – Ch 7 (EDU)
8	<i>Theatre and Development</i> Class Discussion: Development, Education and Art; Spoken Word exercises; Combine Spoken Word and Headlines Theatre	Individual Advising Session 2 – Review Journals, discuss Group Project 1, Focus for final half of semester READING: <i>Acting Together</i> – Vol 2, Ch 3, 4 (ALL)
9	Theatre and Sustainability Class Discussion: What is Sustainability and what is the role of theatre/art and education; Link Spoken Word, Headlines and Puppetry	READING: <i>Art and Sustainability</i> – Specific sections will be assigned to different groups (ALL),
10	Theatre and Sustainability Class discussion: Roles and actions as related to the global-local sustainability conflict; Present Group Project 2 to community members; Reflection	Present: Group Project 2 READING: <i>Art and Sustainability</i> - Specific sections will be assigned to different groups (ALL)
11	Theatre and Innovation Class Discussion: Where does this all go and how to innovate... theatre, education and innovation; Review and practice our learned tools of image, forum, headlines, spoken word and puppetry	Assign: <u>Group Project 3</u> READING: <i>Creativity and Entrepreneurship</i> - Specific sections will be assigned to different groups (ALL)
12	Theatre and Innovation Class discussion: Ideas for action, from radicalism to practicality; Play with ideas using our techniques	READING: <i>Go Nuts: The Art and Creativity of Innovation</i> - Specific sections will be assigned to different groups (ALL)
13	Catch-Up (or “Going Deeper”) Time established to dig deeper into the themes that most interest us, as well as to practice certain tools that we want to explore further	Individual Advising Session 3 – Review Journals, discuss Group Project 2, Focus on final project READING: Self-directed recommended readings
14	Final Project Preparation	READING: Self-directed recommended readings
15	Final Project Preparation	READING: Self-directed recommended readings
FINAL	Presentation of Final Project	Present: Group Project 3; Journals

Identity and Place

Course Syllabus

Schedule: A schedule of all sessions is handed out at our first session.

Lead Instructor: María Belén Noroña, belen@pachaysana.org, 0991737307(Claro)

Co-Instructor: Marleen Haboud, mhaboud@yahoo.com, 0999808695

Assistant Instructor: Juan Kunchikuy, juanraul90@hotmail.com, 0986397445 (Claro)

Office Hours: Due to the unorthodox nature of our schedule, we communicate office hours on a week-by-week basis. We also accept appointments for whenever we are in the community.

NOTE on USFQ Equivalency Courses: *Students will enroll via the USFQ on-line system and may take this course as ANT 380 (Eco-Anthropology) or ECL 310 (Human Ecology), each with their own comparable syllabus, in Spanish, and available upon request.*

Course Description:

This course asks students and community counterparts to examine who they are as related to the ever-changing environment in which they live. For this course, environment is approached broadly. While it most often refers to the immediate world around us, this course asks students to see the interconnections between one's present surroundings and a global ecology. The Amazon Rainforest, home to our host community and natural resource to the global community, serves as the inspiring force in our continuous dialogue that seeks the reconstruction of our identity as related to the concept of place. Both local counterparts and international students participate in the discussions. While challenging, cutting-edge readings are required of international students, local counterparts read stories and periodicals, as well as conduct community interviews, to engage the conversation. This implies that our readings are not examined only as theory; rather, we discuss them for their practical application to our current lived reality. The aim is that our conversations are carried over into creative application through our two methodology or arts-based courses.

General Objectives

Students and their counterparts will develop a theoretical foundation on the relationship between humanity and its environment, and by applying the concepts to our current lived reality, they will form informed opinions as to how this relationship, as well as our individual and collective identities, are altered and transformed due to ever-changing global and local realities.

Specific Objectives

- Develop greater awareness of the conceptual relationship between humanity and its environment
- Progress in how each one of us defines our self and collective identities with relationship to the environment in which we live.
- Collect and analyze local and/or regional stories with relationship to the learned concepts in order to develop a clear understanding of the social, economic and cultural consequences at both the local and global levels.

- Acquire a general understanding of research techniques that allow us to collect regional and local information to support the collected stories.
- Identify local, regional and global problems, developing tools to help us think proactively and generate alternative solutions to problems, borrowing methodologies from other courses such as Theater for social action and Design and Evaluation of Projects.

General Content

This course will explore *identity* and *place* from a cross-disciplinary perspective, pulling mostly from the fields of human & political ecology and cultural anthropology, with complementary readings and discussions from the humanities, such as comparative mythology, and the social sciences, such as political science and sociology. The course develops in the following manner: a) a brief look at how we observe and reflect as related to the reality around us; b) how identity has been shaped through human-nature relationship throughout history, b) how the diverse struggles to access and control natural resources define our identities as societies; and finally, c) how we can rethink our collective identity (or identities) by examining our globalized society as interconnected local and global communities.

Evaluation:

This is a content based class with application purposes and therefore personal and group reflection of theories and general content will count as 50% of the class grade, while the other 50% will be based on the practical application of reflections.

Qualitative research exercise	15%
Journal	15%
Individual project	25%
Group project	25%
Class participation	20%

Readings:

- Adams, W.M (2001), "Green Development". Routledge, Londo. Second edition, Chapters 1, 7, 8,13.
- Babbie, Earl. (2005).*The Basics of Social Research*. Wadsworth, Third edition. (Selections)
- Campbell, Joseph (1991). "The power of myth". New York: First Anchor Books.
- Canelos, Franklin. (2011). Derecho al desarrollo: los pilares del buen vivir. En "Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador". Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
- Escobar, Arturo. (1998). "*La Invención del Tercer Mundo*", Ed. Norma. Bogota. *Capítulo 5: Poder y visibilidad: Fábulas de campesinos, mujeres y medio ambiente, pg.374-396*
- Friedman, Jonathan (1994). "*Cultural Identity and Global Process*". London: Sage Publications. (Selections).
- Galeano, Eduardo. (1992). "*Ser como ellos y otros artículos*". Siglo Veintiuno Editores: México. (Selected chapters)

- Getty, Adele. (1983). Finding the native within: Developing a “sense of place” must start in our own psyche and work outwards. Originally published in “Rediscovering the North American Vision”. <http://www.context.org/iclib/ic03/getty/>
- Haboud, Marleen. Identidad étnica. Algunos conceptos (on line)
- Kane, Joe. (1995). “Savages”. Vintage Books, New York. (Selected chapters)
- Macas, Luis. (2011), *Diferentes vertientes para un Nuevo paradigma de desarrollo*. En “Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
- Morin, Edgar and Nicolas Hulot. (2008). “El año I de la era ecológica”. Ed. Paidós Ibérica, S.A. Barcelona, España. (Selected chapters)
- Noroña, María Belén. (2014). “La toma de la laguna”. Abya-Yala, Quito. (Selected chapters)
- Perreault, Tom. (2003). “A people with our own identity: toward a cultural politics of development in Ecuadorian Amazonia”. Environment and Planning Development Society and Space 21, no.5: 583-606.
- Rodes, Robert. E. (2006). La ciencia de la sustentabilidad en comunidades indígenas: Reconciliando las agendas locales con las globales. En “Desarrollo con identidad: comunidad, cultura y sustentabilidad en los Andes”. Editado por Robert E. Rodes. Ed, Abya Yala, Quito.
- Steinberg, Kincheloe. (1999). Repensar el Multiculturalismo. Barcelona: Octaedro. (Selections)
- Watts, Michael and Richard Peet (2004). *Liberating political ecology*. In “Liberation Ecologies”. Ed by Richard Peet and Michael Watts. Routledge, London.
- Weisman, Alan. (2007). “El Mundo sin nosotros”. Barcelona: Random House Mondadori, S.A

Local Readings: Local counterparts read the Theme-based readings and different Practice-based readings mainly from periodicals, magazines, documentaries, easy case studies, amongst others. A list of these is made available at the first class session.

Specific Content

3 hour Block	Content	Readings and Projects
1	<p><i>Understanding our reality</i> Introduction to inquiry, paradigms, what is real and what is not, who decides what is truth and how?. How facts become science?</p>	<p>Readings: Babbie, Earl. (2005). <i>The Basics of Social Research</i>. 3rd.ed. (Selections)</p> <p>Qualitative research exercise in class</p>
2	<p><i>Understanding our reality</i> Qualitative methods of research: Making notes, active listening, interviews, the participant as observer and participatory mapping. Participatory research and its importance</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Babbie, Earl. (2005). <i>The Basics of Social Research</i>. 3rd.ed. (Selections) • Robert. E Rodes, La ciencia de la sustentabilidad en comunidades indígenas: Reconciliando las agendas locales con las globales. En “Desarrollo con identidad: comunidad, cultura y sustentabilidad en los Andes”. Editado por Robert E. Rodes. Ed, Abya Yala 2006.

		<p>Qualitative research exercise in class</p>
3	<p><i>Human – Nature relationship I</i> Different perspectives and points of view, from comparative mythology to economic theory.</p>	<p>Assign: Instructions for journal assignment</p> <p>Reading:</p> <ul style="list-style-type: none"> • Joseph Campbell, The power of myth. (Selections – The Eden Garden myth) • Chief Seattle, <i>Letter, sent by Chief Seattle of the Dwamish Tribe in Washington to President Pierce in 1855</i>. Originally published in Context Journal, “Rediscovering the North American Vision”, 1983. • http://www.context.org/iclib/ic03/seattle/ • Karl Marx (1977). “Capital”. New York: Vintage Books (Selections) <p>Qualitative research presentation</p>
4	<p><i>Human – Nature relationship II</i> Case studies portraying cultural anthropology theory and political ecology theory.</p>	<p>Assign: Instructions for individual project will be given.</p> <p>Review: Journal entry revision No.1 (Journal work will be used in final group project)</p> <p>Reading: Savages, Joe Kane. Spanish versión - Introducción y traducción de Paolo Catelan. Edición: Maricruz González Cárdenas. El material publicado en PanNatura (Selected chapters)</p> <p>Edgar Morin, Nicolas Hulot. “El año I de la era ecológica”. Ed. Paidós Ibérica, S.A. Barcelona, España. Pg.33-47, 117-124.</p>
5	<p><i>Human – Nature relationship III</i> Different perspectives and points of view, from cultural anthropology theory and political ecology theory.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Michael Watts, Richard Peet. Liberating political ecology. In <i>Liberation Ecologies</i>. Ed by Richard Peet and Michael Watts. • W.M Adams, “Green Development” Routledge, 2001, Second edition., Chapters 1, 7, 8,13. • Luis Macas, Diferentes vertientes para un Nuevo paradigma de desarrollo. En “Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
6	<p><i>Defining self and community identity in relation to nature/place I</i></p> <p>Case studies of communities struggling to define and redefine their individual and collective identities as they adapt to their environment.</p>	<p>Review: Journal entry review No.2 (Journal work will be used in final group project)</p> <p>Readings: Tom Perreault. 2003 “A people with our own identity: toward a cultural politics of development in Ecuadorian Amazonia”. Environment and Planning Development Society and Space 21, no.5: 583-606.</p>

7	<p><i>Defining self and community identity in relation to nature/place II</i></p> <p>Case studies of communities struggling to define and redefine their individual and collective identities as they adapt to their environment.</p>	<p>Assign: Instructions for Group Project will be given</p> <p>Readings: María Belén Noroña. 2014. <i>La toma de la laguna</i>. (Selected chapters)</p>
8	<p><i>Defining self and community identity in relation to nature/place III</i></p>	<p>Student presentation: Individual project presentation and group discussion – <i>Methodologies from other classes are welcomed for this presentation</i></p>
9	<p><i>Defining self and community identity in relation to place/migration</i></p>	<p>Review: Journal entry review No. 3</p> <p>Readings:</p> <ul style="list-style-type: none"> • Friedman 1994. <i>Cultural Identity and Global Process</i>. London: Sage Publications. (Selections). • Adele Getty, Finding the native within: Developing a “sense of place” must start in our own psyche and work outwards. Originally published in In Context Journal, “Rediscovering the North American Vision”, 1983. http://www.context.org/iclib/ic03/getty/ • Galeano. 1992. <i>Ser como ellos y otros artículos</i>. Siglo Veintiuno Editores: México. (Selected chapters) • Haboud, M. Identidad étnica. Algunos conceptos (on line) • Kincheloe, Steinberg. 1999. <i>Repensar el Multiculturalismo</i>. Barcelona: Octaedro. (Selections)
10	<p><i>The politics of access and control over natural resources</i></p> <p>Deconstructing our reality, how power is consolidated, the role of discourse, technology as a tool for transformation, community empowerment and grassroots responses to development.</p>	<p>Review: Professor will review the progress of the Group Project</p> <p>Readings:</p> <ul style="list-style-type: none"> • Escobar A, “<i>La Invención del Tercer Mundo</i>”, Capítulo 5: 374-396 • Franklin Canelos, Derecho al desarrollo: los pilares del buen vivir. En “<i>Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador</i>”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
11	<p><i>The politics of access and control over natural resources</i></p> <p>Nature and power: How the world would look like without us.</p>	<p>Review: Professor will review the progress of the Group Project.</p> <p>Readings: Alan Weisman, 2007. “<i>El Mundo sin nosotros</i>”, Traducido por Francisco J. Ramos. Capítulos 1, 2, 3, 17.</p>
12	<p><i>The politics of access and control over natural resources</i></p> <p>Class discussion: Roles and actions of individuals and communities as related to</p>	<p>Student Presentation: Presentation of Group Projects: Group 1, 2.</p> <p>Readings:</p>

	the global-local sustainability conflict; Present Group Projects to class	Edgar Morin, Nicolas Hulot. "El año I de la era ecológica". Ed. Paidós Ibérica, S.A. Barcelona, España. Pg.61-86, 102-108, 125-145.
13	<i>The politics of access and control over natural resources</i> Class discussion: Roles and actions of individuals and communities as related to the global-local sustainability conflict; Present Group Projects to class	Student Presentation: Presentation of Group Projects: Group 3, 4.
14	<i>Practical application of theories and case studies</i> Class discussion: How our lives could change as consequence of the learning process, how our identities are being reshaped, what to do when we return to our normal lives. Review of examples of what other people are doing around the world to make a difference. Including NGOs, communities, families, individuals.	Movies: Movies: The Story of Stuff, Story of Change (Spanish) http://storyofstuff.org/movies/
15	Practice for the community final presentation The class will work on finishing up the final projects and present all of them to the community as one narrative. Coordination with other classes is required in order to rehearse the presentation.	Community presentation rehearse
FINAL	Presentation of Final Project to community	Present final group projects to the community

From: [Wibbelsman, Michelle C.](#)
To: [Coleman, Mathew](#)
Cc: [Sanabria, Rachel](#); [McSweeney, Kendra](#)
Subject: RE: Request for pre-approved departmental equivalency -- Geography Dept.
Date: Tuesday, May 19, 2015 5:01:02 PM

Terrific! Thank you so much , Mat.

Best,
Michelle

From: Coleman, Mathew
Sent: Tuesday, May 19, 2015 12:29 PM
To: Wibbelsman, MIchelle C.
Subject: Re: Request for pre-approved departmental equivalency -- Geography Dept.

Hi again

OK, our chair has given the go ahead for 2100!

Thanks for your patience,
Mat

On Tue, May 19, 2015 at 11:56 AM, Mathew Coleman <coleman.373@osu.edu> wrote:
Hi Michelle

Our chair has been on leave and has just returned, and I am following up with him on your request.

Could you give me a sense of how the equivalency works? We've never done this, to the best of my knowledge. I have to be honest that a primary concern for me is whether or not we get enrollments, or if there is some linkage to possible future enrollments. That is how we are being judged over here in SBS! :(

Thanks,
Mat

On Mon, May 18, 2015 at 9:21 PM, Wibbelsman, MIchelle C. <wibbelsman.1@osu.edu> wrote:

Hi Kendra,

We haven't heard back from Geography yet, but I know Rachel reserved a spot for the course on the proposal indicating that approval was pending. As soon as we hear from Mat we can add this finalized approval in.

Thanks so much,
Michelle

From: Kendra McSweeney [mailto:kendra.mcsweeney@gmail.com]

Sent: Monday, May 18, 2015 8:28 PM
To: Wibbelsman, Michelle C.
Cc: Coleman, Mathew; Sanabria, Rachel

Subject: Re: Request for pre-approved departmental equivalency -- Geography Dept.

Michelle,

Sorry for the delay in reply. Did Mat get back to you? I'm not sure this is officially approved by Geog, but we all seem to be in favor of it. Mat?

Thanks,

Kendra

Kendra McSweeney
Associate Professor
Department of Geography
The Ohio State University
1036 Derby Hall, 154 N. Oval Mall, Columbus, OH 43210
[614-247-6400](tel:614-247-6400) Office / [614-292-6213](tel:614-292-6213) Fax
kendra.mcsweeney Skype / mcsweeney.14@osu.edu email

On Tue, May 12, 2015 at 7:18 AM, Wibbelsman, Michelle C. <wibbelsman.1@osu.edu> wrote:

Hi Kendra and Mathew,

Rachel Sanabria and I are moving forward with the proposal for the study abroad program in Ecuador. Can you please confirm that Geography has approved GEOG 2100: Human Geography as the course equivalency for the ³Identity and Place² course that is part of the study abroad program?

Thanks so much,
Michelle

From: Kendra McSweeney [mailto:kendra.mcsweeney@gmail.com]
Sent: Sunday, December 14, 2014 6:28 PM
To: Wibbelsman, Michelle C.; Coleman, Mathew
Subject: Re: Request for pre-approved departmental equivalency -- Geography Dept.

Hi Michelle,

After talking with our undergrad advisor, it looks like the best equivalency would be GEOG 2100: Human Geography.

Go ahead and use this for now; I'll push my Chair to respond to make sure this is sanctioned by him.

Best,

Kendra

Kendra McSweeney
Associate Professor

The Ohio State University
College of Arts and Sciences
Department of Geography
1036 Derby Hall, 154 N. Oval Mall, Columbus, OH 43210
[614-247-6400](tel:614-247-6400) Office / [614-292-6213](tel:614-292-6213) Fax kendra.mcsweeney Skype
mcsweeney.14@osu.edu

On Tue, Nov 25, 2014 at 3:44 PM, Wibbelsman, Michelle C. <wibbelsman.1@osu.edu>
wrote:

Dear Kendra,

SPPO is working with Pachaysana Institute in Ecuador to establish a new study abroad opportunity for OSU students. After meeting with the Director, Daniel Bryan, during his visit earlier this Fall, and reviewing the information, we believe this program will offer a truly valuable and unique experience for our students. Unlike other study abroad programs, Pachaysana combines an exciting academic curriculum facilitated by leading scholars and local educators with experiential/service learning in Amazonian communities.

Our Department is ready to provide Spanish credit for the courses in the program, but we realize that there may be a better, more course-specific fit in the Geography Department for the course entitled "Identity and Place". Could you review the attached course description/syllabus and program proposal and let us know if your Department would be willing to assign pre-approved credit for this course? We do not have a preference for credit determination (it can be at the GE or major/minor level).

Most students like pre-approved departmental equivalencies so that 1) their credit is guaranteed to transfer to OSU, 2) they are aware of any pre-requisites prior to departure and 3) they are informed about whether courses taken abroad appropriately fit with their academic program requirements. Pre-approved credit will also facilitate the College program proposal process and ensure proper program offerings coordination through the Office of International Affairs.

Thank you for taking time to look through these materials and making sure they get to into the appropriate hands for evaluation. We look forward to hearing back from you and hope that, once established, the program will attract interest from students in your Department as well.

Best regards,

Michelle

Michelle Wibbelsman, Ph.D.

Assistant Professor Department of Spanish and Portuguese
Courtesy faculty appointments in the School of Music and the Department of Anthropology
The Ohio State University

281 Hagerty Hall, 1775 College Road
Columbus, Ohio 43210-1430
Office phone: [614-292-7787](tel:614-292-7787)
<http://sppo.osu.edu/>
wibbelsman.1@osu.edu

--

Mathew Coleman

Associate Professor

Department of Geography, The Ohio State University

1156 Derby Hall, 154 N. Oval Mall

Columbus OH 43210-1361

Office phone: [614-292-9686](tel:614-292-9686)

Fax: [614-292-6213](tel:614-292-6213)

Skype: mat.coleman.office

Web site: <http://u.osu.edu/coleman.373/>

--

Mathew Coleman

Associate Professor

Department of Geography, The Ohio State University

1156 Derby Hall, 154 N. Oval Mall

Columbus OH 43210-1361

Office phone: 614-292-9686

Fax: 614-292-6213

Skype: mat.coleman.office

Web site: <http://u.osu.edu/coleman.373/>

From: elizabethmarsch@gmail.com on behalf of [Vu, Elizabeth A.](#)
To: [Sanabria, Rachel](#)
Cc: [Borland, Katherine](#); [Wibbelsman, Michelle C.](#)
Subject: Re: Proposal for departmental equivalency
Date: Wednesday, May 13, 2015 11:34:21 AM
Attachments: [image001.png](#)

Rachel,

That sounds sufficient to meet our concerns, since this seems to be the best option otherwise. I think we can go ahead with that number.

Thanks,
Elizabeth

On Wed, May 13, 2015 at 11:23 AM, Sanabria, Rachel <sanabria.3@osu.edu> wrote:

Hi Elizabeth,

While Grad Students are more than welcome to consider the program, there will be very few that "jump" due to the fact that 1) it is a semester based program, 2) IRB research is not supported currently by Pachaysana, 3) there aren't enough graduate credits available on the program for full time status or toward Graduate Program Requirements (i.e., I do not see a Faculty Advisor supporting a Grad Advisee with a signature except in rare cases). 5797 credit in Spanish goes toward the Elective requirements for no more than 3 hours.

Overall the program serves a very limited OSU population; even at the UG level I only anticipate sending 3-5 total students per semester.

Thank you,
Rachel

From: ELIZABETH MARSCH <marsch.3@osu.edu>

Date: Wednesday, May 13, 2015 at 10:08 AM

To: "Sanabria, Rachel" <sanabria.3@osu.edu>

Cc: "Borland, Katherine" <borland.19@osu.edu>, "Wibbelsman, Michelle C." <wibbelsman.1@osu.edu>

Subject: Re: Proposal for departmental equivalency

Rachel,

Is the course suited to graduate students? A 5000-level course would allow grad students to take it for credit as well.

Thanks,
Elizabeth

On Mon, May 11, 2015 at 2:13 PM, Sanabria, Rachel <sanabria.3@osu.edu> wrote:

Hi Katey & Elizabeth,

Michelle and I are running through the final proposal for submission to the College and OIA for the Ecuador program. I cannot find a final confirmation of course number for the course review below from Comp Studies <

Will it be numbered Comp Studies 5797? That is a graded course number instead of S/U.

Rachel

From: ELIZABETH MARSCH <marsch.3@osu.edu>
Date: Friday, March 13, 2015 at 1:01 PM
To: "Sanabria, Rachel" <sanabria.3@osu.edu>
Cc: "Wibbelsman, Michelle C." <wibbelsman.1@osu.edu>
Subject: Re: Proposal for departmental equivalency

Rachel,

I'll go back to our course list and see if something else that is graded will suit. That was just the committee's first guess as to what CS course number most closely matches the description of what was needed.

Thanks,
Elizabeth

On Fri, Mar 13, 2015 at 12:50 PM, Sanabria, Rachel <sanabria.3@osu.edu> wrote:

Hi Elizabeth,

It does not appear that the Office of International Affairs or SPPO has an issue with the 2798.02 designation, and I am more than happy to include that number in the proposal / submission requirements to the College Curriculum Committees if that is the option that Comp Studies has deemed appropriate. Jeannie Bonner also expressed concern about the fact that 1) the course was S/U, as it falls out of graded-credit-only general practice for semester-long programs and 2) 2798 courses were initially designed and designated for Faculty led, short term (Maymester and Spring or Winter Break) programming < this is neither one. Those are the only feedback items that OIA and SPPO can think of that would place a ³stop² on that designation for this course.

What do you think?

Rachel

From: ELIZABETH MARSCH <marsch.3@osu.edu>
Date: Thursday, March 12, 2015 at 12:12 PM
To: "Sanabria, Rachel" <sanabria.3@osu.edu>
Subject: Fwd: Proposal for departmental equivalency

Rachel,

I've talked with several people now and no one has been able to identify for me what the "next steps" might be after giving our departmental approval. You work so frequently with study abroad programs I thought you might know--is there anything else CS needs to do?

I believe the course that makes the most sense is this one, but is the fact that it's graded S/U a problem for SPPO?

Comparative Studies 2798.02 Study Tour: Foreign

Specific content, location, semester(s) of offering, and prerequisites vary; contact department office for details. Repeatable to a maximum of 9 cr hrs or 3 completions. This course is graded S/U.

Thanks,
Elizabeth

----- Forwarded message -----

From: **Wibbelsman, Michelle C.** <wibbelsman.1@osu.edu>

Date: Tue, Jan 27, 2015 at 3:41 PM

Subject: RE: Proposal for departmental equivalency

To: "Horn, David" <horn.5@osu.edu>

Cc: "Borland, Katherine" <borland.19@osu.edu>, "Shank, Barry" <shank.46@osu.edu>, "Marsch, Elizabeth" <marsch.3@osu.edu>, "Sanabria, Rachel" <sanabria.3@osu.edu>

Dear David,

Thank you so much for this good news. I am ccing Rachel Sanabria in SPPO who is helping with this process. We look forward to hearing from Elizabeth Marsch regarding next steps.

Very best,

Michelle

From: Horn, David
Sent: Tuesday, January 27, 2015 1:29 PM
To: Wibbelsman, Michelle C.
Cc: Horn, David; Borland, Katherine; Shank, Barry; Marsch, Elizabeth
Subject: Proposal for departmental equivalency

Dear Michelle,

As I think you are aware, Katey Borland forwarded to our Undergraduate Studies Committee your request for pre-approved departmental equivalency for a study abroad program in Ecuador. The committee has endorsed in principle the approval of equivalency, and has asked Elizabeth Marsch to work with SPPO and others to designate the appropriate course for this purpose.

David



David G. Horn

Professor

College of Arts and Sciences Department of Comparative Studies
428 Hagerty Hall, 1775 South College Road, Columbus, OH 43210
[614.292.2559](tel:614.292.2559)
horn.5@osu.edu osu.edu

--



Elizabeth Marsch

Academic Program Coordinator/ Associated Faculty
Department of Comparative Studies
451 Hagerty Hall
1775 S. College Rd., Columbus, OH 43210
Phone: [614-292-2559](tel:614-292-2559) / Fax: [614-292-6707](tel:614-292-6707)
comparativestudies.osu.edu

--



Elizabeth Marsch

Academic Program Coordinator/ Associated Faculty
Department of Comparative Studies
451 Hagerty Hall
1775 S. College Rd., Columbus, OH 43210
Phone: [614-292-2559](tel:614-292-2559) / Fax: [614-292-6707](tel:614-292-6707)
comparativestudies.osu.edu

--



Elizabeth Marsch

Academic Program Coordinator/ Associated Faculty

Department of Comparative Studies

451 Hagerty Hall

1775 S. College Rd., Columbus, OH 43210

Phone: [614-292-2559](tel:614-292-2559) / Fax: [614-292-6707](tel:614-292-6707)

comparativestudies.osu.edu

--



Elizabeth Marsch

Academic Program Coordinator/ Associated Faculty

Department of Comparative Studies

451 Hagerty Hall

1775 S. College Rd., Columbus, OH 43210

Phone: 614-292-2559 / Fax: 614-292-6707

comparativestudies.osu.edu

From: [Wibbelsman, Michelle C.](#)
To: [Sanabria, Rachel](#)
Subject: FW: Re:
Date: Wednesday, May 20, 2015 5:37:48 PM

Hi Rachel,
FYI from English

From: amyshuman@gmail.com [mailto:amyshuman@gmail.com] **On Behalf Of** amy shuman
Sent: Wednesday, May 20, 2015 3:46 PM
To: Simmons, Clare
Cc: Wibbelsman, Michelle C.; Tanguay, Pablo; Moddelmog, Debra
Subject: Re:

that number is fine with me. Amy

On Wed, May 20, 2015 at 3:29 PM, Simmons, Clare <simmons.9@osu.edu> wrote:

Dear Michelle:

this is just to confirm what I've already communicated to Amy Shuman: that we'd be happy to give an English course number to your Ecuador course. I'd suggest English 577.03, the special topics in Folklore number, but if Amy believes it should a different number that's fine by me. If you need anything further at this stage, please let me know.

Wishing you a great trip,

Clare Simmons

Director of Undergraduate Studies

Department of English

--

Amy Shuman, Professor of Folklore
Departments of English and Anthropology
Director, Disability Studies
Director, Diversity and Inclusion Studies Collective
OSU Distinguished Scholar

From: [Ferris, Lesley](#)
To: [Wibbelsman, Michelle C.](#)
Cc: [Sanabria, Rachel](#); [Puga, Ana E.](#)
Subject: RE: pre-approved course equivalency for "Theater and Social Change" study abroad Ecuador
Date: Tuesday, May 12, 2015 7:58:53 AM

Hello Michelle--

First many thanks for keeping on me--along with many other chairs at the moment I am overwhelmed with budget cuts woes amongst many other things--

So yes I approve the course--here is the info you need: Theatre 5771.02: Theatre for Social Change 3 credits.

We will be teaching it Spring 2016---as an FYI--

Can you remind me when the Ecuador study abroad takes place ??

All best wishes Lesley

Lesley Ferris, Interim Chair

Arts and Humanities Distinguished Professor of Theatre
Department of Theatre
The Ohio State University
1089 Drake Performance and Event Center
1849 Cannon Drive, Columbus, OH 43210
614-292-0829 Office
ferris.36@osu.edu osu.edu
theatre.osu.edu

From: Wibbelsman, Michelle C.
Sent: Tuesday, May 12, 2015 7:26 AM
To: Ferris, Lesley
Cc: Sanabria, Rachel; Puga, Ana E.
Subject: RE: pre-approved course equivalency for "Theater and Social Change" study abroad Ecuador

Hi Lesley,

Rachel Sanabria and I are moving forward with the proposal for the study abroad program in Ecuador that we communicated with you about earlier this semester. Can you please let us know if Theater has approved the course equivalency for the study abroad course ³Theater and Social Change²? And if so, what number we should include in the proposal?

Thank you so much,
Michelle

From: Sanabria, Rachel
Sent: Tuesday, February 24, 2015 3:47 PM
To: Ferris, Lesley
Subject: Re: introduction

Hi Lesley,

Attached you will find the syllabus for the Theatre course.

Please let me know when you have time to talk on the phone. I am available tomorrow/Thursday/Friday after 12pm.

Sincerely,

Rachel

From: <Ferris>, Lesley <ferris.36@osu.edu>

Date: Saturday, February 21, 2015 at 9:04 AM

To: "Sanabria, Rachel" <sanabria.3@osu.edu>, Ana Puga <puga.5@osu.edu>

Subject: RE: introduction

Hello Rachel-- I would prefer to talk over the phone next week. Did you send the syllabus or simply give a brief description? Now the trick is to find time for the phone call--I think I have time on late Monday afternoon--and perhaps some other times later in the week.

Let me know what is good for you--Best, Lesley

Lesley Ferris, Interim Chair

Arts and Humanities Distinguished Professor of Theatre

Department of Theatre

The Ohio State University

1089 Drake Performance and Event Center

1849 Cannon Drive, Columbus, OH 43210

614-292-0829 Office

ferris.36@osu.edu osu.edu

theatre.osu.edu

From: Sanabria, Rachel

Sent: Friday, February 20, 2015 5:02 PM

To: Puga, Ana E.; Ferris, Lesley

Subject: Re: introduction

Hi Lesley,

I appreciate that you are considering supporting our new Interdisciplinary study abroad program in Ecuador. We do often work with History, Geography, International Studies, Agriculture, and the English Dept. to identify study abroad credit, but I think that this would be the first time that we would offer credit to OSU students completing courses abroad in cooperation with your department.

Would you like to talk over the phone about your concerns/questions or do you feel comfortable communicating through email? I am fine either way, let me know.

Sincerely,

Rachel Sanabria

From: <Puga>, Ana Puga <puga.5@osu.edu>

Date: Friday, February 20, 2015 at 2:44 PM

To: "Ferris, Lesley" <ferris.36@osu.edu>

Cc: "Sanabria, Rachel" <sanabria.3@osu.edu>

Subject: introduction

Hi Lesley,

I write to put you in touch with Rachel Sanabria, the academic program manager and study abroad coordinator for the Department of Spanish and Portuguese. Rachel, who sort of does Damian's job in SPPO, is very knowledgeable about course-credit issues and can explain better than I what it is that SPPO is looking for with regard to their study abroad courses in Ecuador, and what precedent exists for this sort of arrangement around the university.

Best,

Ana

Ana Elena Puga
Associate Professor
Departments of Theatre and Spanish & Portuguese
Area Head in Theatre, History/Literature/Criticism
The Ohio State University

STUDY ABROAD

Study Abroad Program Proposal Form

The Office of International Affairs (OIA) serves as a university-wide resource for the access, administration, development and consultation, implementation, assessment and risk oversight of university study abroad programming. We look forward to assisting each Ohio State college reach its study abroad goals through the development of affordable programming that is of high academic quality and curricular relevance. Please review the pre-proposal handbook - <http://go.osu.edu/StudyAbroadPreProposal> - before completing this form.

The new program approval and development process is designed to promote and maintain the integrity of Ohio State study abroad programming. New study abroad programs are initiated through submission of this form and all requested materials to OIA. Please note that OIA reviews proposals for risk, feasibility and other aspects of implementation only. OIA approval is always contingent upon appropriate curricular and fiscal approval(s) in the sponsoring college.

Please send this form with requested signatures and all required materials to Jeannie Simmons (simmons.272@osu.edu), associate director, Study Abroad, Office of International Affairs.

Proposal deadlines vary by term:

- Summer: February 1 of the previous academic year
- Spring (including spring break programs) and May session programs attached to spring semester course: December 1 of the previous academic year
- Autumn (including winter break programs): July 1 of the previous academic year
- May session "stand alone" programs: February 1 of the previous academic year

Program Information

Proposed Program Title: Pachaysana Institute: Ecuador

Program Dates: Autumn & Spring semesters

Program Country: Ecuador Program City: Quito and Rural Communities

Name and Website of Host Institution: <http://www.pachaysana.org/>

Program Term

- Summer 20 __ __ Spring 20 16
- Autumn 20 16 Spring Break 20 __ __
- Winter Break 20 __ __ May Session 20 __ __

Program Type

- OSU Sponsored
- Third Party Provider/Direct Enroll
- Student Exchange

Instructor Information

Name: Michelle Wibbelsman Employee ID: _____

Academic Appointment and Department:

Assistant Professor Department of Spanish and Portuguese

Email: wibbelsman.1@osu.edu Phone: 292-4958

Department Head Name and Email:

Glenn Martinez (.474@osu.edu)

Course Registration and Credit

Indicate the course information in the chart below and attach an additional sheet if more than two courses will be offered.

Dept. & Course #	Title	Undergrad Credits	Graduate Credits	GE category if applicable
<i>ARCH 4150 (example)</i>	<i>Architecture in Athens & Nicosia</i>	3	3	No
Varied depts.	see attached proposal			

Respond to each of the following points on a separate sheet of paper. Attach to your proposal along with supporting documentation.

Academic Components

1. Include a draft syllabus and a preliminary list of lectures, excursions and cultural visits. The syllabus should define the program in terms of program subject matter, learning objectives and instructional models.
2. Include a detailed rationale for the number of credit hours to be offered. Please refer to the Credit Allocation Guidelines: <http://oia.osu.edu/faculty-resident-directors/credit-allocation-guidelines.html>
3. Describe the primary student audience for the proposed program, eligibility requirements, and how this program complements other existing programs in the academic unit. Estimate likely student enrollment in the first and subsequent years. (Note: most programs are based on a minimum of 12 students. Provide a description of the plan to be used for student recruitment.)

4. Address how students can apply the credit toward their academic progress and how the program maps to the undergraduate or graduate curriculum of the sponsoring department. Has the coursework been submitted for review through the established curriculum approval process in your college?

Logistical Components

1. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.
2. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place, taking the following into consideration:
 - a. Is there a current DOS Alert or Warning for the country?
<http://travel.state.gov/content/passports/english/alertswarnings.html>
 - b. How does the program location and logistical details address concerns in the Safety and Security, Health and Travel & Transportation section of the Country Specific Information <http://travel.state.gov/content/passports/english/country.html>
 - c. How does the program location and logistical details address travel health issues cited by the CDC? <http://wwwnc.cdc.gov/travel/destinations/list>
3. Provide a draft OIA Program Information sheet for the proposed programs. Examples can be viewed at <http://oia.osu.edu/getting-started/search-programs.html>

Required Signatures

Department Chair (or designee)

_____ Signature/Date

College Dean (or designee)

_____ Signature/Date

College Fiscal Officer

_____ Signature/Date

Through submission of this form and attachments to the Office of International Affairs, the sponsoring college indicates its commitment to develop the program plan and budget.



Pachaysana Institute - Ecuador

PROGRAM HIGHLIGHTS

DATES Spring Semester, Autumn Semester

TYPE Third Party Provider

COUNTRY Ecuador

LOCATIONS Quito and surrounding area

PARTNER INSTITUTION [IFSA Pachaysana Institute and The Universidad San Francisco de Quito](#)

ACADEMIC CREDIT English, Theater, Geography, Comp Studies, Spanish

APPLICATION DEADLINE

Spring 2016: October 1, 2015

Term: 1162

Code:

Autumn 2016: March 1, 2016

Term: 1168

Code:

Academic Year 2016-2017: March 1, 2016

Term: 1168

Code:

Note: Both the Ohio State and IFSA/Pachaysana applications must be submitted by the Ohio State deadline.

ELIGIBILITY

2 English courses at the 2000-3000 level

Spanish 2202.01

3.0 cumulative GPA; 3.0 Spanish GPA

PROGRAM COSTS

Pachaysana / IFSA program fee and HTH International insurance fee.

CONTACT INFORMATION

Jeannie Simmons (.272)

PROGRAM

Ohio State works in cooperation with IFSA Pachaysana Institute and The Universidad San Francisco de Quito to offer students an opportunity to learn about and contribute to the educational processes needed to assist local communities with the empowerment and preparation for being active participants in a discourse of development. In cooperation with rural communities outside of Quito, this program focuses on sustainable development, political ecology, cultural geography storytelling, arts for social change, cultural and biological diversity, and leadership. Students will spend two weeks in the capital city of Quito for orientation before departing to the Upper Ecuadorian Amazon rural community. Excursions and cultural visits to the Tiputini Biodiversity Research Station and the "Toxic Tour," where students experience the ecological and social affects of resource extraction in the Amazon, the Ecuadorian Highlands, and the Ecuadorian Coast.

LOCATIONS

Few countries as small as Ecuador contain such remarkable geographic and biological diversity. Geographically it ranges from coastal deserts to temperate mountain valleys to Amazon forests. Culturally and racially, its population includes a mix of indigenous, Spanish and African elements. The program is based in Quito, an Andean city within sight of snowcapped volcanoes, which houses a remarkable mix of colonial and modern, rich and poor, and in rural communities in the Upper Ecuadorian Amazon. Community sites are scattered within a three hour radius of Quito. Experience Ecuadorian culture, a blend of indigenous and Spanish colonial, while improving your Spanish language skills.

COURSES AND CREDITS

Courses completed in Ecuador will transfer to Ohio State as graded credit. Specific Ohio State course equivalencies and credits will be determined have been pre-approved through the appropriate Ohio State academic departments. Students will earn 12-15 credit hours:

Storytelling: Language and Movement (OSU English 4577.03, 3cr)

Theatre for Social Action and Innovation (OSU Theater 5771.02, 3cr)

Identity and Place (OSU Geography 2100, 3cr)

Design and Evaluation of Sustainable Community Projects (OSU Comp Studies 5797, 3cr)

Independent Study (OSU Spanish 2193 / 4193, 1-3cr)

Admitted participants are required to register themselves in the temporary study abroad placeholder course, ARTSSCI 5797. Specific registration instructions will be provided in the letter of acceptance.

ACCOMMODATIONS

Homestay

PROGRAM COSTS

Students will pay the MSID program fee and HTH International insurance fee. A waiver of tuition for Ohio State students that participate on university-approved third party provider or direct enroll programming is in effect until June 30, 2017. The program fee includes in-country instruction, accommodations, most meals and field trips.

If students withdraw or become ineligible any time eleven days after the acceptance notification, they will be held responsible for a cancellation fee. Please refer to OIA's [Cancellation Policy](#).

APPLICATION INFORMATION

Applicants must submit the Office of International Affairs Study Abroad Application online via buckeyelink.osu.edu. Please note that upon application, a \$150 application fee will be assessed to your Statement of Account. The application fee will be refunded only if you are not accepted or submit a written request to withdraw your application prior to the application deadline. Both the Ohio State and MSID applications must be submitted by the Ohio State deadline. The MSID application is available at umabroad.umn.edu and the application and accompanying materials should be sent directly to MSID.

SCHOLARSHIPS

Students should begin researching [funding opportunities](#) before they have been accepted into a study abroad program. [Grants and Scholarships](#) deadlines may occur before the study abroad program application deadline.

SPECIAL PETITION PROCESS

Participation in programs located in a risk designated country is by special petition only and students must complete a petition at the time of acceptance. If a risk designation is established after acceptance to the program, the International Travel Policy Committee will review the current health and safety conditions within the specific country to determine if the program will proceed. Should the Committee approve the program, students are required to submit a petition acknowledging they have read the travel warning and recognize the risk involved

ELIGIBILITY

In order to be eligible to apply for this program, students must (insert program-specific eligibility) and meet OIA's [General Eligibility Requirements](#) and [Conditions for Participation](#). All students will also be required to participate in on-campus pre-departure orientations organized by the Office of International Affairs.

Passports

Passports are required for every Ohio State study abroad program. For many study abroad destinations, passport information is required to apply for an entry visa (as early as 6 months prior to departure). For information about applying for a passport, go to travel.state.gov.

Websites

Ohio State Funding Opportunities: oia.osu.edu

U.S. Department of State: travel.state.gov (travel warnings/country specific information)

Centers for Disease Control: cdc.gov/travel (geographic health recommendations)

Minnesota Studies in International Development - Ecuador: go.osu.edu/MSIDEcuador

Contact Us

Information about Getting Started sessions and study abroad coordinator advising hours can be viewed at <http://oia.osu.edu/study-abroad.html>. Questions about study abroad programs can be directed to abroadadvisor@osu.edu. The Office of International Affairs is located in Oxley Hall, 1712 Neil Avenue.

**Ohio State reserves the right to change without notice any statement contained herein, concerning but not limited to rules, policies, tuition, fees, curricula and courses. In the event of an issuance or change to an existing U.S. Department of State Travel Warning, CDC Travel Health Notice or other risk designated criteria, the Office of International Affairs reserves the right to cancel any program prior to departure or while in progress. Discrimination against any individual based upon protected status, which is defined as age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.*

OSU STUDY ABROAD PROGRAM NARRATIVE
PACHAYSANA INSTITUTE, ECUADOR

ACADEMIC COMPONENTS

EDUCATIONAL APPROACH

The program is designed so that each participant develops a greater consciousness of our interconnectedness, with particular focus on the concepts of sustainable development, human creativity, diversity, and the critical role of leadership. The program's curriculum focuses on:

1. Rigorous and interdisciplinary academic courses, discussions and assignments
2. Intercultural living and active community participation
3. Creative project development with community counterparts to be shared with the host community-at-large
4. Required and recommended readings
5. Spanish language immersion
6. Education excursions
7. Volunteer opportunities (Optional, but highly recommended)
8. A guided Independent Study Project. (Optional)

The Pachaysana Institute and Universidad San Francisco de Quito are convinced that we cannot truly understand our toughest global challenges without first facing them within the context of local realities. We are also convinced that international education offers a unique opportunity to significantly contribute to the educational processes needed to assist local communities with their empowerment and preparation for being active participants in a discourse of development.

In addition to our arts-based instructional methodologies, we carry out stimulating full-cohort class discussions. To enrich these discussions, we consider it the responsibility of each participant to engage in highly selective and careful readings from a variety of sources and perspectives. International student readings focus on selected aspects of Sustainable Development, Political Ecology, Cultural Geography, Storytelling, Arts for Social Change, cultural & biological diversity, and leadership. Local counterparts read selectively on the same topics; however, the materials are less theoretical, such as periodicals and internet articles.

LEARNING OBJECTIVES FOR INTERNATIONAL STUDENTS

By the end of the semester international students will have:

1. Demonstrated a serious effort to adapt to a community-based educational model, living harmoniously with local residents while successfully completing relevant course work.
2. Achieved a greater level of understanding of our interconnected world, able to clearly articulate, using personal experience as supporting evidence, how global structures affect local realities, and vice-versa.
3. Developed knowledge and skills in using arts-based methodologies to identify and transform conflicts.
4. Identified and articulated their values and beliefs, and be able to reflect upon them by comparing their own cultural backgrounds with gained community experiences.

5. Developed a much greater understanding of the Ecuadorian Amazon, including basic knowledge of its political, historical, environmental, cultural and social issues
6. Demonstrate the ability to interact constructively with people of different cultures.
7. Improved Spanish language skills.

SEMESTER STRUCTURE and PRE-DEPARTURE READINGS

The academic structure of this program includes the following components, the successful completion of which yields a total of 12 to 15 semester hours of academic credit. All courses take full advantage of the one-of-a-kind natural and human resources that only the Amazon rainforest can offer, utilizing in-class and site-specific learning activities. Student performance in each course includes on-going assessment based on the quality of classroom and field participation; creative presentations that take into consideration readings, observations and reflections; brief written reports; and a final paper or project. Since *Rehearsing Change* is based in the Amazon region, it works on a “module system” consisting of a “3 weeks on – 1 week off” calendar. That is, students study 6-days a week (a normal community work week) in the community for 21 days, and then have 7 days off to participate in program excursions, with ample time for rest, reflection and renewal.

Students accepted into this program are provided with a list of overall program readings, both required and others recommended, as part of each syllabus. All participants are expected to read three pre-departure readings, one of which focuses on the story of the Huaorani peoples in the Ecuadorian Amazon, another one that gives an over-arching introduction the Performing Arts and conflict transformation, and another on sustainability and interconnectedness. For the pilot program, these required readings are:

- *Savages* by Joe Kane
- *Acting Together* edited by Cynthia Cohen, Roberto Gutierrez Varea and Polly O. Walker
- *Indra's Net and the Midas Touch: Living Sustainably in a Connected World* by Leslie Paul Thiele

COURSES (SYLLABUS ATTACHED FOR EACH COURSE) & OPTIONAL INDEPENDENT STUDY PROJECT

Rehearsing Change challenges our instructors with the following questions when preparing their syllabi:

- How can we assure that what we (students, community counterparts and instructors) learn in one course is applied or carried over into other courses? One of our goals is the creation of a transformative educational experience, in which the numerous courses feel like one.
- How can each professor learn from one other; how can we enrich our courses through the talents and experiences of the others?
- How can we include the community at large in our course projects?
- What methodologies can we employ so that this course is digestible and equally beneficial to both students and community counterparts?
- What associates can invite to offer short term academic or artistic workshops that enrich our courses?

OSU Theater 5771.02, 3cr

Theatre for Social Action and Innovation

This course is designed to lead international students and their counterparts through the process of creating social change by practicing social change. Using exercises and activities that pull from the areas of Theatre of the Oppressed, Theatre for Development and Performance Activism, we engage challenging concepts through real life situations, stretching from the theoretical areas of structural & symbolic oppression to socially charged topics like social/cultural identity, racism, privilege, power, environmental justice and gender issues. (Specific themes vary per semester and are identified through preliminary work that the Pachaysana Institute conducts with the community at large.) International students work closely with local counterparts to create small-scale projects to be presented to the community as a whole. Readings cover Applied Theatre methods, case studies and articles related to our themes, and they are discussed within the context of the community's reality and how the reality relates to universalities within our globalized society. We also discuss and rehearse the potential of turning the identified conflicts into opportunities for innovation. We work closely with community leaders to evaluate the work from our course for its potential with later community-based innovative activities. We expect students to focus on developing their skills in leadership, communication/dialogue, self & community analysis, as well as gain confidence in performing in front of groups and improvising for life.

OSU English 4577.03, 3cr

Storytelling: Language and Movement (Marleen Haboud, Wilson Pico – Instructors) – 3 credits

It can easily be argued that the greatest human quality is our ability, and need, to tell stories. Every day, we communicate through stories, yet rarely do we study how to tell a story or learn how to become empowered through our stories. This course takes students through a process that seeks to unleash the power of stories, but most especially we attempt to harness such a power in the creation and presentation of our community's stories. Based on the realities present in our host community, students work with their counterparts, combining theory with practice, to create and tell stories to the community at large. Since stories are both spoken and performed, we aim to engage the "telling" through both language and movement, thus transcending the limits of each. Beginning with the elements of storytelling, students and counterparts practice the structuring of stories, focusing on both the traditions within the community and the influence of the modern world, and then the multiple forms of expressing those stories. The cohort is required to work with other local community members, first interviewing and collecting data, and later using our creativity to construct and present the stories back to them, placing special focus on the conflicts that inhibit our development in a globalized world.

OSU Geography 2100, 3cr

Identity and Place (Belen Noroña, Marleen Haboud – Instructors) – 3 credits

This course asks students and community counterparts to examine who they are as related to the ever-changing environment in which they live. For this course, environment is approached broadly. While it most often refers to the immediate world around us, this course asks students to see the interconnections between one's present surroundings and a global ecology. The Amazon Rainforest, home to our host community and natural resource to the global community, serves as the inspiring force in our continuous dialogue that seeks the reconstruction of our identity as related to the concept of place. Both local counterparts and international students participate in the discussions. While challenging, cutting-edge readings are required of international students, local counterparts read stories and periodicals, as well as conduct community interviews, to engage the conversation. This implies that our readings are not examined only as theory; rather, we discuss them for their practical application to our current lived reality. The aim is that our conversations are carried over into creative application through our two methodology or arts-based courses.

OSU Comparative Studies 5797, 3cr

Design and Evaluation of Sustainable Community Projects (Will Waters, Belen Noroña – Instructors) – 3 credits

Our many courses, and the resulting projects, must be carried out according to well-studied and effectively practiced methodologies in design and evaluation. This course takes students through the different phases necessary for effective design and evaluation of a development project. Topics are chosen by students and their counterparts based on conflicts, needs and/or opportunities existing within our host community. Together they identify the problem/need, develop an idea and create a proposal with goals, objectives, plans, budget, etc. Projects can be related to any community issue and might fall within such areas as public health, education, housing, basic amenities, agriculture, small business, etc. As a cohort, we discuss the themes of the design, execution and evaluation of the projects as related to the local and global realities that affect them. Dividing into small groups allows for a division between projects focused strictly on community development and others on social entrepreneurship. Specific readings are assigned to both international students and community counterparts to discuss the practice and importance of designing and of evaluating projects.

OSU Spanish 2193 / 4193, 1-3cr
Independent Study – 1 to 3 credits

International students are welcome to add on an independent study as a fifth course. The independent study can be carried out as an internship or personal research project. Depending on our host community, there are numerous options available for internships, including working in primary education, English instruction, public health, agriculture, and social entrepreneurship, among others. In all cases, we require that the student petition one of our team members to serve as advisor and academic evaluator. We encourage students to propose research projects that have potential for direct or indirect practical application in the host community. (Please check with your home institution for IRB requirements). All independent study projects need to go through approval processes with both the Pachaysana Academic Council and a host community leadership council.

Note: All classes are taught in Spanish. Readings for international students are in both Spanish and English. Internationals are also encouraged to read the periodicals and shorter pieces that our local counterparts are assigned, 100% of which is in Spanish. If necessary, advising sessions can be carried out in English with all our instructors except for one, who only speaks Spanish. We encourage no less than one advising session per three-week module, so as to track personal and academic growth and discuss independent study (internships, research, etc.)

ACADEMIC CREDIT and USFQ EQUIVALENCY SYSTEM

The Universidad San Francisco de Quito (USFQ) provides official transcripts to all international students. Transcripts show the four core courses of 3 credits each, and an independent study for 1 to 3 additional credits. Average course load is 12 to 15 credits per semester. (Students can petition for an independent study of up to 6 total credits.) Students are provided with a USFQ student number and enroll via the USFQ on-line enrollment system, operated through the Banner system.

Each Rehearsing Change course is cross-listed at USFQ with 2 or 3 USFQ equivalency courses, allowing the students the option to choose how they wish to focus their studies. In practice, each of the courses has one syllabus, yet the student selects a specific track when registering in one of the equivalency courses. Depending on the selected equivalency course, the student is assigned to that track. The students in the different tracks study the course material together throughout the semester. While each track follows the same themes, instructors vary the readings and the focus of each project to fit the specific objectives of the track. This model allows greater academic choice to the students and enriches the class discussions and projects with diverse points of view.

Example: *Design and Evaluation of Sustainable Community Projects*. Students can enroll in SOC 381 (Design and Evaluation of Development Projects and Programs) or ADM 414 (Change Agents: Social Entrepreneurship). The same overall process is taught for each track; yet, certain students create projects that are focused on social development while others create small social enterprise projects. The syllabus shows readings for both of these focus areas.

EDUCATIONAL EXCURSIONS and CULTURAL VISITS

Embedded in every semester program are a number of local cultural visits and several longer educational excursions. Locally, students may visit the many nearby sites that offer different perspectives or experiences related to our themes. For example, in our pilot community of Mariscal, students can visit the animal rescue center and ecological reserve of Zanja Arajuno, the indigenous community Tzawata (a Kichwa population struggling against an unwanted mining intervention), the capital city of Puyo where many Indigenous Nations have their headquarters, bi-lingual schools, nearby rivers and waterfalls, public health clinics, family farms, local primary and secondary schools, and/or family homes to partake in traditional practices.

The first official excursion is the visit to ***Tiputini Biodiversity Research Station***. This excursion doubles as the ideal site where our international students and local counterparts meet and form a single cohort. Referred to by National Geographic as the “most bio-diverse spot on Earth,” this site is truly magical. Deeply embedded in primary rain forest, Tiputini is USFQ’s tropical research station. In addition to housing long-term researchers, the station also conducts environmental education with international students and locals.

Immediately following Tiputini, our first excursion continues with a ***Toxic Tour***. Led by our friends from the Association of the Affected Peoples by Texaco, we learn about past and present issues related to the extraction of natural resources in the Amazon. In addition to visiting cesspools, contaminated streams and affected villages, we speak with community members in the area and hear from both activists and representatives of the government and/or the oil industry.

Our second excursion takes us to the ***Ecuadorian highlands***, where we visit community development projects and different indigenous villages in the provinces of Bolivar and Cotopaxi. In Bolivar we exchange experiences with the inhabitants of Salinas, a town known for its cheese and chocolate cooperatives. In Cotopaxi, we spend time in several communities with varied experiences in community based tourism.

Our final excursion is to the ***Ecuadorian coast***, where we spend time with an Afro-Ecuadorian community in the province of Esmeraldas, where we share cultural performances with locals. Of course, there is also ample relaxation time on the beach.

STUDENT AUDIENCE

We expect this interdisciplinary program to attract Spanish, International Studies, Geography, History, English, Folklore, Anthropology, and Comparative Studies Majors and Minors. The aforementioned departments are not responsible for advertising / recruiting for the program; we plan to use already existing resources such as the Study Abroad Fair and the OIA online Study Abroad Program Information pages as primary advertising and information resources. The Pachaysana Institute is collaborating with several Universities to offer this educational experience in Ecuador; a minimum number of OSU students per term-offering is not a requisite for participation in the program. We expect 3-5 students to participate in the first year of the program, and 6-8 students to participate in subsequent years.

Students will need to carry a minimum 3.0 overall GPA for participation and meet pre-requisite requirements for the courses offered abroad:

English 4577.03, 3cr: Prereq: 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs. Repeatable to a maximum of 6 cr hrs.

Theater 5771.02, 3cr: No pre-req.

Geography 2100, 3cr: No pre-req. GE soc sci indivs and groups course.

Comparative Studies 5797, 3cr

Spanish 2193 / 4193, 1-3cr: Prereq: Written permission of department; additional paperwork required. S/U graded.

** Course credit verifications from each department attached

LOGISTICAL COMPONENTS

HOST INSTITUTIONS

Rehearsing Change is carried out by two institutions. The Pachaysana Institute is the Executive Partner and legally responsible for the program's operation. USFQ is the Academic Partner and legally responsible for the program's academic success, in compliance with Ecuador's Higher Education Law.

The **Pachaysana** Institute is legally recognized by the Ministry of Culture with non-profit status. Pachaysana was founded in June, 2013 as an independent program of the Fundación Quito Eterno; its founders are a collective of high level academics, artists and community organizers, all of whom also serve as educators in the Rehearsing Change program. With relationship to study abroad, in preparation for our pilot semester (spring 2015) Pachaysana has led several short-term/customized programs, working with students from universities and colleges throughout the USA. Additionally, Pachaysana's staff members have dozens of years of international education experience, including its Executive Director, who served as Resident Director for BCA Study Abroad for 6 years, and a faculty member, who served as Resident Director for the Oregon University System for over 15 years.

Founded in 1988, **USFQ** is commonly considered the most distinguished private university in Ecuador. It has the largest international exchange program in the region, with more than 100 agreements with universities throughout the world, making it easy to arrange for credit transfer. They have a well-staffed International Programs office, directed by experienced, bi-lingual administrators. USFQ's international programs include short term, semester and year-long programs at their main campus in Quito, at their Galapagos campus (GAIAS), and at their Tiputini Biodiversity Station for research and environmental education in the Amazon.

Pachaysana's Role (Co-Founder and Executive Partner)

- Design of the program (general academic plan, including both international and local tracks; residential life; health & safety plan; excursions; volunteering; etc.)
- Logistical Coordination and Administration of international education activities, including Orientation, Excursions, etc.
- Coordination between Rehearsing Change and the host community. Pachaysana works with each community on their Community Education Plan.
- Coordination of Community Participation. Rehearsing Change activities are designed to benefit the community at large, demanding continuous participation.
- Administration of regular evaluation of Rehearsing Change and its impact on host communities.
- Facilitation of opportunities for USFQ faculty to conduct research / project development with Rehearsing Change communities. Ex: USFQ's Service Learning office will study Rehearsing

Change's effect on local communities, and Pachaysana assists with USFQ's needs to conduct the research.

USFQ's Role (Co-Founder and Academic Partner)

- Provide transcripts to all participating students. In addition to international students, regular USFQ students can enroll in Rehearsing Change. Rehearsing Change transcripts are no different than regular USFQ transcripts.
- Provide certificates of program completion to local community participants.
- Co-Design of the program courses (includes elaboration of syllabi) – Courses are official USFQ courses and international students enroll on-line via the USFQ system.
- Provide (or officially approve) program instructors – Rehearsing Change professors are USFQ faculty
- Course and Instructor Evaluations – Each semester all participating students complete evaluations, which are inserted into the USFQ evaluation system. USFQ administration conducts regular oversight equal to other USFQ courses.
- Administer the application process through its on-line system (start date: spring 2016 semester)

Rehearsing Change is community-based; thus, aside of our orientation period, we do not use much of USFQ's exceptional physical infrastructure. When in Quito, students can use their student ID number to access the library, cafeterias, etc. Also in Quito, Pachaysana maintains an office located in the city's historical center, where we have a classroom for orientation sessions and where students can access a small library, internet and other services. Planning and administration of Rehearsing Change is carried out almost exclusively from Pachaysana's fully equipped office. Outside of Quito, Pachaysana coordinates Community Education and Engagement from the home of our Community Education Coordinator in the city of Puyo. The coordinator maintains constant contact with our host communities via phone and personal visits.

COMMUNITY-BASED LOGISTICS

Pachaysana immerses students into community life; they live with host families and engage in daily activities with locals. Rehearsing Change seeks to create a rich balance between providing experiential education opportunities and assuring student health and safety. Regarding the educational potential of our community-based living model we focus on three primary areas of student learning:

- ***Cultural Exchange*** – By immersing ourselves in community life, living with local families and creating projects with community counterparts, students are treated as temporary residents as opposed to visitors.
- ***Personal Growth*** – Without a doubt, the joys and challenges of community-based life guarantee that students will learn deeply about themselves.
- ***Experiential and Creative Learning*** – Residential life is inherently linked to the projects and studies we carry out with community counterparts, meaning that our life in the community becomes part of our program of study.

Every few semesters, Rehearsing Change will move to a new host community; thus, logistical operations will vary to best accommodate the specific community's location, culture and living conditions. Here we offer information and logistics related to our pilot community.

Pilot Community: The community of Mariscal is located in the Upper Amazon; it is part of the municipality of Santa Clara in the province of Pastaza, situated between the cities of Puyo and Tena,

about thirty minutes east of the main highway by bus. It has a population of approximately 210 habitants (53 families). The community is what we refer to as a Colono community, meaning that they are Mestizos who came to the Amazon as part of 20th century land reform. In the immediate area, there are dozens of other communities, both Kichwa and Colono. Over 80% of Mariscal's population arrived from the western portion of the province of Cañar.

Almost all Mariscal families work in the production of sugar cane. While some families sell raw sugar cane and sugar cane juice, most process the sugar cane into alcohol and sugar blocks. Some families supplement their income by raising animals as well as through the production of plantains, cassava and taro root.

There is a small town center, where we find the local school, the church, a small store and a few homes. The majority of families live between a 10 and 20 minute walk from the town center. The area is surrounded by secondary forest with small patches of primary forest. A small river crosses close by the community and there are waterfalls in the area. A nearby private reserve is home to three species of monkeys, numerous bird populations, dozens of species of amphibians and hundreds of insect species.

Families live in humble homes usually made by bricks, cement and blocks, although others are constructed with wood. The homes usually have a kitchen, dining/living room, bedrooms and a bathroom. Most families have just one bathroom either inside or outside the house. International students sleep in private rooms, which have a bed with mosquito net and enough space to store clothing, shoes and other belongings.

Mariscal is a cohesive and integrated community. Although they are producers of alcohol, they rarely consume it. They are extremely hard workers, beginning the work day at 7AM and finishing around 5PM, taking 60 to 90 minutes for lunch. On evenings and weekends, people gather to participate in sports (mostly soccer and volleyball), go to church, and other community-based activities.

Food and Laundry: Host families prepare 3 meals a day. All reasonable accommodations are made for special diets, including vegetarian, lactose-free, etc. Surprisingly, although not part of the local culture, families are very understanding of such needs, as we have led practice experiences with short-term international volunteers. Students can choose to hand wash their clothes at family homes or send them to a nearby town where they are washed and dried for a fee. Rehearsing Change assists in the logistics for sending clothes out to be washed.

Phone and Internet: Mariscal has one landline and cell phone signal. There is no internet access at this time, but students can travel 40 minutes to the town of Santa Clara to use the internet.

Activities: Students can participate in any number of community-based activities (sports, assist with primary school instruction, farming, etc) and are encouraged to create and lead activities, jointly with community counterparts in benefit of the entire community. In community workshops with Pachaysana facilitators, the community has expressed interest in forming youth groups, after-school programs, evening enrichment groups for all community members (such as film screenings, music nights, storytelling, arts & crafts, English tutoring, etc). The community actively engages in such evening activities when they are offered.

Language Immersion: In order to most effectively integrate into the community, we request that international students refrain from speaking English. In agreement with the cohort, we will establish specific times or situations when English can be spoken, if the cohort deems it important or necessary.

Supervision: No less than one trained staff member is based in the community at every given moment of the semester. That person is either Daniel Bryan, the Resident Director/Academic Coordinator, or Juan Kunchikuy, the Community Education Coordinator. On most days, there is an average of 3 staff members on site: Daniel, Juan and a visiting professor.

Host Family Training: Host families are trained over the course of 12 to 18 months by first hosting interns and students from our short-term programming. The training includes a series of cross-cultural, health and safety workshops.

SAFETY AND HEALTH

Rehearsing Change takes into consideration a duo-plan for health/safety, reflecting the fact that students spend nearly 2 weeks in the capital city of Quito before immersing themselves in a small rural community in the Upper Ecuadorian Amazon. After arrival in Quito, we conduct a lengthy orientation that includes health and safety training for both Quito and community-based life. Generally speaking, security threats are more prevalent in Quito and health risks are more prevalent in the rural communities.

Safety

Small communities in the Amazon are generally very safe spaces and there is minimal risk of a personal safety incident. That being said, our counterpart communities receive a lengthy orientation that covers health, safety and living with international students. Since multicultural living is more complicated than homogenous living situations community members learn about issues such as sexual harassment, cross-cultural communication, and respect for difference (race, gender, sexual orientation, etc.).

Pachaysana conducts a lengthy safety orientation with international students, offering specific indications for living in the community, managing big-city life in Quito, as well as traveling in country. The Rehearsing Change RD is a respected security trainer in Ecuador's study abroad community, regularly leading the safety orientations for USFQ's general international student population, IES Abroad, as well as others. Students are trained so as to best avoid pick-pocketing and other possible crimes, not to mention informed of common scams and pitfalls for travelers in Ecuador. They are also trained in the particulars of multicultural living. The numerous sessions cover all the primary threats issued by the US Embassy, including Express Kidnappings (meaning, we train for proper taxi travel etiquette), Robberies (meaning, we train how to travel appropriately in the city and protect belongings in crowded areas), Sexual Assault (meaning, we train students on how to avoid situations where sexual assault is possible), and Travel Advisories (meaning, we describe specific dangers related to traveling to specific areas of the country), among others. We also spend considerable time on what to do in the case of a natural disaster, such as a volcano eruption or earthquake, and we address proper behavior if in the presence of a political demonstrations. We also consider it important to link safety and security with cross-cultural training, since many incidents can be prevented by more fully understanding the different cultures in which the students are immersed. Finally, we work extremely hard to develop a rapport with our students so that they feel comfortable in sharing their security concerns and report any incidents. The trainings cover what to do in the case of incidents, with special attention paid to sexual harassment and sexual assault.

Note on the Rehearsing Change security training: our arts-based methodology is practiced during the first days with relationship to safety; thus, unlike other programs that only discuss safety issues, we rehearse them through staged interaction and practice on the streets of Quito.

At the time of this report, there are no DOS Alerts or Warnings for Ecuador.

Health

First and foremost, all Rehearsing Change students will participate in a detailed Health Orientation, which covers personal preparedness / prevention and reacting to emergencies. They will be trained on what to do in the case of several possible ailments, include a briefing of a detailed Emergency Action Plan (which is for both safety and health).

Since we are only in Quito for a short time, we focus the city's dominant health-related concerns of high altitude, dry climate, high sun exposure and polluted air. We also spend considerable time on assuming a greater personal responsibility for health, suggesting that student decisions are likely the best preventative measure. Of course, part of health is an extensive briefing on stomach and intestinal ailments.

Living in the Amazon Region of Ecuador surely raises several health concerns: exposure to heat and humidity, the prevalence of insects, the possibility of spider or snake bites, twisting an ankle or similar injuries due to the nature of rainforest trails, etc. While these are risks that all students must take into consideration, the possibility of a major health issue is extremely minimal. Rehearsing Change takes the necessary precautions to prevent health problems, and chooses its sites in accordance to reasonable access to medical resources/facilities.

In our pilot community, Mariscal, we are only 45 minutes from the local hospital in Puyo, or 4.5 hours from the capital city of Quito, where we can access the best health care in the country. In the case of a major emergency, we can air evacuate a student to Quito in approximately 2.5 hours (car + hired aircraft). Mariscal has cell phone and land line service and if a student wants advice in order to treat an illness, we work with an ex-Peace Corps nurse who accepts our phone calls 24 hours a day.

In the community, we assure high quality oversight of day-to-day life. At all times we have at least 1 on-site coordinator/professor in the community (usually 3 staff members are present at all times), in addition to the numerous community leaders who we have trained in emergency management. We maintain a complete first aid kit, complete with medicines, ointments, bandages, etc, and our Community Education Coordinator is an expert in natural rain forest remedies, as well as being first-aid/CPR certified.

Students are required to vaccinate for Yellow Fever. For recommendations on other vaccinations, we refer the student to the CDC and their family physician. Regarding anti-malarial medicine, we defer this decision to the student, who should make it in consultation with his/her family and a medical professional. What we can offer are comments made by medical professionals in Ecuador, most specifically that there has not been a case of Malaria near our communities for many years. In the area of our pilot semester, it has been well over a decade since a case of malaria.

At the time of this report, the CDC reports no travel notices for Ecuador.