

***NOTE: This is a SAMPLE syllabus/itinerary and may not be the most up-to-date version. Please contact the faculty leader of this program for more recent information.***

**Study Abroad Tentative Syllabus**  
**International Service-Learning Course to Ecuador, January 2019**

**Global Inequalities and Ecuador: An International Service-Learning Course**  
***SO298 (January, 2019)***

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**TENTATIVE READING LIST:**

BBC. Ecuador Country Profile. <https://www.bbc.com/news/world-latin-america-19331501>  
de la Torre, Carlos. The Ecuador Reader: History, Culture, and Politics  
Human Rights Watch. <https://www.hrw.org/americas/ecuador>  
Ikaza, Jorge. The Villagers.  
Kielburger, Craig and Holly Branson and Marc Kielburger. WEconomy: You Can Find Meaning, Make a Living, and Change the World  
Korgen and White. The Engaged Sociologist: Connecting the Classroom to the Community  
Vakis, Renos. Left Behind: Chronic Poverty in Latin America and the Caribbean  
World Bank. <http://www.worldbank.org/en/country/ecuador>  
World Health Organization. <http://www.who.int/countries/ecu/en/>

**COURSE DESCRIPTION:** This intensive January International Service-Learning trip will travel to the Chimborazo and Amazon regions in Ecuador. We will connect course readings with global inequalities, including those specifically facing Ecuador, and students will create applied action plans thinking toward creating social change. Our course will be divided into three sections: 1) readings that help provide understanding and context of both Ecuador and of broader global inequalities; 2) an international trip to Ecuador, where we will spend half of our time in the Chimborazo region of the Andes and half in the Amazon, learning from communities, seeing sustainable international development in action through the WE Villages model, partnering with the community to help build infrastructure through hands-on service-learning work, and learning from the expert facilitators from our partner organization Me to WE; and 3) utilizing our sociological skills to create applied action plans that vision toward social change. The trip will be intensive, intentionally jam-packed from early morning through late evening in order to maximize our immersive experience. Students who sign up for this course should bring a sense of adventure, an understanding that the trip will be tiring and intellectually challenging, an open mind in learning from the communities who invite us in, and a desire to understand structural causes and solutions to global inequalities.

**COURSEWORK:** This course will consist of course readings, a mid-length papers (5-7 pages), developing and presenting an action plan, a journal and final journal reflection, and active and engaged participation.

1. **Analytical Reflection Paper (ARP)**: Prior to leaving on our trip, there will be a mid-length paper, asking you to explore and course readings and to place them in a larger sociological context. This paper will be 5-7 pages long.
2. **Action Plan**: While in Ecuador, you and a group of other students will develop an action plan for social change. The action plan will read like a social enterprise business plan, will follow SMART goals best practice, and will be geared toward contributing to one or more of the development pillars you will learn on ground in Ecuador: Education, Health, Water + Sanitation, Sustainable Agriculture, and Alternative Income. You will present your action plans to the group toward the end of the trip and will pass the plan in to Professor White in written form upon return to Bentley.
3. **Reflection Journals**: Throughout the trip, you will be given time and expected to keep a reflective journal of your trip, your experiences, your ongoing questions, and your learnings. Upon return to Bentley, you will write a culminating journal entry and pass the journal in to Professor White.
4. **Participation**: Participation **will** have a significant impact upon your final grade. Many times a teacher will initially inform the class of the significance of discussion but not hold it up when grading. Since this course is innately interactive, I insist on participation and will grade accordingly. For this course, participation means:
  - Immersing yourself in course readings and the papers and discussions about these readings
  - Attending the mandatory pre-trip meetings, and being fully engaged in the discussions
  - Responding in a timely and informative manner to all course emails, including those from Study Abroad and Me to WE regarding the logistics of the trip and information requests they might have
  - Being fully engaged in *all* activities during the intensive 12 day trip. This means being fully engaged in the service-learning build component, the leadership modules, journaling and reflections, evening and other lectures from community members and the course professors, and group work on action plans
  - Being a good citizen and representative of Bentley at all times on the trip
  - Following rules and agreed upon communication lines as set forth by Bentley, your professors, and the Me to WE staff
5. **Academic Integrity**: I have a **zero** tolerance policy on cheating and plagiarizing. Any student caught doing so will immediately receive a failing grade on the assignment.

**GRADING:** The course grade will be determined as follows:

ARP:	25%	Participation:	20%	Final Journal: 15%
Applied Sociology Project:	20%	Journal:	20%	

## TENTATIVE CALENDAR AND ASSIGNMENTS

### **TBD:**

Two dates in Fall, 2018 to meet with students, go over logistics, details, and expectations. Go over syllabus, readings, assignments. Work on pre-trip reflections, particularly around global travel and positionality. One of the meetings will include an in-person visit from Sarah Foy, Head of WE Schools US. Collect first assignment, the course ARP, prior to travel.

### **JANUARY 2:**

Travel to Ecuador. Depart January 2, arriving in Quito the evening of January 2. Me to WE transportation picks us up at airport and drives us to Old Town section of Quito, where we stay at the San Francisco Hotel (or similar) for the evening.

### **JANUARY 3:**

- Breakfast at the hotel and travel to Chimborazo
- Stop for lunch in a nice restaurant along the way
- Arrive in Chimborazo late afternoon. Settle in to hotel, still to be determined but likely either Inti Sisa in Guamote or similar, depending on availability and how many students we are bringing
- Introduction to Ecuador and to Chimborazo by Me to WE Staff (including local, Ecuadoran staff)
- Dinner
- Evening talk by local leaders and reflective activity

### **JANUARY 4:**

- Breakfast and talk on holistic, sustainable development model including: Education, Health, Sustainable Agriculture, Water and Sanitation, and Microdevelopment/Microbusiness
- Travel to local community to build site. What we will be building will be determined much closer to date of trip. We could be helping to build a school, health center, library, or other. Build is side-by-side with local workers
- Lunch at build site
- Time to play with and get to know the local school children and teachers
- Return to accommodations
- Leadership skill-building exercise run by Me to WE Facilitators.
- Local women come and speak to the group about issues most affecting women and girls in the region
- Journal time to connect day's activities to course readings
- Dinner
- Evening talk by Bentley professors

### **JANUARY 5:**

- Breakfast
- Meet with women's group, in their community, to learn about their microdevelopment projects. In Chimborazo, these include sheep-shearing and creating wool products sold in North America; guinea pig breeding to produce meat for the community and to sell at local market; sewing. Students will learn about the products, but also the power of these women's groups in supporting their communities and in furthering girls' and women's rights in their community. As well, students will hear stories difficulties women face in their communities.
- Bagged lunch in the community
- Drive to a different WE Villages community and participate in a build site project
- Leadership skill-building exercise run by Me to WE Facilitators.
- Journal time to connect day's activities to course readings
- Dinner
- Evening talk by Bentley professors

## **JANUARY 6**

-Breakfast

-Action Planning workshop led by Me to WE facilitators and/or professors

-Continue working on build site visited first day

-Bagged lunch in the community

-Village Water Walk with and work day support of local women. Students will have the opportunity to walk side by side with indigenous women and girls in the community as they gather water from the river. The women will plan best use of our students in helping them to move their essential projects (family garden, building project, etc.) forward. Incredible opportunity to connect closely with the girls and women of the community

-Journal time to connect day's activities to course readings

-Dinner

-Evening fireside talk by Sandra Morocho (personal friend of Prof. White) on the constitutional rights of nature. Ecuador is the only country to have adopted this powerful example constitutionally. The talk considers indigenous issues, global warming, and broader sustainability issues as well.

## **JANUARY 7:**

-Travel day to the Minga Lodge (owned by Me to WE) in the Amazon. 5-6 hour ride.

-Lunch at a nice restaurant along the way

-Unpack and settle in. Take a tour of Minga with Richard, the Director of WE Villages projects in Ecuador.

-Meet with Scott Baker, Executive Director of WE Charity (and personal friend of Prof. White). This will include learning the strategies and specifics of how sustainable development projects work in these communities and will allow for an excellent opportunity for students to learn first-hand, to question models, and to bring their course readings on development to life. Very lucky opportunity that he plans to be in Ecuador at the same time as our trip.

-Students will begin creating action plans, using their Applied Sociology skills to start to imagine ways they can help with Chimborazo, the Amazon and other communities around the world as they continue to navigate their Bentley careers and beyond

- Dinner

-Evening talk by Bentley professors, connecting deeper political economy analysis to rural poverty in global context

-Journal time

-Snacks and stories around the camp fire

## **JANUARY 8:**

-Global poverty simulation module, run by Me to WE facilitators and Bentley professors

-Student mini-presentations on course readings

-Lunch and speaker at the Center. Speaker will be a local elder leader

-Continue working on build site

-Trip to visit a local Shaman to learn about indigenous healing practices, followed by trip to WE Village health clinic to learn of synergized models of modern and indigenous medicine

-Dinner

-Discussion of global health disparities

Continued work on creating action plans

## **JANUARY 9:**

-Continued work on creating action plans

-Trip to the new Me to WE cacao farm. New social enterprise/microdevelopment project to bring Me to WE Chocolate to North American and European markets. Learn about Fair Trade, Sustainable, Organic, cooperative farming to empower the local communities economically

- Early lunch
- Visit to Los Rios, where Bentley has been raising money for the past 4 years to help build a school, doctor's quarters, sustainable water source, and sustainable agriculture source through BSLCE's BUIILD initiative. Here, we'll particularly learn about clean water initiatives and visit another women's microdevelopment project focusing on creating bracelets to be sold through Me to WE Artisans in the North American and European markets.
- Dinner
- Continued work on creating action plans

#### **JANUARY 10:**

- Continue working on build site
- Final interactions with the kids and that community
- Time to complete action plans
- Dinner
- Evening fireside talk by Sandra Morocho (personal friend of Prof. White) on the constitutional rights of nature. Ecuador is the only country to have adopted this powerful example constitutionally. The talk considers indigenous issues, global warming, and broader sustainability issues as well.
- Final reflection activities, campfire, takeaways

#### **JANUARY 11:**

- Early rise and pack
- Travel back to Quito
- Stop along the way for nice lunch
- Check in to hotel, likely the San Francisco Hotel (or equivalent)
- Short tour of Old Town, Quito
- Students present Action Plans to each other for feedback loops
- Final group dinner at a nice restaurant in Old Town, Quito
- Early(ish) bedtime

#### **JANUARY 12:**

- Early departure to airport
- Arrive back home to Boston

#### **END OF JANUARY, DATE TBD BY GROUP:**

- Gathering at Professor White's house for final class and celebration
- Updates on Action Plans
- Tying service-learning and experiential learning piece back to academic components of the course
- Final papers due