

Ecuador: Cultural Anthropology Field School (ANTH 489.01)

Syllabus - Spring 2023

Monday & Wednesday, 1:30-2:45, MLH 220

COURSE INFORMATION

INSTRUCTOR: Dr. Kerensa Allison
OFFICE: SPH 136; (or main office SPH 101A)
OFFICE HOURS: Monday and Wednesday 3-4 pm, & by appointment
PHONE/E-MAIL: (208) 792-2348 and klallison@lcsc.edu (Subject: Ecuador)

Required Text:

Carlos de la Torre and Steve Striffler (2009) The Ecuador Reader: History, Culture, Politics (ISBN 978-0-8223-4374-5)

Recommended Text

Russell Maddicks (2014) Ecuador: Culture Smart: The Essential Guide to Customs & Culture (ISBN 978-1-8573-3683-2)

Note: additional readings will be posted on Canvas.

CANVAS

The Canvas system is an important part of this course, so please go and explore it early and let me know if you have any difficulties before the first assignment is due. Please visit the eLearning Services Website for a list of [computer system requirements](https://www.lcsc.edu/elearning/student-information/canvas-technology-specifications) (Full URL: <https://www.lcsc.edu/elearning/student-information/canvas-technology-specifications>). eLearning Services offers additional information for student success with Canvas on their [student information page](https://www.lcsc.edu/elearning/student-information) (Full URL: <https://www.lcsc.edu/elearning/student-information>).

COURSE DESCRIPTION

Issues facing contemporary Ecuadorian people will be studied from a holistic perspective and cross-cultural approach, to investigate the effects of historical legacies, culture change, differential power relations, and the resiliency and adaptability of cultural traditions among people of South America. This class is **topical and selective**, rather than comprehensive. Subjects to be covered include issues regarding identity, access and rights over natural resources, traditional knowledge, health, tourism and economic development; and other current issues affecting South American communities. In addition, students will **acquire a deeper understanding of the lives, cultures, and challenges among Ecuadorian peoples** by engaging directly in a research project in South America.

Topics for study include (4-fields of anthropology & methods):

- Research Methods – Ethnography and Participant observation
- Archaeology – Incan and Spanish Colonization
- Cultural Ecology –Coastal, Highland and Tropical Ecology
- Linguistics – Spanish and Kichwa Languages
- Cultural Anthropology- Andean and Amazonian peoples

Program Components

The program consists of the following components:

1. The class will meet every Monday and Wednesday from 1:30-2:45 for 15 weeks on the LC campus Spring term learning about Ecuadorian culture and research design/methodology and culminating in student research presentations at the LC Annual Research Symposium.

2. A one-week homestay in Cuenca, Ecuador during which students live with host families, take Spanish language instruction, conduct research, and engage in service learning.
3. A two-week period in Ecuador for students to engage in organized educational excursions throughout the country.

Tentative travel dates to Ecuador –May 16-June 6, 2017

Note: Details of the specific dates for travel will be based on airfare prices.

COURSE STRUCTURE – “How this works”

Every **Monday and Wednesday** our class will meet in-person, on-campus for lecture, group work, and deeper conversations about the assigned topics. For each week of the class there is one Learning module on Canvas. Each module starts with an “Overview and To-do list” providing a detailed outline of what you need to complete with required class materials organized in the order they should be approached (i.e. readings, videos, additional activities, and assignments). Detailed Lesson objectives and assignment instructions are provided on Canvas within each module. Weekly Modules will open each **Thursday** for the following week.

It is important to come to each face-to-face class with your online materials completed. Use the Lesson objectives provided in each Module to guide your approach to the materials. **Students should bring their notes to each class** as we will use this as the foundation of our class discussion. Most weeks, students will also complete a Research Challenge assignment to practice what they learned and post their result in the Canvas Discussion Board before **Sunday, midnight**. Throughout the semester, students will also be conducting their own literature review on a topic of interest to present at the LC Research Symposium and to prepare for conducting undergraduate field research while in Ecuador.

Some topics and experiences in this course lend themselves to both strong and personal opinions and feeling; feel free to express them, but always in a way that respects the other members of the class, or Culture, and the educational process.

COURSE OBJECTIVES

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of Anthropology.
2. Develop an understanding of self and other Cultures by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
4. Develop a basic understanding of the cultural (and biological) diversity in Ecuador.
5. Utilize information about human diversity from a variety of sources.
6. Demonstrate readiness to communicate (nonverbal and verbal) across cultures with civility and sensitivity.
7. Present clear, concise, and organized research analyzing social issues in Ecuador.

COURSE EVALUATION

Your grade will be based on a variety of factors (participation, research challenges, research presentation, field journal, & paper).

The best way to succeed is to stay on schedule with the content, actively participate, and submit assignments on time.

Class Participation/Attendance (LC & Ecuador 100 pts):

Class participation will be an important part of your experience in this class. This participation will include small and large group discussions, activities, and in-class writing exercises. You are expected to attend all classes and activities. **Attendance will be taken**, and class participation noted (1-5 pts. daily). Active participation means keeping up to date on the readings, participating in discussions, participating during field visits, and contributing to group work (research practice and service learning projects). For each class, be prepared to show notes or comments in the reading margins or respond to a reading reflection question at the beginning of each class to get full participation points. I recommend for each of the assigned readings to pick **one** key quote/passage/idea that particularly stands out to you and bring this with you to class.

Current Topics (“in the news”) (LC) (50 points)

One time during the class you will research current news (2022-2023) happening in Ecuador. Students will select **one or two related** news articles of interest for this assignment and summarize the article information in **two double-spaced pages**. Students will present this information to the class in a roundtable discussion and post their news within the Discussion board on Canvas for everyone in the class to utilize.

For this assignment provide the following in your summaries:

- a. Who is involved?
- b. What are the issues? (Note: *there may be many.*)
- c. When is this news taking place?
- d. Where (geographically)?
- e. Why is this issue important? (What is the relevance to our class?)
- f. Personal reflections on the news.
- g. One detailed question you would like to address during the discussion.
 - The questions should be open-ended and thought provoking.

Research Challenges (LC & Ecuador 300 pts.; 15 @ 20 pts each)

There are **ten** research practice assignments **at LC** and **five** research practice assignments **in Ecuador**. The big ideas presented in the course are not simply to be memorized. Students must “live their way” into them and make them part of their lives. So, most weeks students will complete a challenge that allows them to put the new ideas and perspectives into action. Students will complete unobtrusive observations in public spaces and practice their mapping, interview, and note-making skills. Students will complete each research challenge, post pictures, answer questions provided, and reflect on their research experience on the Discussion Board. Each challenge is unique and detailed instructions will be provided for each challenge. Challenges will be graded based on engagement and effort (taking it seriously and giving it your best effort, including good writing, and specific examples), and demonstrated comprehension of the Lesson objectives for the week.

• Two Challenge Response Posts

Learning to respond to other student’s ideas and experiences is an important analysis skill. Students will read through their peer’s Challenge posts and respond to two separate Challenges. Response postings should be a response to the content of the individual’s discussion. Your job is not to criticize or in essence grade another student’s challenge (that is my job). Rather, you should offer additional information that you think provides an alternative view or further supports a discussion of the content provided in the Lesson objectives. Remember, the goal of these challenge responses is to practice anthropology, stimulate discussion, demonstrate understanding of the material, and engage in critical thinking with your peers. A response post which simply states that you agree or disagree with a discussion post is not enough to earn these points. All Challenge assignments should be posted by Sunday PST midnight on the due date listed on the course schedule. Responses should be posted no later than two days following the discussion post deadline (by Tuesday, midnight PST).

Preliminary Research and Research Symposium Presentation (LC 100 pts.)

Students (individually or in groups) will complete preliminary research on a topic of their choice and present their research at the Student Research Symposium to be completed *before we leave for Ecuador* (see Course Schedule)

For this assignment students will complete the following:

- a. **Research Topic** - Turn in a 1-page description of your selected topic and a list of five academic resources. For each academic source, students will provide 2-4 sentences explaining why you selected the source. (10 pts)
- b. **Thesis & Research Questions**– Provide a thesis statement to date, a summary of project goals, and two specific questions you will address in the field. (20 pts)
- c. **Research Symposium Abstract** – Times New Roman, size 10-font, single spaced, and **100 words max**. Include the following information: title, study objectives (thesis), methods/research design, and projected results. (20 pts)
- d. **PowerPoint Presentation (10-15 mins)** or **Poster presentation** -Professional presentation should include your final research question(s), literature review, research design, and educated “speculations” on what you might find during your research in Ecuador. (50 pts)

Field Journal (Ecuador) (200 points)

Part of your responsibility in this course will be keeping a field journal while we are in Ecuador. You will turn in the field journal at the end of our Ecuador program. The study of culture requires observations at all levels of organization from the individual to the ecosystem, and includes behaviors, life history, environment, politics, belief systems, and all kinds of interrelationships. The field journal is the anthropologist's record of all these matters as they present themselves to the observer. The field journal is also a workbook in which your observational skills are *repeatedly and continuously tested and sharpened*. One of our general concerns in this course is to provoke a curiosity about human behavior and help polish the skills needed to answer that curiosity: comprehensive yet precise observation about Ecuadorian culture accompanied by careful and succinct description. **The focus of your field journals will be on your day to day cultural experiences, knowledge acquisition, and Research Projects, and they should include a detailed record of your observations throughout our Ecuadorian journey.** We will practice making observations and keeping journals before we enter the field. You will turn in an Ecuador field-journal with your final reflection paper with **one entry per day of travel (minimum 15 entries).**

Final Reflection Paper (Ecuador) (100 points)

The final class requirement is a 4-6 page reflection paper summarizing your Research experiences. This is due **before** our return from Ecuador.

- **Describe the project design/methodology:** Discuss the various stages and activities of your research. What worked and what didn't work? What changed throughout your research? Why?
- **Describe and analyze the findings:** Summarize the findings and include an explanation. What did you learn from your research results?
- **Personal reflection and conclusion:** Describe what you learned from the research experience overall, including ideas for further research. *Why is your research important?*

COURSE EVALUATION:

Your final course grade will be figured as follows:

Attendance/Participation	100 points
Current Topics	50 points
Research Challenges	300 points (15 X 20 pts)
Preliminary Research & Presentation	100 points
Field Journal	200 points
Final Reflection Paper	100 points
TOTAL	850 total points

COURSE POLICIES

As a participant in this course, remember, communication is key.

ATTENDANCE POLICY: I will take attendance for every class. Your attendance makes up 40% your participation points. Students are allowed two unexcused absences. Students can earn 1-5 points for class participation, which will be recorded as your attendance. For showing up in class, you automatically receive a 3/5 pts. You must be "participating" in the class to earn the additional class participation points. Each week make sure you demonstrate participation in the course by bringing your reading notes to class (notes in margins of the book work too), actively engaging in class discussions and group work, asking questions which support class objectives, and positively contributing to service learning and cultural events throughout the program.

MAKE-UP POLICY: This is not a work at your own pace course. All assignments have a specified due date. They must be turned in during class the day they are due. Work received later than this will be considered late. Late coursework are

penalized 10% per day up to 5 days (50%). If you feel you have special circumstances or if you know that you are going to miss scheduled class requirements due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me before the due date to make arrangements and then contact me within one-week to make up the work. Late work will be accepted for up to two weeks following the deadline.

ACADEMIC INTEGRITY: Academic integrity is the cornerstone of the college. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however, the guiding principle of academic integrity shall be that your submitted work must be your own work. Any student who violates LC's standard of conduct relating to academic integrity (Academic Integrity Standards and Procedures) will be referred to the Office of Student Conduct and may fail the course. **If you fail the first half of the class (15 weeks), you will not be allowed to travel to Ecuador.**

Failure to adhere to the academic policy:

1. The first offense – The grade of 'F' for the submitted work or examination without opportunity to redo the work and the student will be reported to the Office of Student Conduct.

If you are not sure of any of these policies, please ask me. See also the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct/) (Full URL: <https://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

INCOMPLETE POLICY: Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an "Incomplete Grade" (I) which must be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an "I" grade:

1. Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, provide documentation when available (i.e. doctor's notes, court paperwork, etc.) to support the request, and a plan to complete the course.
2. Students must complete 2/3 of the class work (participation, challenges, research) to file for an incomplete.
3. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. Incomplete grades automatically change to an "F" if not completed by the end of the next semester.

Note: If a student does not fully complete the first half of this program (LC 15 weeks), they will not be eligible to travel to Ecuador and participate in the second half of the course.

Academic Accommodations: Please notify me during the **first week** of class of any accommodations needed for the course, including, but not limited to note taking, reading, or other course related activities. Please contact our Accessibility Services directly at Phone: 208-792-2677; Email: accessibilityservices@lcsc.edu, Location: LIB 161, and visit their website (Full URL: <https://www.lcsc.edu/accessibility-services/>) to learn more about College services available to you.

PRIVACY STATEMENT

Course materials (videos, assignments, student posts, etc.) are for use in this course only. You may not upload them to external sites, share with any person outside of this course, or post them for public commentary without my written permission. The College strictly prohibits anyone from duplicating, downloading, or sharing class materials with anyone outside of this course, for any reason.

CLASS MATTERS

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of the class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I expect you to feel challenged and sometimes outside of your comfort zone in this course, but it is my intent to present materials and activities that are inclusive and respectful of all persons, no matter their gender, sexual orientation, abilities, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. (Colby College Faculty Statement 2019)

MINOR IN ANTHROPOLOGY

Students are encouraged to explore the possibility of adding a Minor in Anthropology to their degree program. For additional information contact me or visit the [Minors and Associate Degree page](http://www.lcsc.edu/social-sciences/programs/social-sciences-program/minors-associate-degrees/) (Full URL: <http://www.lcsc.edu/social-sciences/programs/social-sciences-program/minors-associate-degrees/>)

COURSE OUTLINE & ASSIGNMENTS

A significant part of the class involves discussion and examination of selected readings from The Ecuador Reader and materials presented on Canvas. Students are expected to come to class having completed the assigned material in advance and prepared to discuss it in class. Always read for comprehension and take notes. **Turn in all assignments on Canvas as directed (before class “bc” or before midnight).**

Week of:	Topics	Assignment Due Dates
Week 1 (1/16)	Course Introduction: Welcome; How all this works; expectations, yours and mine	Research Challenge 1 Introduction & City Portfolio Due 1/22 midnight
Week 2 (1/23)	What is Anthropology? Nacirema - Seeing Your Own Seeing Ethnography	
Week 3 (1/30)	Pre-Columbian Archaeology Research Methods – Observations	Current Topics #1, Due 2/1 Research Challenge 2 Seeing Due 2/5 midnight
Week 4 (2/6)	Conquest and Colonial Rule – Inca	Research Challenge 3 Talking to Strangers Due 2/12 midnight
Week 5 (2/13)	Conquest and Colonial Rule – Spanish Research Questions	Research Topics, Due 2/13 before class (bc)
Week 6 (2/20)	Methods – Research Journals	Research Challenge 4 Something New Observation Due 2/26 midnight
Week 7 (2/27)	Indigenous Identity	Research Challenge 5 Power of Words Interview Due 3/5 midnight
Week 8 (3/6)	Gender and Cities of Women	Research Challenge 6 Gendered Space Due 3/12 midnight
Week 9 (3/13)	Cell Phone Research	Thesis and Questions, Due 3/15 bc
Week 10 (3/20)	Cell Phone Research	Research Challenge 7 The Unthing Challenge Due 3/26 midnight
Week 11 (3/27-3/31)	Spring Break – Enjoy!	
Week 12 (4/3)	Education, Language, and Identity Guest Lecture – Ian Tippetts Research Methods - Thick description	Research Challenge 8 Body Language Rituals Due 4/9 midnight
Week 13 (4/10)	Tourism and Global Connections	Research Abstracts, Due 4/10 bc Research Challenge 9 Global Connections Due 4/16 midnight
Week 14 (4/17)	Diversity, Deforestation, and Perseverance	Research Challenge 10 Culture Shock Due 4/23
Week 15 (4/24)	Research Preparations	Practice Presentations Due 4/24 & 4/26
Week 16 (5/1)	Research Symposium	Research Presentations, Due 5/3 (posters due one week earlier)
Finals Week (5/8)	Ecuador Logistics Meeting – Monday, May 8th at 1:30	Mandatory Logistics Meeting
May 16-June 6	Ecuador	Final Reflection Paper & Field Journal, Due 6/6