



## **ECUADOR 250/350: History, Art, & Culture**

### **(3 credits)**

Quito, Ecuador

#### **COURSE DESCRIPTION:**

Ecuador is rich with historical, cultural and natural diversity. This diversity presents opportunities as well as challenges for the nation's development. This course will focus on helping students understand and interpret the:

- 1) History of Indigenous Peoples (pre & post-Contact)
- 2) History & Context of Ecuador's Cultural Beliefs, Attitudes & Behaviors, particularly the persistence of Oral Tradition.
- 3) History of Ecuador's Artistic styles & forms
- 4) Political Structures & Important Historical Political Figures of Ecuador
- 5) History of the Missions Movement in Ecuador

While studying these topics, experiencing a variety of field trips, and engaging with guest speakers, students will learn not only to see the historical context shaping Ecuador's 21<sup>st</sup> century culture, but also advance their appreciation of Ecuador's past, all through the lens of historical analysis and primary texts.

#### **COURSE OBJECTIVES:**

- To gain an understanding of Ecuador's history, people, geography, and political system(s).
- To utilize historical background and perspectives to engage and interact with Ecuadorian culture through language, tradition, religion, and art exposure, including guest speakers and experiential outings.
- To identify the unique challenges of a developing country, and appropriately respond by integrating historical patterns, behaviors, and traits into daily responses and class discussions.
- To teach students firsthand about Ecuador's historical roots and rich cultural diversity by visiting museums, ecosystems, religious centers, and art expositions.

- To critically analyze the missions movement in Ecuador, recognize historical trends, and articulate continuity and change over the past 500 years.
- To identify and analyze similarities and differences between students' home culture and Ecuadorian culture, including but not exclusive to:
  - o Family & relationships
  - o Education & learning
  - o Work & use of time
  - o Communication styles
- To explain the importance of engaging, knowing, and understanding culture in an effort to see God's redemptive plan for the world and His heart for the nations.

## REQUIRED TEXTS:

*The Ecuador reader: History & Culture*, S. (Ed.) (2008).

. London, England: Duke University Press.

ndor

Elliot, E. (2005).  
Publishers, Inc.

. Carol Stream, Illinois: Tyndale House

*Seeking the End of the Road*

Arnsperg, M. (2013).  
Rapids, Michigan: Xulon Press.

. Grand

. A literal English translation (ESV, NIV, NLT, NASB, NRSV. etc.)

as provided by the instructor:

re to)

:

- "El Requerimiento/The Requirement" – Medieval Spain
- "The Obedience Given to the Twelve" – 1520s Franciscan document
- "The Instruction Given to the Twelve" – 1520s Franciscan document
- Excerpt from "The 2nd Letter" – Hernando Cortés, 16<sup>th</sup> c conquistador
- Excerpt from "The 1st Letter" – Bernal Diaz

onquest of New Spain-

erica,

- "The Inka's Tunics" – 15<sup>th</sup> & 16<sup>th</sup> centuries

*The Americas* "Life & Death in Early Colonial Ecuador" – Susan Socolow,  
, 1996

*Latin America* "Reinventing the Communal Tradition" – Tanya Korovkin,  
, 2001

- "Discipline & the Arts of Domination: Rituals of Respect in Chimborazo, Ecuador" – Barry Lyons, 2005
- "The Song of the National Soul: Ecuadorian in the Twentieth Century" – Ketty Wong, 2011.

Heterogeneity and the-

es

Excerpts from Polar, A. (2013).

. London England: Duke

University Press.

## COURSE EXPECTATIONS:

- \_\_\_\_\_:  
Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Thus students must arrive ON TIME and attend each class session. If there is a valid emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible (contact information on page 1). Absences, tardiness, and participation will impact the final grade (see grading information). Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student who misses 50% of the course sessions will not receive credit for the course.
- \_\_\_\_\_  
Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking, and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so could impact the final grade. Students may use laptop computers to take notes as long as the computer is used solely for class purposes.
- \_\_\_\_\_
  1. All written assignments should be typed in 12-point Times New Roman, double-spaced, in APA format, with 1-inch margins, with properly formatted citations and a References/Works Cited page.
  2. Whether students quote or paraphrase the ideas, concepts, or words of another author, they are required to give credit to the author by citing the source (in-text & in works cited page). Wikipedia is not a credible source.
  3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length – unless a range has been provided, and the specified length is both a minimum and a maximum in striving for clear and concise writing. References/Works Cited pages do not count towards the word or page length of a written assignment.
  4. Written assignments are expected to have few, if any, grammatical, punctuation or spelling errors. Points will be deducted for such errors.
  5. Avoid long quotes and seek to put information into your own words.
  6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, see: <http://www.plagiarism.org/>
- \_\_\_\_\_  
Course assignments (e.g., homework, projects, exams) will be accepted late, but will not be awarded full credit (50%).

- \_\_\_\_\_  
The syllabus is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.
- \_\_\_\_\_  
Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

## COURSE REQUIREMENTS:

- **Reading Quizzes:** Every class session, there will be a 5-point, 5-question reading quiz over the assigned readings.
- **Reading Responses:** Prior to every class session, students will write a brief 1-page (250-300 word) response, critically responding to assigned readings. In order to receive full credit, students must include 3 talking points & 3 discussion questions
- **Exams:** Two exams, one midterm, and one final cumulative exam will assess student learning and will consist of matching, multiple choice, identification, and/or short essays.
- **Literature Review:** Students will read both \_\_\_\_\_ & \_\_\_\_\_ and write a 5-page (1200-1500 words) essay in response to the prompt provided in class. Students do \_\_\_\_\_ need to consult outside texts or provide a works cited page for this review. Students \_\_\_\_\_ need to quote directly from the texts to support their claims/arguments, including a references page.
- **Field Work Component:** All historians do field work, as will every student in this course. Students will choose between two topics: Ecuadorian Art or Ecuadorian Religion.
  - o **Art:** As a class, students will visit two art museums (one contemporary & one historical). Choosing this topic requires students to visit at least one other art museum in Quito (pre-dating the 20<sup>th</sup> century).
  - o **Religion:** As a class, students will visit two churches (one constructed by the Jesuit order & one by the Franciscans). Choosing this topic requires students to visit at least one other church in Quito (pre-dating the 18<sup>th</sup> century).
  - o **All students** will write a 3-page (800-1000 word) reflection on these three visits, providing observations, historical markers, features and aspects, particularly the use of sacred space, sacred objects, people and/or artifacts, and architectural design/artistic historical influence or eras.

## COURSE OUTLINE:

This course will include class discussions, lectures, guest speakers, experiential outings (field trips) and various assignments.

DATES	TOPICS	DUE THIS DAY (CONTENT READ, ASSIGNMENTS COMPLETED CLASS)
Class #1	Pre-Contact Peoples & Cultures: Valdivian Caranqui-Cayambe	(Chapters 1-3) (p. 15-26) <b>RR#1 -</b>
Class #2	Experiential Outing ( )	
Class #3	The Inca	<b>Quiz#3</b> (p. 27-39), (Intro & p. 13-20). Additional Article:
Class #4	Spanish Contact with the New World	<b>Quiz#4</b> (p. 9-13, 52-67, 99-101), (Chapters 1-5), (p. 21-30) Additional Articles: T
Class #5	Religious Traditions & Oral Tradition in the Andes	<b>Quiz #5</b> (p. 226-236),  (p 59-71) Additional Article;

Class #6	Regions of Ecuador & Peoples of Ecuador	<b>Quiz #6</b> (p.117-120,159-162, 284-294, 302-320), (Chapters 13-19) <b>RR#6</b>
Class #7 & 8	Midterm Exam & Día de los Difuntos (In-class Activity) - Holidays & Traditions	
Class #9	History of the Political Structures, Figures & Radical Environmentalism  Experimental Outing ( )	p.155-157, 163-166,192-202,321-328,350-358 Chapters 6-9
Class #10	History of the Christian Movement in Ecuador	<b>Quiz#8</b> (p. 203-208) Chapters 10-16, 18,19 Additional Articles
Class #11	History & Influence of Art, Literature, & Music in Ecuador	<b>Quiz#9</b> (p.237-238, 329-335, 388-417) Additional Article:
Class #12	Final Exam	

**COURSE EVALUATION:**

<b>Projects/Assignments</b>	<b>Points</b>
Attendance & Participation	<b>30</b>
Reading Quizzes	<b>8x5=40</b>
Reading Responses	<b>6x5=30</b>
Homestay Journal	<b>10</b>
Midterm Exam	<b>40</b>
Literature Review	<b>50</b>
Field Work Component	<b>30</b>
Final Exam	<b>70</b>
<b>Total</b>	<b>300</b>