SASS 375/575  **Social, Health, and Human Services in Urban and Rural Ecuador**  
**SITE:** Quito, Ecuador 
May 17 – 29, 2010

**Course Instructors:**

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Credit given to Judith McFadden, LCSW, for her assistance in developing the syllabus.

**COURSE OVERVIEW:**

The study aboard program to Quito, Ecuador and surrounding rural areas will acquaint students with the history and culture of Ecuador, its social, political and economic development, and the impact it has on the delivery of social services. Ecuador’s historical and current relationship with the United States will also be explored.

This course is designed for students and professionals who are interested in developing an international perspective for the study of social work and related health services. It will expose students to helping modalities within a cultural context and provide opportunities for cross cultural comparison.
The course will be taught using both lecture and experiential modalities. Along with interaction with a variety of social service agencies, students will visit historical sites and attend cultural events. They will be introduced to the art and culture of the area and explore the region’s economic development. Lectures by guest speakers on topics regarding family systems, culture, and history, social and political issues will provide students with learning opportunities.

**COURSE OBJECTIVES:**

On successful completion of the course students will be able to:

1. Introduce students to social development and policy issues in Ecuador such as poverty alleviation, child-welfare, non-formal education, prostitution, HIV-AIDS, and multicultural aspects of healthcare in Ecuadorian context.

2. Interact effectively in the culture by observing appropriate customs and norms of behavior;

3. Describe public and private social service system in Quito, Ecuador and rural areas as they represent basic tenets of the national social welfare system;

4. Describe Quito, Ecuador and surrounding rural areas in terms of historical, cultural, economic and political factors;

5. From a micro, mezzo, and macro level, compare and contrast a social system agency (child welfare, health/mental health) visited in Quito, Ecuador or surrounding areas, with a similar social system agency in the United States;

6. Analyze traditional Ecuadorian family systems, especially gender and age related roles, as they impact social service delivery and,

7. Demonstrate knowledge of cultural competencies necessary for effectively work with Ecuadorian clients.

8. Develop ethnographic skills in recording ongoing observations in the form of a daily site journal. Integrate theory, observational, and didactic components to gain a rounded intercultural perspective of each of the topic areas within the country.

9. Identify important similarities and differences between policy, practice, history, cultural attitudes, and morality in the United States and Ecuador.

**SUGGESTED TEXTS:**


COURSE REQUIREMENTS:

A. Regular attendance, participation and interaction in field experiences and lectures;
B. Journaling requirement for each day of the course recording personal observations, thoughts, description of learning experiences, and reflecting personal evaluation of professional growth;
C. Completion of pre and post trip assignments

PRE-TRIP MEETINGS at MSASS, CWRU

1ST Friday, April 2, 12:30- 2, lunch included

2ND Friday, April 30, 12:30- 2, lunch included

You may teleconference if out of town or view the following week – they will be video- taped.

ASSIGNMENTS

Pre-Trip Assignment – Due April 30, 2010

Please be prepared to give a 5 minute presentation highlighting information from your readings

Option # 1

Students are required to prepare an annotated bibliography on 10 readings of their choice related to social, health and human resources as well as religious, political, cultural and historical issues in Ecuador (10 pages total). A list of articles are included. You may choose different, relevant articles that you find in addition to these options. If you use publications outside of those provided, include a copy of the article with your assignment. You are required to write a brief summary (one page for each article) of the articles to develop 10 ideas/concepts. Include: 1) the title of the book or article, 2) a brief synopsis of the reading, 3) and a section on its relevance or importance.

Option # 2

Same instructions as Option # 1, but choose 1 book in place of 5 articles (or 2 books in place of 10 articles). For each book, write a 5 page reaction to the book, providing major points you took away or learned and some thoughts on the author's approach. A list of books are included. You may choose different, relevant books that you find in addition to these options.
Post-Trip Assignment - Due July 9th

Part 1. REFLECTION PAPER

PREPARE A REFLECTION PAPER THAT RESPONDS TO THESE QUESTIONS
(2-3 pages). Please review your travel journal (see information on journaling below).

Why did you decide to go on this program? What kinds of things/activities related to social welfare policy, health care and practices did you do there?

Thinking back about the experience, what was the biggest surprise you had about it?

What did you gain personally from the trip? What did you learn about yourself because of this experience?

What did you gain professionally from the trip?

What experience was the most memorable? Most pleasant? Least pleasant?

How could the experience be enhanced for others?

Would you participate in such a project again? Would you encourage others to participate in such a project?

Why do you think these types of opportunities are important?

Any other comments you want to share about the experience?

Maintain a journal during your program that can aid you. (See information below)

Part 2 Final Assignment- You can choose from Option A or B

Option A PREPARE A FINAL PAPER THAT RESPONDS TO THESE QUESTIONS.

Write a summary of key points in each lecture presentation. Use these key points to explain the cultural approach to policy and practice.

- (2-3 pages)

Describe your observations and impressions during at least three site visits. You can choose the sites.

- (3-4 pages)
Based on your readings, discussion, and experiences, describe your impressions of social policies and societal understandings and practices as compared to your knowledge of the comparable American understandings, policies and practices.

- (5-6 pages)

**Option B PREPARE A FINAL INDIVIDUAL PRESENTATION**

Use photos and power point slides to summarize significant learning from the trip which provides information in Part A. This can be e-mailed to faculty and should be 25 slides minimum. All participants are encouraged to present their individual presentations to colleagues, student groups, conferences, etc.

Note: **ALL Graduate students:**

Each graduate student will also write a summary paper (5-7 pages) at the end of the course on a topic relating to his/her experience on the trip (5 references minimum). The topics for this paper will be negotiated by the instructor and individualized for each student. Your choice of topic area(s) should immerse from what you observe and experience on the program.

**GRADING:**

A. Participation in classroom group and field activities 60
B. Pre-trip assignment 20
C. Final assignments 20

**Grading Policy**

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<th>Grade</th>
<th>Points</th>
<th>Meaning</th>
<th>Explanation</th>
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<td>A</td>
<td>4</td>
<td>Outstanding/Superior</td>
<td>Exceptional performance; consistently exceeds expectations</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
<td>Strong performance; often exceeds expectations</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
<td>Consistently meets and occasionally exceeds expectations</td>
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<tr>
<td>B</td>
<td>3</td>
<td>Good</td>
<td>Meets expectations</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>Somewhat Below Expectations</td>
<td>Sometimes falls short of expectations</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Often Below Expectations</td>
<td>Often falls short of expectations</td>
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<td>C</td>
<td>2</td>
<td>Below Expectations</td>
<td>Unevenness or inconsistent in grasp of content and experience</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>Well Below Expectations</td>
<td>Very inconsistent in grasp of content and experience</td>
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<td>F</td>
<td>0</td>
<td>Fail</td>
<td>Complete lack of grasp of content and experience; does not meet minimal expectations</td>
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<td>I</td>
<td>0</td>
<td>Incomplete</td>
<td>Automatically becomes an “F” by instructor if work is</td>
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JOURNAL WRITING. This will help to you to prepare for your REFLECTION PAPER that is included with your final assignment.

Keeping a journal during the travel seminar can help a participant reflect upon his or her experiences on a day-to-day basis, and can serve as one's "long term memory" after returning home. One of the key players in the upcoming travel seminar is you. It is your eyes that will see, your ears that will hear, your personal history and education that will interpret what you see and hear. Your travel journal is a perfect tool to amplify and personalize your seminar experiences.

Before the seminar begins

Consider beginning your journal before the seminar begins. Reflect on how you are feeling about your upcoming journey, on your expectations for the seminar, on the questions, which you hope to have answered. As you prepare for the experience, ask yourself some of the following questions. Taking time to jot them in your journal can be a good way of charting your journey.

- Why am I taking this journey?
- What are my key questions?
- What am I anticipating most about this seminar?
- What are my fears about the upcoming seminar?
- What questions and concerns do my family and friends have?
- What are my assumptions about the country/countries I am about to visit?
- How do I expect the country and the people I meet to look, sound, smell, and act?
- When did I have an experience in the past when I took a similar journey?
- How did that experience affect my life?
- What are my hopes for the children of the world?
- What are my opinions regarding the relationship between my country and the country I am about to visit?
- Who are some of the people I wish could accompany me on this seminar?
- Have I told them?
- What are some ways they can accompany me?
- How can the group with whom I will be traveling be helpful to me during this seminar?

During the study trip

In a journal, it is helpful to keep track of your observations. Build a detailed picture that recaptures the breadth of the experience. What happened? What happened to you? Include ideas, feelings, and intentions, as well as actions you took and your reasons. The point is to get a complete documentation of the facts of your experience.

Once the trip begins, some things to record include:
- Notes from speakers - time, date, name of speaker, place and some quick visual identifiers with each entry
- Specific quotes;

(revised 3/20/10)
Day-to-day agenda;
- Sounds, sights, smells which you are experiencing;
- Questions which arise;
- Experiences which happen outside the formal agenda
- Dreams;
- Stories, poems, sketches;
- Hopes and visions you have for the people you meet and your loved ones at home;
- Commitments you make to yourself or others especially as they relate to your life back home.

During the trip, it is not only helpful to record facts and feelings but also to analyze and reflect upon them. You may want to address questions such as the following:

- What has affected you most deeply?
- Are you hearing what you expected to hear?
- What new questions are being raised for you?
- What ideas are most challenging for you?
- What are you learning about yourself?
- Is the group as you imagined it to be?
- How do you feel about being in a new country?
- Were your original assumptions about the country affirmed? Challenged? Changed?
- What have you learned that affects the way you view your own country?

You may also want to find quiet time during the trip and look back on what you wrote. You might choose to add notes in the margins or with another color pen. Reflect on ideas that have been challenged, questions answered, hypotheses confirmed. Look for recurring themes and feelings, responses that have been valuable and things that have not been helpful.

After returning home

After you return home, it is important to revisit your journal. Allow a pattern of meaning to emerge. How does this experience fit into your life story? What is its meaning for you? What in this experience can you reasonably expect to share with others? How has this experience affected your values and beliefs? Has the way you view global issues changed? What actions can you take as a response to the experience?

The journal is a wonderful tool both in processing the study trip as it happens and in aiding you to remember this very powerful experience of people and places from another part of our world. It can become a treasured possession that will help your short-term experience have a lasting effect.
CROSSING CULTURAL BOUNDARIES

Cross-cultural Learning & Adaptation (Source: The Center for Global Education, Augsburg College)

Every year, thousands of people travel outside the United States to explore cultures, people and places different from their own. This cross-cultural travel and learning is fun, exciting and enriching. Often these experiences open up our understanding of other peoples and they also help us to better understand who we are as Americans and how we fit into the planet’s bigger picture. Living in what we sometimes think is a “dominant” culture to some degree limits our ability both to see ourselves in the context of the larger world - and to understand and appreciate the differences among people living in vastly different cultures. It is precisely because of these expected differences that we choose to travel in the first place.

Each person will experience being in a new culture in different ways, depending on their personality, style, and previous travel experience. To enhance your learning and fun during this study trip, we urge you to consider the following cultural guidelines for sojourners crossing cultural boundaries:

- Travel in the spirit of humility and with a genuine desire to learn about the people of your host country.
- Be empathetic and sensitive to the feelings of your hosts, avoiding what might be offensive behavior on your part. This applies to photography as well.
- Cultivate the habit of listening and observing, rather than merely hearing and seeing.
- Realize that other people who have time concepts and thought patterns different than yours does not make them inferior, only different.
- Acquaint yourself with local customs and beliefs, local people will help you learn.
- Cultivate the habit of asking questions rather than knowing the answers.
- When you are shopping remember the bargain you obtained was only possible because of the low wages paid to the producer.
- Spend time reflecting on your daily experiences to deepen your understanding of what you are learning.

As much as we try to be open and receptive to new cultural experiences we may also find some aspects of the experience confusing or frustrating. On the one hand, we have voluntarily chosen to place ourselves in a foreign environment because we want to expand our own knowledge and understanding of the world and ourselves. At the same time, being a “stranger in a strange land” can be frustrating, draining, and extremely challenging. Some common causes of that frustration are:
• The ambiguity of a particular social situation, not knowing what you should do;
• The actual situation not matching preconceived ideas of what it would be like;
• Not being able to see results of projects (a) because of the enormity of the need; (b) because of the nature of the work; (c) because of the shortness of time of one’s involvement;
• Using the wrong methods to achieve objectives (i.e., methods which are inappropriate to the host culture).

Anthropologists and others sometimes talk about this transitional acculturation as “cultural adaptation”, which includes the concept of “culture shock”, as having several phases:
• Initial euphoria: a honeymoon period when everything is beautiful and fun and interesting;
• Irritability and hostility (this is phase commonly referred to as culture shock): a period during which cultural differences are becoming more apparent, somewhat incomprehensible and frustrating;
• Gradual adjustment: a more mellow negotiating period when the sojourner considers alternative views as viable;
• Adaptation and biculturalism: a time when the sojourner is no longer an outsider, but has “gone native”.

Because our study trip will be relatively short, it is unlikely (perhaps impossible) that any of us will experience all of these stages of cultural adaptation. Undoubtedly we will experience the “euphoria” of a new country and culture and some degree of the “culture shock” phase. Hearing languages that are unintelligible to us, being cut off from the cultural cues and known patterns with which we are familiar especially the subtle, indirect ways we normally have of expressing our feelings and interpreting the feelings of others can all be discomforting. All the nuances and shades of meaning that you understand “instinctively” and use to make your life comprehensible are suddenly taken from you and you may often be unsure exactly what to do in given situations.

However, it may still be useful to think about these stages, recognize that this is a general process that all of us experience, and to be equipped for strategies for coping or adapting effectively when we begin to feel the frustrating aspects of cultural differences. Hopefully, this visit is but one step in your cross-cultural journey, and the learning and adaptation skills that you exercise here will serve you during your lifetime exploration of other cultures and countries. We will have many opportunities throughout this trip to discuss all aspects of this cultural journey and what and how each of us is navigating it.
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<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<td>Arrival &amp; Transfer to Hotel Casa Foch</td>
<td>8:30 Breakfast</td>
<td>6:30 Departure</td>
<td>7:30 Breakfast</td>
<td>7:00 Breakfast</td>
<td>8:00 Breakfast Otavalo Market</td>
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<td>9:30 Orientation</td>
<td>8:30 Breakfast and visit to Cloud Forest</td>
<td>8:00 Lecture: Health services / public sector, and visit to Afro Ecuadorian Community of Chota: Education, health, poverty, development, traditions, dance, music, and fiestas</td>
<td>7:30 Departure to</td>
<td>Lunch open</td>
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<td>10:00 Round Table; Child welfare, family therapy, trafficking, abuse and intervention.</td>
<td>11:00 Pululahua Crater</td>
<td>10:30 Flower Village Labor conditions</td>
<td>Lunch with workers</td>
<td>San Antonio de Ibarra Woodcarving</td>
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<td>Lunch: Andean Center</td>
<td>11:30 Equator and open lunch</td>
<td>1:00 Rescue Center for victims of prostitution / trafficking</td>
<td>Midafternoon Snacks</td>
<td>Cotacachi</td>
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<td>1:30 City visits Museo de la Ciudad San Francisco Church Tres Manuealas Junta Metropolitanan STREET KIDS TRAFFICKING INTERVENTION El Mosaico: Snacks Dinner open Casa Foch</td>
<td>3:30 Orphanage</td>
<td>8:00 Return to Quito</td>
<td>HEALTH CARE SOCIAL SERVICES WORK CONDITION ADOPTION Dinner open Casa Foch</td>
<td>Time with native Quichua families</td>
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<td>Lodging Casa Foch Hotel Casa Foch</td>
<td>4:00 Guayasamín INTERVENTION TRAFFICKING FAMILY STRUCTURE Dinner Andean Center Maria Llena de Gracia Casa Foch</td>
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<td>Dinner with families Runatupari</td>
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<td>23</td>
<td>Community bike tour</td>
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<td>Time with native Quichua families</td>
<td>Social Services in the northern highlands: Education, Social and Political Organization, Micro-businesses, Healers and Myth.</td>
<td>7:30 Breakfast</td>
<td>7:30 Breakfast</td>
<td>8:00 Breakfast Social Services in Baños</td>
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<td>Community lunch</td>
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<td>8:00 Private Social Service Organizations 10:00 HVQ: H.I.V., case workers, total care program, spirituality 1:00 Lunch HVQ Interchange with staff 4:00 Casa de la Cultura</td>
<td>8:00 Lecture on Women’s correctional facility: Wanda Talley 9:00 Facility visit Departure to Baños . relief efforts related to the eruption of Tunguragua, Visit to Penipe Project Samaritan Purse DISASTER RELIEF</td>
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<td>ANALYSIS DEBRIEFING DISCUSSION</td>
<td>Dinner with families Runatupari</td>
<td>10:00 HVQ: H.I.V., case workers, total care program, spirituality 1:00 Lunch HVQ Interchange with staff 4:00 Casa de la Cultura</td>
<td>HEALTH CARE H.I.V. CASE WORK Dinner Andean Center Casa Foch</td>
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<td>Dinner with families Runatupari</td>
<td>Dinner Andean Center Casa Foch</td>
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<td>Early Departure</td>
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<td>8:00 Breakfast Social Services in Baños</td>
<td>8:00 Lecture on Women’s correctional facility: Wanda Talley 9:00 Facility visit Departure to Baños</td>
<td>Social Services in Baños</td>
<td>8:00 Breakfast</td>
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<td>Religious institutions, Services for disabled Education Group Lunch</td>
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<td>DISABILITIES BELIEFS SOCIAL PROGRAMS</td>
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<td>Dinner with families Runatupari</td>
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<td>Dinner open Isla de Baños</td>
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<td>Farewell Dinner</td>
<td>Casa Foch</td>
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*Students are on their own for these meals.
**Optional activities will be offered to students, i.e. cultural, academic, and recreational. Participants are expected to comply with the Program, and Andean Study Center policies.
***Academic and Cultural lectures will be in formal and informal formats; in classrooms and in the field. While driving to a site, the guide will discuss the site and the immediate area.

(revised 3/20/10)
Important information about your itinerary:

Every effort has been made to ensure the accuracy and completeness of the information featured on this website. Itineraries are based on our best information at this time. Circumstances beyond our control may require us to adjust itineraries or other details. We regret any inconvenience this may cause and appreciate your understanding.

Policies on Expectations, Attendance, Deadlines and Originality of Work

Methods to Attain Course Objectives

This class will use a variety of learning formats including lectures, class exercises and large group discussions, small group discussion, videos and guest speakers. Class attendance and full active participation are required in this course. Readings should be read before class, and students should be prepared to discuss and apply readings during class.

Instructor Responsibilities

- Deliver lectures relevant to learning goals and objectives.
- Develop discussion and exercise materials.
- Arrange for supplemental materials as needed.
- Facilitate large group and small group activities.
- Arrange for and facilitate discussion with guest speakers.
- Read and comment on student assignments in a timely manner
- Evaluate student work and provide feedback.

Student Responsibilities

- Arrive for sessions on time. Return from breaks on time.
- Actively participate in class sessions.
- Share ideas, learning, and experiences.
- Complete all assignments on time, including readings and papers.
- Provide feedback on identified learning needs as the course progresses.

MSASS Attendance Policy: Students are expected to attend all sessions. Attendance will be verified at each class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it. In the Intensive Weekend program, students may not miss more than one day; in the full-time program, students may not miss more than three classes. In rare circumstances, instructors may permit exceptions at their discretion and may require makeup assignments for any amount of time missed from class. As a member of the class, it is your responsibility to honor deadlines. If you cannot meet a deadline, please contact me, and we can discuss an alternative plan. Review Student Handbook for attendance policy.
**Assignments:** Except under extremely unusual circumstances, assignments must be turned in on the due date. Papers will not be accepted after the due date without prior permission. A death in the family or student illness is an example of a compelling or extreme situation. If you cannot meet a deadline, please contact me and we can discuss an alternative plan. All submitted work must be written, conjugated and punctuated at the graduate school level. Assignments should be typed, double-spaced, and carefully proofread. If you are unsure of how to reference an idea or a published work, please consult the APA style book or schedule time with me and we can discuss it.

Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.

- Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
- Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.
- Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

**The penalty for plagiarism in this course will be a failing grade.** If you are unsure of how to reference an idea or a published work, please consult the APA Publication Manual or schedule time with me and we can discuss it.

**Statement on Disability:** Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

**Electronic Devices:** Use of cell phones, text messaging, and on-line computers in class is not permitted. If there is an emergency condition that requires you to be available by cell phone on a given day, please let me know before class.

**Method to contact course instructor:** I do not keep regular office hours, but I am available to talk with you about your ideas, the concepts we cover in class and your projects. Please feel free to contact me to set a time which is convenient for both of us.

**MSASS Student Manual:** Please review the manual with regard to student policies including the Professional Code of Conduct and Incompletes.
Online Course Evaluations

The course evaluation is designed to assess the quality of the course, the instruction, and the effect that both had on your learning. Evaluations need to be completed within a two-week time frame: one week prior to and one week after the close of classes. The link for completing evaluations is as follows: https://its-services.case.edu/course-evals/evaluate.

The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

Selected Books


More Selected References


This is a distinctive ethnography of the Quechua speaking people of the Andes that brings their story into the present. The book focuses on the very real problem of cultural continuity in a changing world. The author finds that the hold life has in 2002 is not the same as it was in 1995.


The author of this book scrutinizes major assumptions in this critique of the notion of multiculturalism. She asks whether it could be that many, or even most, members of ethnic minorities want to shed their ethnic identities and assimilate to the dominant culture while suggesting that multiculturalism imposes ethnic scripts on minorities and thus locks them out of the opportunity to assimilate. In effect, it becomes a form of ethnic stereotyping and discrimination. Multiculturalism, when transformed into an
ideology as it often is, benefits cultural preservationists at the expense of members of ethnic minorities who wish to assimilate. Perversely, it then labels those who would resist such stereotyping as atypical, inauthentic, or even self-hating.


The United States has always been considered a land of immigrants, but since the massive increase in immigration in the late 1980s, when the number of incoming refugees doubled, this cliché has become very real. This book takes an ecological systems perspective on working with these two distinct groups, paying special attention to the relationship between individuals and their social environment. Focusing on the major immigrant groups who have come to the United States since the 1965 Immigration Act, the book contains chapters on immigrants and refugees from Asia, Latin America, Europe, and Africa. The authors explore ideas, concepts, and skills that will help human service workers, social workers, helping professionals, and policymakers deepen their understanding of cultural attitudes toward newly arrived immigrants and refugees, thus strengthening their ability to better serve an ethnically diverse clientele.


This award winning journalist reveals the story of a new generation of 21st century abolitionists and their heroic campaign to put an end to human bondage. In his accessible and inspiring book, the author carefully weaves the narratives of activists and those in bondage in a way that not only raises awareness of the modern-day slave trade, but also serves as a call to action.


Much discussed but poorly understood, globalization is at once praised as the answer to all the world's problems and blamed for everything from pollution to poverty. The authors of this book bring together an array of experts who paint a subtle and richly shaded portrait, showing both the power and the unexpected consequences of this great force. The stereotypes of globalization, characterized as American imperialism on the one hand, and as an economic panacea on the other, fall apart under close scrutiny. Surveying globalization from individual countries of the five major continents, this book shows that an emerging global culture does indeed exist. Analytical, incisive, and stimulating, this book offers rare insight into perhaps the central issue of modern times, one that is changing the West as much as the developing world.


Once isolated from the modern world in the heights of the Andean mountains, the
indigenous communities of Ecuador now send migrants to New York City as readily as they celebrate festivals whose roots reach back to the pre Columbian past. Fascinated by this blending of old and new and eager to make a record of traditional customs and rituals before they disappear entirely, this photographer journalist spent several years in Caar, Ecuador, photographing the local people in their daily lives and conducting photography workshops to enable them to preserve their own visions of their culture. In this engaging book, the author combines her sensitively observed photographs with an inviting text to tell the story of the most recent year she and her husband spent living and working among the people of Caar.


Synthesizing more than twenty years of research in cultural tourism, this book analyzes a remarkable variety of tourist productions, ranging from safari excursions in Kenya and dance dramas in Bali to an Abraham Lincoln heritage site in Illinois. The author examines each site in all its particularity, taking account of global and local factors, as well as the multiple perspectives of the various actors: the tourists, the producers, the locals, and even the anthropologist himself. The collection will be essential to those in the field as well as to readers interested in globalization and travel.


Globalization promises to bring people around the world together, to unite them as members of the human community. To such sanguine expectations, the author of this book responds deftly with a sobering account of how the "inhuman" imperatives of capitalism and technology are transforming our understanding of humanity and its prerogatives. Through an examination of debates about cosmopolitanism and human rights, this book questions key ideas about what it means to be human that underwrite our understanding of globalization.


This book chronicles the changing forms of indigenous engagement with the Ecuadorian state since the early nineteenth century that grew into the strongest unified indigenous movement in Latin America. Included are nine case studies that examine how indigenous peoples have attempted to claim control over state formation in order to improve their position in society. It concludes with four comparative essays that place indigenous organizational strategies in Ecuador within a larger Latin American historical context.

Whether you're conducting business, traveling for pleasure, or even relocating abroad, one mistake with customs or etiquette can leave a bad taste in everyone's mouth. International travelers, now more than ever, are not just individuals from their country but ambassadors and impression makers for their whole country. Culture Shock country and city guides make a complete reference series for customs and etiquette. These are not just travel guides; they are guides for a way of life.


Knowledge is power, and power can be used for tyranny. This book looks at the growing flaws in international law. Aiming at pretension, hypocrisy, and other notorious things that so-called progressive minds have manipulated international law for in the name of peace, the author pulls no punches in being honest and frank about the misdeeds of those in charge.


This book represents an important contribution to the literature on multiculturalism and psychology and provides valuable tools and insights for working with Latino families. Employing an accessible and original multidimensional approach, the author presents effective clinical strategies for addressing issues that frequently confront Latino families including different migration histories, experiences of racial discrimination, and dilemmas that can result from adapting to a new cultural setting. Through in-depth case illustrations, the author demonstrates that Latinos in the United States are a heterogeneous population from many countries, with a diverse array of belief systems and socioeconomic backgrounds. Readers will learn how to become more sensitive to cultural differences without falling prey to stereotypical assessments that rob clients of their individual histories and choices.


One million people are trafficked into the sex industry each year. In this timely and provocative study, the author documents the macro and micro impact of trafficking women and children into this industry on a global scale. She looks not only at the victims themselves, but also at the sex trade’s main players, organized crime structure, economic conditions, and role in which various militaries perpetuate its demand.


Meeting a crucial need for social workers and other practitioners, as well as students, this authoritative text covers the breadth of issues involved in working with immigrant and refugee children and families. Within an innovative conceptual framework, essential knowledge is presented to guide culturally competent practice with clients from over 14 immigrant groups whose numbers are growing in the United States.
today. Expert authors review the history of each group's migration to the U.S. and discuss key issues facing families, including cultural conflicts, trauma associated with refugee experiences and/or illegal status, and the effects of poverty and discrimination. Particular attention is given to ways that the practitioner can help families draw on culturally based resources for coping and resilience as they navigate the challenges of their new lives. Throughout, recommendations for strengths based assessment and intervention are brought to life in detailed case examples.


There are travels in this book, though it is not a travel book. The engagements follow the population patterns and demographics of Ecuador. The text surveys the unpopulated parts of Ecuador such as the volcanoes, Andes and the geography as a whole. Oil engineers have written about the Amazon region and the unpopulated parts of the coast. This is a book about the people of Ecuador.


For five centuries, Indians had very little voice in Ecuador, but now they are major protagonists who seek more acceptable terms in which to coexist in a society with two vastly different world views and cultures. Their recent political uprising has become the most powerful and influential indigenous movement in Latin America. This book details the origins and evolution of the Indian rebellion, focusing on the key period of the last thirty years. The text is infused with an abundant supply of quotations from participants in the rise in ethnic politics, bringing Ecuador's history and the Indians' opposition to the country's government to life. This valuable case study of the politics of ethnicity will become useful for those interested in Latin American politics.


Although forced migration is not new in human history it has become, in our time, one of the world's major problems. In the last few decades, armed conflict and political unrest have created vast numbers of asylum seekers, refugees, and displaced persons. This has led, in turn to increasing involvement of professional care workers and agencies, both governmental and nongovernmental. While there is no doubt on the part of helping parties that care is necessary, there is considerable debate about the kind of care that is needed. This book presents a critical review of mental health care provisions for people who have had to leave their homeland, and explores the controversies surrounding this topic. Providing fresh perspectives on an age old problem, this book covers humanitarian aid and reconstruction programs as well as service provision in host countries.


An eloquent and impassioned report from a hopeless battlefield where there is war

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between a nation of Amazonian Indians and the oil companies threatening to destroy it. After seeing a letter begging for help, the author moved to Ecuador to investigate and eventually to report the story. What followed was a journey into the heart of the Huaorani territory; into the trust of the people, into the offices of oil executives and bureaucrats whose goals never seem to include a viable place for the Huaorani. The author presents no easy answer; his mission was to bring this story out of the forest, to tell it. He has been there, risked his life, and returned with true authority on the subject and the literary skill to make it live on the pages.


Every year, millions of women and children are abducted, deceived, seduced, or sold into forced prostitution, made to service hundreds if not thousands of men before being discarded. Generating huge profits for their exploiters, sex slaves form the backbone of one of the world's most profitable illicit enterprises, for unlike narcotics, which must be grown, harvested, refined, and packaged, the female body requires no such "processing" and can be repeatedly consumed. In this book, the author investigates the mechanics of the global sex trafficking business across four continents and takes stock of its devastating human toll.


This book provides an analysis of the most serious global threats to health, the tools that can be used to evaluate them, and the international agencies established to respond to them. Medical threats such as infectious diseases, obesity, tobacco use, and global climate change are discussed, but the authors also expand their scope to include socio-political health impacts such as economic inequality. The complex role of organizations such as the World Health Organization, the International Monetary Fund, and the World Bank is also analyzed, as is the increasing interconnectedness of health and non-health actors. By drawing together an international group of health experts, this book provides a comprehensive account of the successes and failures, as well as the challenges and opportunities of globalization for public health.


An important essay by a philosopher who more convincingly than any other demonstrates the continuing significance of myth in the life of our culture.


This book focuses on women's participation in the political and economic restructuring process of the past twenty-five years. It focuses on showing how in their daily struggle for survival Ecuadorian women have both reinforced and embraced the
neoliberal model yet also have challenged its exclusionary nature. The author charts the growth of several strands of women's activism and identifies how they have helped redefine, often in contradictory ways, the real and imagined boundaries of neoliberal development discourse and practice.


Simón Bolívar was a revolutionary who freed six countries, an intellectual who argued the principles of national liberation, and a general who fought a cruel colonial war. His life, passions, battles, and great victories became embedded in Spanish American culture almost as soon as they happened. The author draws on his extensive research on the man and his era to tell Bolívar’s story, to understand his life in the context of his own society and times, and to explore his remarkable and enduring legacy. As a result, this book illuminates the inner world of Bolívar, the dynamics of his leadership, his power to command, and his modes of ruling the diverse peoples of Spanish America.


Transnational migration is a controversial and much discussed issue in both the popular media and the social sciences, but at its heart migration is about individual people making the difficult choice to leave their families and communities in hopes of achieving greater economic prosperity. Vicente Quitasaca is one of these people. In 1995 he left his home in the Ecuadorian city of Cuenca to live and work in New York City. This anthropological story of Vicente's migration and its effects on his life and the lives of his parents and siblings adds a crucial human dimension to statistics about immigration and the macro impact of transnational migration on the global economy.


This book analyzes the diverse understandings of poverty in eighteenth century multiracial colonial Quito society. It shows that in a colonial world both a pauper and a landowner could lay claim to assistance as the "deserving poor" while the vast majority of the impoverished Andean population did not share the same avenues of poor relief. An examination of poverty illustrates changing social and religious attitudes and practices towards poverty and the evolution of the colonial state during the eighteenth century bourbon reforms.


The author claims that for over half a century, policymakers committed to population control have perpetrated a gigantic, costly, and inhumane fraud upon the human race. They have robbed people of the developing countries of their progeny and the people of the developed world of their pocketbooks. Determined to stop population growth at
all costs, those the author calls "population controllers" have abused women, targeted racial and religious minorities, undermined primary health care programs, and encouraged dictatorial actions if not dictatorship. They have skewed the foreign aid programs of the United States and other developed countries in an anti-natal direction, corrupted dozens of well-intentioned nongovernmental organizations, and impoverished authentic development programs. Blinded by zealotry, they have even embraced the most brutal birth control campaign in history: China’s infamous one-child policy, with all its attendant horrors.


This history of relations between Ecuador and the United States is a revealing case study of how a small, determined country has exploited its marginal status when dealing with a global superpower. Ranging from Ecuador's struggle for independence in the 1820s and 1830s to the present day, this book examines the misunderstandings, tensions, and from the U.S. perspective, the unintended consequences that have sometimes arisen in relations between the two countries.


Social work practice with refugees and immigrants requires specialized knowledge of these populations, along with specialized adaptations and applications of mainstream services and interventions. Because they are often confronted with cultural, linguistic, political, and socioeconomic barriers, these groups are especially vulnerable to psychological problems. Among these problems are anxiety, depression, alienation, grief, post traumatic stress disorder and biological concerns stemming from inadequate or underutilized medical services. This is the first book to offer a comprehensive guide to social work with foreign-born clients that evaluates many different strategies in light of their methodological strengths and weaknesses.


This slim guide describes the history of Ecuador, its cultural heritage, and current political, environmental and economic challenges with maps, photographs and some travel information. It's an excellent synopsis from an unabashedly left-leaning perspective, which is also strong on facts.


Ecuador is the third largest foreign supplier of crude oil to the western United States. As the source of this oil, the Ecuadorian Amazon has borne the far reaching social and environmental consequences of a growing U.S. demand for petroleum and the dynamics of economic globalization it necessitates. This book traces the emergence of a highly
organized indigenous movement and its struggles against a U.S. oil company and Ecuadorian neoliberal policies. Against the backdrop of mounting government attempts to privatize and liberalize the national economy, the author shows how neoliberal reforms in Ecuador led to a crisis of governance, accountability, and representation that spurred one of Latin America's strongest indigenous movements in the twentieth century.


In this deft analysis, the author argues that the dictum "all men are created equal" serves largely to deflect attention from the fact that we differ in age, gender, talents, and physical abilities as well as in material advantages and social background. He argues for concentrating on higher and more basic values: individual capabilities and freedom to achieve objectives.


Dark and fast-paced, this book combines a liberal dose of Ecuadorian/Quechua Indian culture with the drama of a novel. The author fictionalizes major events he witnessed while doing anthropological fieldwork in Ecuador and shares the real-life struggles of the cholos, the mestizos, and the indios in their attempts to maintain their working class livelihoods in a strikingly stratified society that pushes them out of their traditional settlements.


We are what we eat: our food defines us as individual women and men, as families and communities, and as members of our race, our class, and our nation. In this book, the author uses four different facets of the social life of food diet, cuisine, discourse, and practice, to draw a richly detailed and compelling portrait of one South American community during the 1980s. The foods eaten in Zumbagua, an indigenous parish of highland Ecuador, are key to understanding what holds this distinctive people together in the face of tremendous economic and cultural challenges, as well as what divides them. The detailed discussion of diet is surprisingly revealing. Ancient histories emerge from the origins of staple crops like barley and potatoes, while recent trends, such as the substitution of purchased candies and colas for too expensive fruits and vegetables, expose an ongoing ecological and economic crisis.


This book includes eleven critical essays, plus a lengthy introduction and epilogue that explore the multicultural forces that have allowed Ecuador's indigenous peoples to have such dramatic effects on the nation's political structure. The authors use their ethnographic experience to understand both the cultural systems of local level aesthetics, ritual and cosmology, and the national political-economic transformations that have shaped this paradoxical, globalizing nation.

Ecuador’s impressive fiscal performance of 2003 is encouraging, but fragile. Several structural bottlenecks could impede fiscal discipline and recovery, which is a precondition to develop a poverty reduction agenda. Tax ear markings, exemption, an expansive payroll and pension bill have reduced to a minimum the available fiscal space for development needs. Reversing poverty trends is critical for the country’s stability, and this can only be achieved with well-targeted, effective and efficient pro-poor programs. Ecuador’s fiscal stress and poor budget management is deeply rooted in a governance system benefiting the elites, be it reflected on pro-rich subsidies, especially on basic infrastructure; off-budget operations that prevent transparency and foster corruption, or regressive transfers to sub national governments explained by party politics. The challenge for the Government is to provide more effective, efficient, sustainable and equitable assistance to the poor.


Malnutrition, especially the stunting of children under five, is arguably Ecuador's biggest development challenge. This study supports the development of a more coherent and effective nutrition strategy in Ecuador through an analysis of the main nutrition issues based on in-depth statistical analysis of a large new household survey dataset and other data sources, together with a review of qualitative evidence regarding behavioral and program access obstacles to improve nutritional outcomes. It also reviews the existing programs and policies which aim to improve nutritional outcomes, considered the available evidence on the efficiency, effectiveness, targeting and inter-programmatic coherence of the programs and projects reviewed and suggest an agenda for policy discussions to improve these outcomes.

Journal Articles for Ecuador


