



Research in Ecuador

Course Details

Course Designator & Number: ECDR 4201

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 35

Instructor: Dolores López BA, MSC, PhD (c) José Suárez Torres MD., M.P.H., Ph. D

Course Description

The goal of this course is to introduce the MSID student to various research concepts and practices, helping them select their study topic and title for their study, develop statements of problems and choose research questions and appropriate research design, study issues related to research ethics, develop their skills in choosing data collection instruments, and analyze the data they collect for their research. The course introduces various topics in the research cycle and provides a forum in which students can share with one another their research experience at each stage of the process.

Research projects in this course are ideally projects that fit with the development agency's goals and activities; therefore, the student's research interests are expected to blend with what is realistically happening at the development agency. Students must have approved proposals before proceeding on to their research sites. They will then collect necessary data and complete data analysis before heading back to Quito at the end of the six-week field period. It is likely that students will participate in field activities, meetings, and other forms of engagement that will be indirectly related to and could inform their research projects. Through hands-on experiences as well as readings, discussions, and written assignments, students will deepen their understanding of the host-country cultural context and development work from an international perspective, as well as critically examine their own worldview in order to develop, defend, and challenge their own values and beliefs.

Course Objectives

At the conclusion of this course, it is expected that students would be able to

- Demonstrate basic knowledge of the research process including concepts of ethical research
- Develop skills associated with research such as problem-solving, decision-making, communication, and analytical reasoning
- Speak clearly and confidently about their own research
- Gain expertise in a particular topic within their field of study
- Acquire intercultural sensitivity and a more complex understanding of the local context
- Critically examine their own worldview by deepening their understanding of Ecuador, in order to develop, defend, and challenge their own values and beliefs.

Methodology

The course consists of a research methodology module offered in the first seven weeks of the semester and a six-week field placement to enable students apply some of the techniques they learned in the classroom. This course offers students an opportunity to engage in research that is relevant to the needs of communities and/or civic organizations.

The research methodology module offered during the classroom phase includes students' presentations, discussions, and critiques on each other's work under the guidance of MSID instructors. During field placement the student is expected to learn under the guidance of both his/her agency supervisor and MSID faculty. Most of the learning during this phase is experientially based, independent, and individualized. The evaluation of student's performance in this course is based on attendance and participation in the research methodology module classes, class assignments/presentations, attendance and performance of research work at the agency, the supervisor's evaluation, and the final report.

Course Prerequisites

Four semesters of college-level Spanish or the equivalent.

Required Reading / Materials

- Becker, Howard. 2011. Imaginario. En: Trucos del oficio: Cómo conducir la investigación en las Ciencias Sociales. Madrid: Siglo XXI Editores. pp. 27-94.
- Malinowsky, Bronislaw. 1986. Introducción. En: Los Argonautas del Pacífico Occidental. Barcelona: Editorial Península. pp. 19-42.

- Vásquez, María Eugenia. 2000. Escrito para no morir: memoria desde la exclusión. En: Memorias hegemónicas, memorias disidentes. El pasado como política de la historia, editado por Cristóbal Gnecco y Marta Zambrano. Bogotá: Ministerio de Cultura, Instituto Colombiano de Antropología e Historia, Universidad del Cauca. pp. 319-330.
- Becker, Howard. 2011. Muestreo En: Trucos del oficio: Cómo conducir la investigación en las Ciencias Sociales. Madrid: Siglo XXI Editores. pp. 95-144.
- Wacquant, Loic. 2004. Prólogo. En: Entre las cuerdas: cuadernos de un aprendiz de boxeador. Madrid: Alianza Editorial. pp. 15-28.
- Baer, Alejandro y Schnettler Bernt. 2015. Hacia una metodología cualitativa audiovisual. El vídeo como instrumento de investigación social. En: Investigación Cualitativa en las Ciencias Sociales: Temas y problemas, editado por A. Merlino. Buenos Aires (Mimeo, en prensa).
- Portelli, Alessandro. 1993. Elogio de la grabadora: Gianni Bosio y los orígenes de la historia oral. En: Rev. Historias N° 30. pp. 3-8.
- Bourdieu, Pierre y Gabrielle Balazs. 2002. El interrogatorio. En: La miseria del mundo. Buenos Aires: FCE. pp. 545-555.
- Geertz, Clifford. 2003. Juego profundo: notas sobre la riña de gallos en Bali. En: La interpretación de las culturas. Barcelona: Gedisa. pp. 339-372.
- Rosaldo, Renato. 2000. Análisis narrativo. En: Cultura y verdad: La reconstrucción del análisis social. Quito: Abya Yala. pp. 153-170.
- Marcus, George. 2001. Etnografía en/del sistema mundo: El surgimiento de la etnografía multilocal. Alteridades 11 (22). pp. 111-127.
- Nicolás, Verdier. 2010. La memoria de los lugares: entre espacios de la historia y territorios de la geografía. En: Lenguajes y visiones del paisaje y del territorio, editado por Ortega Cantero, N., García, Álvarez, J. y Mollá Ruiz-Gómez. Madrid: UAM Ediciones. pp. 209-217.
- Flores Collazo, María. 2011. Archivos e investigación Histórica: De la teoría a la práctica. Conferencia magistral presentada en el V Congreso Iberoamericano de Archivos Universitarios celebrado en San Juan, Puerto Rico, del 7 al 11 de marzo. Cuarto Propio Revista Literaria (7). pp. 1-18. En: https://www.academia.edu/744231/Archivos_e_investigacion_historica_de_la_teor%C3%ADa_a_la_pr%C3%A1ctica
- Arfuch, Leonor. La vida como narración, En: <http://179.43.112.212/webapp-storage/adjuntos/136984-La%20vida%20como%20narracionLeonor%20%20Arfuch.pdf>
- Poole, Veena. 2000. Visión Raza y modernidad, Introducción. La economía visual del mundo andino de imágenes. Lima: Casa de estudios del socialismo Sur. pp. 11-35

- Ortega, Mario. 2009. Metodología de la sociología visual y su correlato etnológico. Nueva época 22 (59) (Enero – abril). pp. 165-184. En: <http://www.scielo.org.mx/pdf/argu/v22n59/v22n59a6.pdf>
- Suárez, Hugo José. 2008. La fotografía como fuente de sentidos. Costa Rica, San José: Flacso.
- Suárez, Hugo José. 2012. Ver y crear: ensayo de sociología visual en la colonia el Ajusco. México DF: UNAM.
- Morini, Cristina. 2004. El trabajo de Penélope: La encuesta, el trabajo cognitivo y la lección biopolítica del feminismo. Cognitarios conozcámonos a nosotros mismos. En: Nociones Comunes: experiencias y ensayos entre investigación y militancia. Madrid: Traficantes de sueños. Pp.111-116. En: <https://www.traficantes.net/sites/default/files/pdfs/Nociones%20comunes-TdS.pdf>
- Haraway, Donna. 1995. Conocimientos situados: la cuestión científica en el feminismo y el privilegio de la perspectiva parcial. En: Ciencia, cyborgs y mujeres: La reinención de la naturaleza. Madrid: Cátedra. pp. 313 – 346.
- Escobar, Arturo. 2003. Mundos y conocimientos de otro modo: el programa de investigación de modernidad/colonialidad latinoamericano. Tabula rasa (1). pp. 51-86. En: <http://www.revistatabularasa.org/numero-1/escobar.pdf>
- Feld, Claudia. 2012. Las capas memoriales del testimonio: Un análisis sobre los vínculos entre espacio y relatos testimoniales en el casino de Oficiales de la ESMA. En: Topografías conflictivas: Memorias, espacios y ciudades en disputa, editado por A. Huffschmid y V. Durán. Buenos Aires: Trilce. pp. 335-365.
- Rivera, Cusicanqui. 2015. Experiencias de montaje creativo: de la historia oral a la imagen en movimiento. En: Sociología de la imagen: miradas ch'ixi desde la historia andina. Buenos Aires: Tinta Limón. pp. 285-294.
- Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.

Letter Grade	Score or Percentage	Description
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Class written assignments (research methods)	25%
Field supervisor evaluation	10%
Draft of final report	15%
Reflections/field notes	15%
Final report/agency analysis	10%
Presentation in final seminar	20%
Overall grade	100%

Assessment Details

Class Written Assignments (Research Methods)

Students will be expected to complete a research protocol, which will be discussed in class, as part of the learning process, which will include the main topic/question, the methodology, and timeframe. They will follow this protocol in the development of your research.

Field Supervisor Evaluation

The assigned supervisor from the local institution, where you will develop your research, will provide assistance and guidance to your research process, and will provide an assessment of the different research activities that you have performed, including your contributions to the local agency and communities.

Draft of final report

The student is expected to develop a detailed outline of the final research paper, which will be presented and discussed with the assigned faculty, which will guide in the bibliographical reviews and research methodology, data collection and analysis.

Reflections/ Field Notes

The students need to maintain field notes, with a description of the events and a reflection in relation to the local reality/problems, which will be used to write the final research paper. The development of a field journal will help the student to collect every piece of information on the research theme. It is important to make a summary description of the agency, including their main goals, structure, and issues that they address, maintaining record of location, photos of the building, offices and personnel.

Final Report

You will be expected to complete a final report of your research, following the guidelines for a research paper. The paper must analyze, interpret or evaluate all the research components. It should go beyond a simple description of the area, community or the activities that you have developed, to reflect on the main issues or problems addressed during the research process, including analysis and discussion of the main findings, and integration of final conclusions. It should have an extension of 10-12 pages, following the guidelines provided in the Student Manual: title page, title, thesis statement, argumentation, conclusions and bibliography. References and bibliography: MLA, APA or other systems may be used, which must be correctly and fully cited (references and bibliography must be linked). All the academic citations will use the author-date system, numeric, notes, etc. according to the bibliographic reference style.

Presentation in Final Seminar

The final oral presentation will be carried out by the students according to the academic calendar. They will last 15 minutes, with audiovisual support. Structure: Topic, Introduction, justification that explains about the importance of the topic, the objectives, approach to the problem, analytical argumentation of the topic and conclusions.

Course Content

Unit 1

Introduction

- Pre-semester survey.
- Introduction to scientific research.
 - Research characteristics (what research is and what it is not).
 - Research pitfalls
- Readings:
 - Becker, Howard. 2011. Imaginario. En: Trucos del oficio: Cómo conducir la investigación en las Ciencias Sociales. Madrid: Siglo XXI Editores. pp. 27-94.
 - Malinowsky, Bronislaw. 1986. Introducción. En: Los Argonautas del Pacífico Occidental. Barcelona: Editorial Península. pp. 19-42.

Unit 2

The Research Cycle

- Selecting a topic.
- Choosing a title for your research project
- Formulating the research question/problem.
- Selecting an appropriate design for your research
- Readings:
 - Vásquez, María Eugenia. 2000. Escrito para no morir: memoria desde la exclusión. En: Memorias hegemónicas, memorias disidentes. El pasado como política de la historia, editado por Cristóbal Gnecco y Marta Zambrano. Bogotá: Ministerio de Cultura, Instituto Colombiano de Antropología e Historia, Universidad del Cauca. pp. 319-330.
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Unit 3

Background Information

- Annotated bibliography.
- Literature review.
- Readings:
 - Portelli, Alessandro. 1993. Elogio de la grabadora: Gianni Bosio y los orígenes de la historia oral. En: Rev. Historias N° 30. pp. 3-8.
 - Bourdieu, Pierre y Gabrielle Balazs. 2002. El interrogatorio. En: La miseria del mundo. Buenos Aires: FCE. pp.545-555.
 - Geertz, Clifford. 2003. Juego profundo: notas sobre la riña de gallos en Bali. En: La interpretación de las culturas. Barcelona: Gedisa. pp. 339-372.
 - Rosaldo, Renato. 2000. Análisis narrativo. En: Cultura y verdad: La reconstrucción del análisis social. Quito: Abya Yala. pp.153-170.
 - Marcus, George. 2001. Etnografía en/del sistema mundo: El surgimiento de la etnografía multilocal. Alteridades 11 (22). Pp.111-127.
 - Nicolás, Verdier. 2010. La memoria de los lugares: entre espacios de la historia y territorios de la geografía. En: Lenguajes y visiones del paisaje y del territorio, editado por Ortega Cantero, N., García, Álvarez, J. y Mollá Ruiz-Gómez. Madrid: UAM Ediciones. Pp.209-217
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 - Arfuch, Leonor. La vida como narración, En: <http://179.43.112.212/webapp-storage/adjuntos/136984-La%20vida%20como%20narracion-Leonor%20%20Arfuch.pdf>
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- Ortega, Mario. 2009. Metodología de la sociología visual y su correlato etnológico. Nueva época 22 (59) (Enero – abril). pp.165-184. En: <http://www.scielo.org.mx/pdf/argu/v22n59/v22n59a6.pdf>
- Suárez, Hugo José. 2008. La fotografía como fuente de sentidos. Costa Rica, San José: Flacso.
- Suárez, Hugo José. 2012. Ver y crear: ensayo de sociología visual en la colonia el Ajusco. México DF: UNAM.
- Morini, Cristina. 2004. El trabajo de Penélope: La encuesta, el trabajo cognitivo y la lección biopolítica del feminismo. Cognitarios conozcámonos a nosotros mismos. En: Nociones Comunes: experiencias y ensayos entre investigación y militancia. Madrid: Traficantes de sueños. Pp.111-116. En: <https://www.traficantes.net/sites/default/files/pdfs/Nociones%20comunes-TdS.pdf>

Unit 4

Research

- Types of research (qualitative, quantitative, basic and applied research).
- Concept paper/research proposal.
- Readings:
 - Haraway, Donna. 1995. Conocimientos situados: la cuestión científica en el feminismo y el privilegio de la perspectiva parcial. En: Ciencia, cyborgs y mujeres: La reinención de la naturaleza. Madrid: Cátedra. pp. 313 – 346

Unit 5

Data

- Data collection instruments.
- Analyzing data.
- Readings:
 - Escobar, Arturo. 2003. Mundos y conocimientos de otro modo: el programa de investigación de modernidad/colonialidad latinoamericano. Tabula rasa (1). pp. 51-86. En: <http://www.revistatabularasa.org/numero-1/escobar.pdf>
 - Feld, Claudia. 2012. Las capas memoriales del testimonio: Un análisis sobre los vínculos entre espacio y relatos testimoniales en el casino de Oficiales de la

ESMA. En: Topografías conflictivas: Memorias, espacios y ciudades en disputa, editado por A. Huffschmid y V. Durán. Buenos Aires: Trilce. pp. 335-365.

- Rivera, Cusicanqui. 2015. Experiencias de montaje creativo: de la historia oral a la imagen en movimiento. En: Sociología de la imagen: miradas ch'ixi desde la historia andina. Buenos Aires: Tinta Limón. pp. 285-294.

Unit 6

Ethics

- Ethics—historical background, human rights, justice, and integrity—and comparison between the US and Ecuador.
- Writing the final report.
- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A.

Unit 7

Research Review

- Reviewing the research cycle.
- Post-semester survey.
- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A

Unit 8

Proposal Revisions

- Revise proposal with agency and review and test data collect instruments.
- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A.

Unit 9

Data Collection

- Begin data collection.

- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A

Unit 10

Data Editing

- Complete data collection and begin data editing and cleaning.
- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A.

Unit 11

Data Analysis

- Analyze the data
- Readings:
 - Varea, Soledad. 2020. Manual para investigación científica. Quito: N/A.

Unit 12

First Draft

- Compile first draft of final report.

Unit 13

Final Report

- Revise final report in line with feedback from supervisor/MSID faculty.

Unit 14

Final Seminar

- Present research findings to peers and MSID faculty

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).