



**UNIVERSIDAD DE ESPECIALIDADES ESPIRITU SANTO**  
**FACULTAD DE ESTUDIOS INTERNACIONALES**  
**INTERNATIONAL CAREERS PROGRAM**  
**SILABO**

**1. Información general de la asignatura:**

<b>Asignatura:</b> Institutions in Society <b>Código:</b> USSC302 <b>Año:</b> 2018 <b>Pre requisitos:</b>  <b>Co-requisitos:</b> Ninguno <b>Número de créditos:</b> 3	<b>Periodo académico:</b> June 11 – July 19 <b>Semestre:</b> International June to July (Periodo Ordinario II) <b>Tipo de Materia:</b> <table border="1"><tr><td><i>Obligatoria</i></td><td></td><td><i>Optativa</i></td><td>X</td><td><i>Práctica</i></td><td></td></tr></table> <b>Unidad de Organización curricular:</b> <table border="1"><tr><td><i>Básica</i></td><td>X</td><td><i>Profesional</i></td><td></td><td><i>Titulación</i></td><td></td></tr></table>	<i>Obligatoria</i>		<i>Optativa</i>	X	<i>Práctica</i>		<i>Básica</i>	X	<i>Profesional</i>		<i>Titulación</i>	
<i>Obligatoria</i>		<i>Optativa</i>	X	<i>Práctica</i>									
<i>Básica</i>	X	<i>Profesional</i>		<i>Titulación</i>									

**2. Dedicación de horas**

**Horas presenciales: 48**

Horas de componente Docencia		Horas componente de Prácticas de Aplicación y experimentación	Horas Componente de Aprendizaje Autónomo
Horas Aprendizaje Asistido	Horas Aprendizaje Colaborativo		
24	24	66	30

**3. DESCRIPCIÓN**

This course covers basic aspects of cultural considerations for Latin American economic, historic and social perspectives along with more detailed information on Ecuador. It complements students' social internships by focusing on service learning as well and relating the activities they put into practice with the reality of the Ecuadorian environment.

**4. JUSTIFICACIÓN**

Institutions in Society will allow students to acquire and increase their knowledge on the impact of their contribution through service learning within the Ecuadorian context.

**5. OBJETIVOS DE LA ASIGNATURA**

**5.1 Generales**

During this class students will learn through research and participation different types of service learning models and to make decisions accordingly. Students should be able to demonstrate their analytical skills, both in writing and orally, when completing their journal entries, research projects as well as their presentations in class based on the cultural information about the Ecuadorian context.

**5.2 Especificos (5 máximo)**

- To identify the purpose of service learning.
- To recognize the service learning models.



- To acknowledge current information within the Ecuadorian context and relate it to their practical activities and daily interaction.
- To critically assess the cultural aspects of the Ecuadorian situation in relation to the world and their environment.

## 6. POLÍTICAS GENERALES DEL CURSO

- Students should not eat inside the classrooms.
- Homework assignments must be turned in on the given date.
- No late homework will be accepted.
- Students are only allowed 3 absences.
- Every lateness to class counts as 0.33 of an absence.
- Class schedule is the official established one.
- Quiz and exam dates are fixed, there will be no changing of timetables.

## 7. RESULTADOS DE APRENDIZAJE Y ESTRATEGIAS DE EVALUACIÓN

Resultados de aprendizaje (Mínimo 4 y máximo 8)	Estrategias de evaluación			Ponderación	
	(Medición de resultados-Producto/desempeño esperado)	Criterios y niveles de logro	Técnicas e instrumentos	Parcial 1	Parcial 2
RDA 1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.	Describes the relationship between internship sites, their voluntary work and their impact in society	Analyses the role of their internship agencies in society and identifies the key cultural and social aspects that lead to its creation	Class Discussion  Lecture  Readings	10	10
RDA2: Recognizes the most important facts of the Ecuadorian historical periods	Identifies the most important cultures of the formative period. Recognizes the historical context of the Spanish conquest in Ecuador..	Analyzes different historical periods and its influence over Ecuador's society and identify formation.	Class Discussion  Lecture  Readings	15	10
RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy	Analyses Ecuador's current situation and relates it to its historical socioeconomic and political context in order to identify the origin of current issues	Describes how historical periods have influences Ecuador's current sociopolitical and economic situation.	Class Discussion  Lecture  Photojournalism project  Midterm Exam	50	N/A
RD4: Identifies the main characteristics of Ecuador don's educational system.	Researches about main ideas, stereotypes and beliefs about Ecuador's main religious groups. Analyses the impact	Identifies the main characteristics of Ecuador's religious groups. Analyses	Class Discussion  Lecture  Photojournalism project	10	15



Studies the influence of religion and culture in the academic environment	of religion upon Ecuador's social configuration and educational system.	Ecuador's educational system.			
RDA5: Studies general policies to protect the environment and public health	Identifies the main environmental characteristic of Ecuador. Understands the causes of environmental issues in the country	Analyses environmental issues in Ecuador and proposes sustainable alternatives	Class Discussion Lecture Photojournalism project	15	15
RDA6: Discusses different approaches to culture and acknowledges effects of stereotypes on culture	Identifies cultural stereotypes in Ecuador and recognizes its impacts on society.	Analyses the cultural aspects of stereotypes and finds alternatives to break down these beliefs.	Class Discussion Lecture Photojournalism project Final Exam	N/A	50

## 8. PROGRAMACIÓN DE LOS CONTENIDOS

S E M	Resultados de Aprendizaje de la Materia / Learning Outcomes (Nivel de exigencia cognitiva).	TEMAS Y SUBTEMAS	Estrategias metodológicas / Actividades	Prácticas de aplicación/exp.	Trabajo autónomo / Tareas fuera de clase	Bibliografía a utilizar (Codificado)
1	RDA1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.	*Syllabus *Course overview *Introduction: Personal background *Personal interests *Expectations regarding social services and service learning *What is your agency? *First impressions of Ecuador *General reading to introduce Ecuador: * Ecuador: Culture, history, politics and society	Discussion Reading analysis Small trivia on your knowledge about Ecuador Video: NGOs Surrogates of the state	Describe your internship site Identify the mission and vision of your agency Why it was created? Identify the particular needs of their target population What do you expect to learn from this experience? Describe what activities would you like to do and compare them to the actual responsibilities you are hand in at the agency. Prepare for a debate next week on the role of NGOs in Ecuador 6 hours	<b>Readings</b> <b>BB1:</b> The third party model: Enhancing volunteering through governments, corporations and educational institutes <b>BB2:</b> To Hell with Good Intentions 2 hours <b>Homework</b> Small presentation with information about your first impressions of your internship Research for debate, role of NGOs in Ecuador's development 1 hours	BB1 BB2 BC1 Video 1



	<p>RDA2: Recognizes the most important facts of the Ecuadorian historical periods</p>	<p>Ecuador's brief history Pre-Incan societies Incan Empire Spanish conquest</p> <p>Fieldtrip to</p> <p>*Municipal Museum <b>Indigenous Cultures in the Coast</b> 1) Valdivia Culture 2) Manteño-Huancavilca Culture 3) Pre-Columbian Periodo (Formative Period) 4) Clash of cultures: Spanish conquest</p> <p>*Museo en Miniatura <b>Guayaquil through history</b> 1) First inhabitants 2) Pirates Attacks 2) Guayaquil's commercial activities: Gran Cacao, Shipyards 3) Independence of Guayaquil 4) Modern Guayaquil</p>	<p>Field trip to the museums</p> <p>Historical Analysis</p> <p>Lecture</p> <p>Readings</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: descriptions and detailed analysis.</p> <p>1 hour</p>	<p><b>Reading:</b> <b>BB3:</b> Indians, Oil, and Politics</p> <p>Introduction Chapter 1 Chapter 2</p> <p>2 hours</p> <p>1 hours</p>	BB3
2	<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p>	<p>Q&amp;A: <b><u>First impressions of your internship site</u></b></p> <p><b><u>Role of NGOs</u></b></p> <p>Lecture: History of Ecuador: XX Century.</p> <p><b><u>Ecuadorian Socioeconomic context</u></b></p> <p><b><u>Early 2000s:</u></b></p> <ul style="list-style-type: none"> <li>• Socialisms of XXI century</li> <li>• Citizens revolution</li> <li>• Dollarization</li> </ul> <p><b><u>90s Neoliberalism</u></b></p> <ul style="list-style-type: none"> <li>• Social effects on migration</li> <li>• Indigenous movements</li> </ul> <p><b><u>80s Latin American Lost Decade</u></b></p> <ul style="list-style-type: none"> <li>• Import Substitution Industrialization (ISI)</li> <li>• Development in rural areas</li> </ul> <p><b><u>70s Black Gold: Oil</u></b></p> <ul style="list-style-type: none"> <li>• Oil</li> <li>• Military dictatorship</li> <li>• Banana Republic</li> <li>• Rural Development</li> </ul>	<p>Lecture</p> <p>Discussion: Role of ONG in social change</p> <p>Oral presentation about your first weeks in the organization</p>	<p>Internship: Discussion and Critical Thinking</p> <p>Get to know the people you work with and serve at your organization:</p> <p>What do patients/people do outside the agency? Their hobbies, economic and social activities.</p> <p>2) What are the social characteristics of the people who go to the Center of Equine Therapy, Padre Damian, Niños con futuro, etc.</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: descriptions and detailed analysis.</p> <p>1 hour</p>	<p>Reading Page 18 – 61</p> <p>3 hours</p> <p>Prepare for Discussion: The role of the state within Ecuador's different development paradigms. Is the 'state' the problem or the solution to development?</p> <p>30 minutes</p> <p>Research: Ecuador's Social Morphology.</p> <p>30 minutes</p>	BB4



<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p> <p>RD4: Identifies the main characteristics of Ecuador don's educational system. Studies the influence of religion and culture in the academic environment</p>	<p>Follow-up internship: 1) What do patients/people do outside the agency? Their hobbies, economic and social activities.</p> <p>2) What are the social characteristics of the people who go to your agency (Center of Equine Therapy, Padre Damian, Niños con futuro, Fundación Gracias María etc.)</p> <p>Ecuador´ Social Morphology</p> <p>Comparison to other countries in the region (Ecuador – Bolivia, Colombia and Peru)</p> <p>Indigenous communities in three regions of Ecuador. Social stereotypes</p> <p>Social morphology in EE.UU, Europe, etc.</p> <p>Religion as Social Institution 1) Catholicism 2) Other religions 3) Religion and Education 4) Historical Background: Power and Religion Ecuador´s Patron: Corazón de Jesus 5) Influence of religion in Ecuador 6) Compare religious facts</p>	<p>Class review: The role of the state in Ecuador's development</p> <p>Lecture</p> <p>Oral presentation</p>	<p>Internship: Discussion and Critical Thinking</p> <p>The influence of religion in: education, social relations, job, politics, health system, etc.</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Readings 2 hours</p> <p>Prepare for discussion: Religion and Education in Ecuador.</p> <p>1 hour</p>	<p>BC2</p> <p>BC3</p>
<p>RD4: Identifies the main characteristics of Ecuador don's educational system. Studies the influence of religion and culture in the academic environment</p>	<p>Q&amp;A: Different points of view: Is education important? What is the perspective that people at your internship have about education?</p> <p>Religion in Ecuadorian society</p> <p>Continue: Religion influence over education and culture.</p> <p>Education System in Ecuador</p> <p>Educational Reform</p> <p>Bilingual Education: English or Kichwa?</p> <p>Multicultural education</p>	<p>Discussion</p> <p>Lecture</p> <p>Oral Presentation</p>	<p>Internship: Discussion and Critical Thinking</p> <p>During your fieldtrip to Cuenca ask questions and get information about the influence of indigenous beliefs over the Catholic religion. Interesting facts about Ingapirca (Incan ruins). Talk to local people about their perception of Ecuador´s current economic and political context.</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Research: Find information about informal economy in Ecuador. Identify one type of economic activity (informal economy) you have seen in Guayaquil/ Ecuador. Include this information as an entry for your photo journalism assignment.</p> <p>2 hours</p>	<p>BC4</p> <p>BC5</p>



3	<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p>	<p>Q&amp;A: What is the personal opinion of different people regarding the current Economic model?</p> <p>Economic Model in Ecuador:</p> <p>Social and Solidarity Economy in Ecuador: understanding the 'Buen Vivir'</p> <p>Access to Education and Health Poverty Alleviation Funds.</p> <p>Employment rate in Ecuador</p> <p>Informal Economy</p>	<p>Oral Presentation about informal economy, information obtained during the trip to Cuenca.</p> <p>Photo of the week</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Research: Find out about the main issues Ecuador faced during the dollarization period. Interview to host families, people at the agency, etc.</p> <p>2 hours</p>	<p>BB5</p> <p>BB6</p>
	<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p> <p>RDA5: Distinguishes the main politics to protect environment and public health</p>	<p>Dollarization in Ecuador</p> <p>Remittances</p> <p>Imports and Exports Protection Measures in Ecuador's Market: Tariffs</p> <p>Guest speaker (to be confirmed): Economic crisis in Ecuador</p> <p>Change the Production Matrix</p> <p>Oil Dependency: Yasuní ITT Initiative</p> <p>Environmental Concerns</p>	<p>Discussion: Main effects of Dollarization in Ecuador</p> <p>Lecture</p> <p>Oral Presentation</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis.</p> <p>1 hour</p>	<p>Study for midterm</p> <p>Prepare Presentation about one topic we have covered until now:</p> <p>3 hours</p> <p>BB5</p>
	<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p> <p>RDA6: Discusses different approaches to culture and acknowledges effects of stereotypes on culture</p>	<p>MIDTERM EXAM 1h30</p> <p>Topics include:</p> <p>1) Role of NGOs</p> <p>2) History</p> <p>3) Ecuador's Political and Economic Context</p> <p>4) Demographic Morphology</p> <p>5) Education and Religion</p> <p>6) Economic Model &amp; Informal Economy</p> <p>7) Import and Export</p> <p>Oral Presentation: About topics covered</p> <p>Information about Final Project</p> <p>1. Present pictures</p> <p>2. Project at the organization</p>	<p>Essay format</p> <p>Oral presentation</p> <p>Photojournalism Project: Present your pictures and introduce the people/scenes photographed</p> <p>Project: Identify an activity you can do at the agency (individual or in groups)</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Research: Find information about Bono Solidario, Bono Campesino and Chulqueros</p> <p>1 hour</p> <p>BB2</p>



	<p>RDA3: Identifies the bases of the Ecuadorian politics and Ecuadorian economy</p>	<p>Q&amp;A: What do you think about Ecuador's poverty reduction grants?</p> <p>Social Classes in Ecuador</p> <p>Social Pyramid</p> <p>Economic Pyramid</p> <p>Power and Social Class</p> <p>Changes in social classes</p> <p>Bono Campesino</p> <p>Bono Solidario</p> <p>Micro-credit</p> <p>Chulqueros</p>	<p>Discussion</p> <p>Lecture</p> <p>Oral presentation</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Research: Environmental issues in Guayaquil and Ecuador</p> <p>1 hour</p>	<p>BC2</p> <p>BC3</p>
4	<p>RDA5: Distinguishes the main politics to protect environment and public health</p>	<p>Q&amp;A: Cultural aspects regarding food/environment</p> <p>Environment</p> <p>How Economic activities affect the environment:</p> <p>Coast: Mangroves and Ocean</p> <p>Highlands: Quinoa Plantations, Copper Extraction</p> <p>Agriculture and Food Security</p> <p>Amazon: Oil, Deforestation</p> <p>Galapagos: Tourism</p>	<p>Lecture</p> <p>Video</p> <p>Discussion</p> <p>Oral Presentation</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p> <p>Fieldtrip: 5 hours</p>	<p>Field trip to: Dos Mangas</p> <p>5 hours</p> <p>Prepare for oral presentation: The cultural aspects of Food. How food is related culturally and economically to its country of origin. Chose one product from Ecuador to present to the class</p>	<p>BB8</p>



	<p>RDA5: Distinguishes the main politics to protect environment and public health</p> <p>RDA6: Discusses different approaches to culture and acknowledges effects of stereotypes on culture</p>	<p>Q&amp;A: What do you think about traditional medicine? Ask the people at your internship if they have used traditional medicine, or have visited a healer?</p> <p>Ministry of Health</p> <p>Epidemics</p> <p>Popular beliefs Shamanism Mal de ojo (Evil Eye)</p> <p>Habits that influence public health</p> <p>Teenage pregnancy</p> <p>Sexual Health and Family Planning</p> <p>Machismo and public health</p>	<p>Lecture</p> <p>Discussion</p>	<p>Internship: Discussion and Critical Thinking</p> <p>4 hours (field work at internship site)</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Research&gt;</p> <p>Most common myths around health in Ecuador.</p> <p>1 hour</p>	<p>BB6</p> <p>BB7</p>
5	<p>RDA1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.</p>	<p>Review of the class</p> <p>Q&amp;A regarding all topics covered</p> <p>Thoughts about your internship. How was your experience compared to your previous expectations?</p> <p>Questions regarding final project. Review of the photos published online, description of the photos.</p> <p>Choose a topic to write a brief report based on the contents of the class.</p>	<p>Lecture</p> <p>Oral Presentation</p>	<p>Report: Analysis of the Ecuador's Social Context. One specific topic</p> <p>1) Economy 2) History 3) Cultural Diversity 4) Political and Social Background 5) Role of Religion 7) Environment 8) Health 9) Food Security and Cultural Aspects of Food 10) Role of NGOs in Guayaquil</p> <p>Photo of the week: detailed description and analysis</p> <p>1 hour</p>	<p>Research about the topic of your preference to write a final report</p> <p>2 hours</p> <p>Share your thoughts</p>	
	<p>RDA1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.</p>	<p>Ecuador current situation: Future challenges</p> <p>Presidential Elections 2017</p> <p>Economic system</p> <p>Foreign Debt</p> <p>Economic Activation: Ecuador after the Earthquake and oil dependency</p> <p>International Relations</p>	<p>Lecture</p> <p>Discussion</p>	<p>Prepare for final project First part</p>		<p>News Articles</p>



6	RDA1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.	<p>Final project at the organization</p> <p>Prepare and activity to do with the staff and patients at the organization. Identify their needs and find imaginative ideas to solve them.</p> <p>Examples: dance festival, talent show, multicultural festival, music and cultural shows, art therapy, etc.</p>	Present Project	Present Project		
	RDA1: Acquires and increase their knowledge on the impact of their contribution through service within the Ecuadorian context.	<p>Final Exam</p> <p>Final Report</p> <p>Present Project: Photojournalism</p> <p>Description of your internship</p> <p>Real Photos and Images from your internship site</p> <p>People that made your experience unique</p> <p>Representations of Ecuadorian Social Institutions</p> <p>Exam Review</p>	<p>Oral Presentation</p> <p>Essay</p>	<p>Report: Analysis of the Ecuador's Social Context. One specific topic</p> <p>1) Economy 2) History 3) Cultural Diversity 4) Political and Social Background 5) Role of Religion 7) Environment 8) Health 9) Food Security and Cultural Aspects of Food 10) Role of NGOs in Guayaquil</p>		

## 9. BIBLIOGRAFÍA:

### 9. 1 Bibliografía Básica

BB1: Haski-Leventhal, D., Meijjs, L.C.P.M., Hustinx, L. (2010). The third party model: Enhancing volunteering through governments, corporations and educational institutes. *Journal of Social Policy*, 39(1), 139-158.  
<http://dx.doi.org/10.1017/s0047279409990377>

BB2: Ivan Illich. To Tell with Good Intentions. Retrived from: [http://www.swaraj.org/illich\\_hell.htm](http://www.swaraj.org/illich_hell.htm)

BB3: Gerlach, A. Indians, Oil, and Politics. Lanham: Rowman & Littlefield Publishers.

BB4: Salvador Tamayo E. The understanding of development in Ecuador through institutions and beliefs, 1950-2014. Lund University.  
<http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=4498621&fileId=4498627>

BB5: Unai Villalba. Buen Vivir vs Development: a paradigm shift in the Andes?, *Third World Quarterly*, 34:8, 1427-1442, DOI: 10.1080/01436597.2013.831594

BB6: Davidov, V. Shamans and Shams: The Discursive Effects of Ethnotourism in Ecuador. *The Journal Of Latin American And Caribbean Anthropology*, 15(2), 387-410.  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1935-4940.2010.01091.x/full>

BB7: Hardin, M. (2002). *International Journal Of Sexuality And Gender Studies*, 7(1), 1-22.  
<http://dx.doi.org/10.1023/a:1013050829597>



BB8: Millenial Ecuador critical essays on cultural transformations & social dynamics. (2003). Iowa City: University of Iowa Press .

BB9: Duguid, F., MÃfÃ¼ndel, K., & Schugurensky, D. (Eds.). (2013). <i>Volunteer work, informal learning and social action</i>. Retrieved from <https://ebookcentral.proquest.com/lib/uees-ebooks/detail.action?docID=3034856>

## 9.2 Bibliografía Complementaria

BC1: McBride, A., Johnson, E., Olate, R., & O'Hara, K. (2011). Youth volunteer service as positive youth development in Latin America and the Caribbean. Children And Youth Services Review, 33(1), 34-41. <http://dx.doi.org/10.1016/j.childyouth.2010.08.009>

BC2: Find the Data. Ecuador.  
<http://country-facts.findthedata.com/l/57/Ecuador>

BC3: Villacis B., Carrillo D. País atrevido: la nueva cara sociodemografía del Ecuador. Edición especial revista Analitika. Instituto Nacional de Estadística y Censos (INEC). Quito – Ecuador. 2012  
[http://www.inec.gob.ec/publicaciones\\_libros/Nuevacarademograficadeecuador.pdf](http://www.inec.gob.ec/publicaciones_libros/Nuevacarademograficadeecuador.pdf)

BC4: Weaver, D. The University and Social Change: University Education for Indigenous Students in Ecuador. Tulane University. <http://lanic.utexas.edu/project/etext/llilas/ilassa/2008/weaver.pdf>

BC5: Jackson, S. Country Studies Series: Ecuador. Brandeis University.  
[http://www.brandeis.edu/globalbrandeis/documents/Ecuador\\_FINAL.pdf](http://www.brandeis.edu/globalbrandeis/documents/Ecuador_FINAL.pdf)

## 9.3 Paginas Web

Video 1: FACULTI - Development Studies - NGO's; Surrogates of the State. United States.  
[https://www.youtube.com/watch?v=7b\\_lh-tXW\\_U](https://www.youtube.com/watch?v=7b_lh-tXW_U)

## 10. DATOS DEL DOCENTE

**NOMBRES:** Angelike Páez Tobar

**TITULO DE PREGRADO:** Bachelor of Arts in Translation and Interpretation, UEES

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