INTERNATIONAL DEVELOPMENT ENVIRONMENT TRACK

COURSE DESIGNATOR: MSID 4001
NUMBER OF CREDITS: 4 credits
LANGUAGE OF INSTRUCTION: SPANISH
CONTACT HOURS: 60 hours

ACADEMIC DIRECTION AND CURRICULUM DESIGN: Dolores López BA, MSC, PhD (c)
José Suárez Torres MD., M.P.H.,Ph.D

ACADEMIC SUPPORT: Emilia Castelo / Ismael Charpentier

COURSE DESCRIPTION
The course aims to provide a critical view of development as well as the impacts and contradictions of modernity / progress / development of Western civilization as the civilization paradigm, expressed in the development models that have been implemented at the level of Latin America. The course also aims to reflect on the cultural content of the worldviews of the West and those of Andean cultures, critically analyzing the global and local impacts, in order to understand the plural relationships of multicultural societies, the strong contradictions and critical moments.

An important point is the reflection of interculturalism as a process of construction of a different society, where conflict is expressed in power relations that need to be overcome.

Students will integrate the different theoretical components in explaining the impacts of development are analyzed in different academic products presented during the course.

The students will participate in the following track

ENVIRONMENT
Investigate the relationship between environmental and natural resource challenges and the local community. Critical issues include sustainable food and water sources, natural resource utilization and management, climate change, wildlife management and sustainable development.

A life experience in contact with nature is what the program offers the students, understanding nature as an active subject that interacts and manifests itself in various ways through its own life. The program provides a theoretical review of the basic concepts of forest ecology and Agroecology, on the basis of a practical approach that allows a better understanding of the ecosystem dynamics.

LEARNING OUTCOMES

• Learn about the importance of the biological and cultural megadiversity of Ecuador in order to understand the relationship between the economic model and the use of natural resources.

• Understand the relationship between the social and environmental impacts and the economic activities of Ecuador, and identify actors and interests in cases of relevant socio-environmental conflicts.

• Learn the principal proposals and alternatives of the current economic model and incentivize a critical analysis of them through a theoretical and existential framework.

• Learn from a real-life and learning experience. Understand how diverse forms of life and worldviews relate and integrate with diverse economic activities.
• Learn about local environmental effects.

FIELD TRIPS

1. PAMBILIÑO ECOLOGICAL RESERVE

OBJECTIVES:

• Undertake field activities that will allow the students to identify flora and fauna mega-diversity of the Area of Conservation and Sustainable Use of Mashpi, Guaycuyacu, Sahuangal, and therefore the rainforest of Chocó.

• Facilitate students approach with a conservation and agro-ecology proposal, as an alternative to traditional forms of development, in the Reserva y Endsca Sustentable Pambiliño.

• Make visible and experiential the tensions and conflicts that normally occur between countryside and city, urban and rural, or, in more general terms, human beings and nature.

• Highlight the social and environmental impacts of development mega-projects impelled by the central State, namely, the Manduriacu hydroelectric project.

2. COCA AND ARCHIDONA AMAZONE REGION:

OBJECTIVE:

• To know about relationship between the social and environmental impacts and the economic activities in Amazonia and to value the people’s efforts for conservation.

3. LA TOLA CHICA COMMUNITY: October 23

OBJECTIVE:

• To know about the communities’ efforts for conservation and the impacts of development on the food sovereignty.

METHODOLOGY

The course will be conducted through lectures, seminars, field trip observations, with emphasis on the environmental issues.

The students will be evaluated by written essays, take home exams, and a final oral presentation, in Spanish.

COURSE PRE-REQUISITES

Four semesters college-level Spanish (completion of SPAN 1001 & 1002, or the equivalent)
GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>86-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-85</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C+</td>
<td>76-79</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C</td>
<td>73-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D+</td>
<td>66-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D</td>
<td>60-65</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<td>F</td>
<td>&lt;59</td>
<td>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.</td>
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SUMMARY OF HOW GRADES ARE WEIGHTED:

<table>
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<tr>
<th>International Development: Enviromental Track MSID 4001</th>
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<tr>
<td>Participation:</td>
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<tr>
<td>Essay 1 Track</td>
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<td>Presentation Oral 1</td>
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<td>Essay 2 Track</td>
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<td>Presentation Oral 2</td>
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<td>Final exam Track</td>
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<td>TOTAL</td>
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CLASS SCHEDULE

WEEK 1

- Integration Trip

WEEK 2

- Conversational Spanish;  Spanish in context, and grammatical Spanish
- COUNTRY: Introduction: General presentation: objectives, content and methodology. Initial question: Ecuador: a rich or a poor country?. The explanation of this paradox.
- The story. From the conquest to the colony 1500-1830
- D.Internacional: ethnic and cultural diversity in Ecuador (ethnic groups - miscegenation?)
- The story. From the colony to the Republic prior to modernization (1830-1950)
- The oligarchic Republic to the recent crisis of neo-liberalism
- Modernity and Eurocentrism.
- Poverty and inequality as determinants of the country history and productive structure
- Civilization and barbarism, the case of America. Interculturality: social movements
- From the agro export model to the developmentalist Model
- Migration and urban marginality
- Multiculturalism vs interculturalism

### WEEK 3

- Conversational Spanish; Spanish in context, and grammatical Spanish

- Neoliberalism and crisis of Neoliberalism: The struggle for power
- Constitution: Individual and collective rights. The Intercultural and Indigenous movement in Ecuador
- The twentieth century: between the Liberal Revolution, oligarchic power, military dictatorships and democratic weaknesses (1895-2005)
- Application of multiculturalism: Is the intercultural orientation met? (Indigenous justice - Ancestral Health - Intercultural Education - etc.)
- The new development model: the Plan of Good Living
- The current juncture: Political Vision in Latin America within a global context
- The current juncture: Cultural Vision
- Student Workshop: Literature review and oral presentation - workshop preparation: General Packet readings.
- DI. Reading Workshop: General Packet. Parts I - II. Theories of Development
- AP. Reading Workshop: General Packet. Part IV Country Analysis
- Students Workshop: Bibliography Review - Country Analysis and International Development
- Student Workshop: Bibliography review: take home elaboration: Country Analysis and International Development

### WEEK 4

- Conversational Spanish; Spanish in context, and grammatical Spanish
- Program Introductory lecture
- Trip to Pambilío ecological reserve
- Orientation talk and tour around the reserve
- Integration activity
- Lecture: Ecosystem representative characteristics and Human Alienation of nature
- Activity: guided walk through the trail
- Reading time
- Video: how to set a food forest
- Lecture: Birds and plants of the ecosystem
- Bird watching and botanical samples collection (identification of main plant families of plants of the ecosystem)
- Reforestation
- Night walk to observe amphibians and insects – wrap up: Ecology and biodiversity
- Lecture: Dynamics of agroforest crops and organic agriculture
- Elaboration of organic fertilizers and manure with micro-organisms
- Working in nursery and agroforestry plantings
- Cultural night (guitar-playing time)
- Lecture: Food sovereignty and the importance of food production
- Workshop: food processing
- Wrap up: Food Sovereignty and Agroecology

### WEEK 5
• Conversational Spanish; Spanish in context, and grammatical Spanish
• Field walk: Guaycuyacu Reserve. Discussion in situ: ¿Is it possible to maintain a balance between humans and nature? Food and botanic Sovereignty
• Conference: Organic Agriculture
• Work in the nursery and agroforestry plantations
• Talk about the given topics and understanding of concepts, readings
• Lecture: resources and energy
• Construction of a sun heater
• Discussion: energy as a source of life
• Lecture: Rural vs. Urban
• Working community of Mashpi: spectacular trail, garbage collection in the town, (swimming)
• Reading time
• Review concepts and individual tutoring
• Evaluation of the Pambiliño experience
• Closing program ceremony in Pambiliño

WEEK 6

• Conversational Spanish; Spanish in context, and grammatical Spanish
• Essay 1 Presentation and essay grading
• AMAZONIA La Amazonia, general context
• Amazonia as a natural resources region and the Sumak Kawsay
• Bibliographical review workshop
• North Amazonia: The past: Indigenous people and the oil exploitation
• Center Amazonia: The present. Land, cosmovision and new challenges

WEEK 7

• Conversational Spanish; Spanish in context, and grammatical Spanish
• South Amazonia: The future: How to build the welfare
• Sarayacu Case of study
• The initiative Yasuní ITT
• Research methodology. Term paper plans
• OBSERVATION TRIP TO AMAZONIA

WEEK 8

• Spanish in context, and grammatical Spanish
• Amazonia Integration of observation trip
• Orientation about the visit to Red Guardianes de Semillas organization
• Research methodology. Term paper plans
• Visit to Red Guardianes de Semillas in Tumbaco
• General Theoretical conceptualization.
• Guide to Essay 2.
• Reflections and final conclusions
• Bibliographical review workshop. Preparation Essay 2.
• Preparation Essay 2.
• DI: The emergent cultural world and its Andean context. Part II
• ESSAY 2 DELIVERY AND ORAL PRESENTATION
• PROGRAM EVALUATION. Questions delivery - take home.
• Logistic information: students placement in internships and families

WEEK 9

• VACATION
WEEK 10

- STUDENTS’ PLACEMENT IN INTERNSHIPS:
- FIELD WORK

WEEK 11

- FIELD WORK

WEEK 12

- FIELD WORK

WEEK 13

- FIELD WORK

WEEK 14

- FIELD WORK

WEEK 15

- FIELD WORK
- Students come back to Quito

WEEK 16

- EVALUATION AND FINAL INTEGRATION
- Integration field experience
- My role as manager of a socio-cultural change: Reflections on the internship
- Elaboration of term paper and oral presentation preparation
- Oral presentations
- EVALUATION OF THE PROGRAM
- Academic Delivery products

REQUIRED READING MATERIALS

PAMBILIÑO

- “How to establish a food forest”- Permaculture Center of Australia
• Video Energía
• Davis, Mike. “Planet of Slums”. Verso 2006- Pg 121-150

AMAZONÍA


ANDean COSMOVISION:

• Sánchez Jhon Anton. Artículo
• De la Torre, Luz María y Sandoval, Carlos. “ Cosmovisión desde la óptica del pensamiento indígena andino” en “La reciprocidad en el mundo Andino” el caso del pueblo de Otavalo. Editorial Abya Yala, Quito. pp. 19-58.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND 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 and student needs. This information can be found on the Learning Abroad Center website.