



# International Development: Environmental Challenges from the Andes to the Amazon

## COURSE DETAILS

Course Designator and Number: ECDR XXXX

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 60

Instructor: On-Site Faculty

## COURSE DESCRIPTION

Students will critically analyze theories of development and the impact of development models throughout the world, but specifically Latin America and Ecuador. They will address development theories, assumptions of development, and alternatives to development through the lens of the environment and sustainability. This course starts by investigating the concept of globalization within international development and its prevalence in Latin America, and in particular Ecuador. There is an emphasis throughout the course on contrasting Western thinking with Andean thought processes and connecting the global to the local. The course will have a multidisciplinary approach, and will focus on how individuals, institutions, events, and ideas are connected.

Students will identify the impacts of development on environmental challenges in Ecuador, and the relationship between environment, use and management of natural resources, and local communities. Examination of cases that involve people's rights over the environment, food sovereignty, water management, climate change, sustainable development, and local alternatives for natural resource management and conservation will be studied.

## Course Objectives

- Use a multidisciplinary lens to evaluate historical and current development theories in Ecuador, Latin America, and globally, and understand how they impact the environment.
- Critically analyze the environment and natural resource management in Ecuador and the challenges that Ecuador's biodiversity faces.
- Understand the relationship between global and local, and how Western and Andean concepts contrast with each other in development and the environment.
- Understand the relationship between social and environmental impacts and economic activity in Ecuador and identify how individuals, institutions, events and ideas are connected in relationship to socio-environmental conflicts.

## Methodology

This course will consist of lectures, discussions of key topics and assigned readings, and student presentations. Discussions will include guiding questions, as well as discussions and reflections on previous topics to ensure students are understanding all concepts. Several field visits to areas outside of Quito will be included in the course. Each visit will include a pre-departure session to explain the importance of the sites, the actual visit, and a debrief session to discuss observations and reflections.

## Course Prerequisites

Completion of 4 semesters of Spanish.

## Required Readings/Materials

### International Development

- Quijano, Anibal. 1992. Colonialidad y Modernidad/Racionalidad. En Perú Indígena. Lima. pp.11-16.
- Fraga, Eugenia. 2013. El problema de la identidad en los estudios poscoloniales. Clasificación racial, historias de las minorías, reconocimiento intercultural. Revista Astrolabio. 11. pp.397-401.
- Estermann, Josef. 2012. Crisis civilizatoria y vivir bien. Polis (en línea), 11 (33). pp.2-7.
- Quijano, Anibal. 2006. Don quijote y los molinos de vientos en América Latina. Lima. pp.347-353.
- Moser, Caroline. Distinto enfoques de políticas hacia las mujeres del Tercer Mundo.
- CEPAL (Comisión Económica para América Latina y el Caribe). 2007. El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América Latina y el Caribe. Naciones Unidas.
- Scholte, Jan Aart. 2010. Gobernar un mundo más global. Gobernanza Policéntrica. En Las múltiples caras de la globalización. Ediciones BBVA. pp. 131-135.
- Oyarzún, Lorena. 2018. Los desafíos de la globalización en América Latina: ¿estado o región? *Universum*, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
- Caetano, Gerardo, Camilo López y Carlos Luján. 2019. Regionalismos, políticas exteriores y liderazgos internacionales en el Siglo XXI. *América Latina y la mirada de los académicos de la*

región: La estructura del sistema mundial y de la región en los próximos diez años. En América Latina frente a la reconfiguración global. San José: Flacso. pp. 90-97.

- Quiliconi, Cintia y Lorena Herrera-Vinell . 2019. El retorno al regionalismo abierto: ¿Alianza del Pacífico como alternativa del menú regional latinoamericano? Ciclos políticos y económicos del regionalismo post-hegemónico. En América Latina frente a la reconfiguración global. San José: Flacso. pp.137-141.
- FAES (Fundación para el Análisis y los Estudios Sociales). 2018. América latina: una agenda de libertad. FAES.
- Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos pp. 121-124.
- Zuinaga de Mazzei, Soraya 2015. El enfoque de la geopolítica en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). pp.11-32.
- Zuinaga de Mazzei, Soraya 2015. Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría. El enfoque de la geopolítica en el contexto de las relaciones internacionales en el nuevo milenio. Revista Venezolana de Análisis de Coyuntura, 11 (1). pp 22-27.
- Castells, Manuel. 2014. El impacto de internet en la sociedad: una perspectiva global. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando nuestras vidas. El poder de la comunicación: la autocomunicación de masas y la transformación de la política. OpenMind BBVA. pp. 142-145.
- Centurión, Diosnel. 2006. Ventajas y riesgos del internet como canal de comunicación democrática. Revista Internacional de Investigación en Ciencias Sociales IRUNDÚ 2 (1). pp. 87-104.
- Ford, Elaine. 2019. El reto de la democracia digital: hacia una ciudadanía interconectada. Lima. pp. 57-62.

### **Environmental Challenges**

- Schubert, Jon. 2005. Political Ecology in Development Research. An Introductory Overview and Annotated Bibliography. Bern, NCCR North-South. pp.11-32.
- Harvey, David. 2000. Spaces of hope. Berkeley: University of California Press. Chap 11. pp.213-232.
- Ministerio del Ambiente del Ecuador. 2016. Estrategia Nacional de Biodiversidad 2015-2030. Primera edición. Quito-Ecuador. pp.128-136; pp.140-142.
- Altmann, Philipp. 2013. Good Life as a Social Movement Proposal for Natural Resource Use: The Indigenous Movement in Ecuador, Consilience: The Journal of Sustainable Development. Vol. 10, Iss. 1. pp.59-71.
- Latorre S., K. Farrell y J. Martínez-Alier. 2015. The commodification of nature and socio-environmental resistance in Ecuador: An inventory of accumulation by dispossession cases, 1980-2013. Ecological Economics 116. pp.58-69.
- Silveira, M. M. M. Moreano, M. & Romero, N. Murillo, D. Ruales, G. y Torres, N. 2017. Geografías de sacrificio y geografías de esperanza: tensiones territoriales en el Ecuador plurinacional. Journal of Latin American Geography 16 (1). pp.69-92.
- Bonilla, Omar, Maldonado Paola, Silveria Manuel y Bayón, Manuel. 2016. Nudos territoriales críticos en Ecuador: dinámicas, cambios y límites en la reconfiguración territorial del estado. GeoGraphos. Vol. 7 N° 84. pp.66-103, pp.66-69, pp.74-86.
- Acosta, Alberto. 2012. Extractivismo y neoextractivismo: dos caras de la misma maldición. En: Más allá del desarrollo. Fundación Rosa Luxemburgo. pp.113-118.

- Lang, Miriam y Mabrouka M'Barek. 2018. Nabón county: Building living well from the bottom up. En: Alternatives in a world of crisis, editado por Lang, Miriam, Claus-Dieter König and Ada-Charlotte Regelmann. Universidad Andina Simón Bolívar y Fundación Rosa Luxemburgo. Bruselas. pp.91-134.

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# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	
B-	80–82	
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
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

<b>Assignments</b>	<b>Percentage of grade</b>
Written abstracts and bibliographical reviews	15%
Focus Paper #1	15%
Oral presentation #1	10%
Focus Paper #2	15%
Oral presentation #2	10%
Focus Paper #3	15%
Oral Presentation #3	10%
Final exam	10%
<b>Overall grade</b>	<b>100%</b>

## Assessment Details

### **Attendance and Participation**

This course requires that students participate in class discussions. Students are expected to bring comments, questions and written products to share with the professor and classmates. Student progress will be assessed through active participation, written essays, group work, bibliographic reviews, exams and oral presentations. Absences from classes must be duly justified.

### **Written Abstracts and Bibliographical Reviews**

Students should review the course readings, and make a summary of them, following the guide for Bibliographical Reviews. Those summaries will be shared with the rest of the students using the course GoogleDocs file, and discussed in class, as part of the learning process.

### **Focus Paper #1**

This paper will focus on indigenous world views, and how colonization affected them. It should integrate the concepts of lectures and readings (Units 1 to 3) and the observations done during the field excursion to San Clemente and El Chota Valley.

### **Oral Presentation #1**

In class presentation corresponding to Focus Paper #1. Students will present what they wrote in their paper.

### **Focus Paper #2**

This paper will address concepts on general international development, the processes of globalization and glocalization (impact at the local level). It should integrate the concepts of lectures and readings (Units 4 to 7) and the observations in the field excursion to Pedro Moncayo and Pambiliño.

### **Oral Presentation #2**

In class presentation corresponding to Focus Paper #2. Students will present what they wrote in their paper.

### **Focus Paper #3**

The third paper will focus on the specific environmental challenges in the Andes and Amazon and include topics discussed in class on Units 9 to 16. It should integrate the concepts of lectures and readings (Units 9 to 16) and the observations done during the field trip to The Amazon

### **Oral Presentation #3**

In class presentation corresponding to Focus Paper #2. Students will present what they wrote in their paper.

### **Final Exam**

The final exam will be open book. It will focus on a set of questions provided by the professor, given two weeks prior to the exam, on the core concepts of the course

# COURSE CONTENT

## Unit 1

Development Assumptions: Modernity, Eurocentrism, & Colonialism

Interculturality: Civilization and Barbarism—The Case of America

Indigenous Worldviews & Western Knowledge

- Readings:
  - Quijano, Anibal. Colonialidad y Modernidad/Racionalidad en Perú Indígena. Lima. 1992., pp.11-16.
  - Fraga, Eugenia (2013) EL PROBLEMA DE LA IDENTIDAD EN LOS ESTUDIOS POSCOLONIALES. CLASIFICACIÓN RACIAL, HISTORIAS DE LAS MINORÍAS, RECONOCIMIENTO INTERCULTURAL. Revista Astrolabio, (11) (fecha de Consulta 12 de diciembre de 2019) El Problema De La Subalternidad Y Las Minorías pp.397-401.
  - Josef, Estermann "CRISIS CIVILIZATORIA Y VIVIR BIEN". Polis (en línea), 33. 2012, Publicado el 23 de marzo de 2013, consultado el 19 de abril de 2019. URL: <https://journals.openedition.org/polis/pdf/8476> pp.2-7.
  - Quijano, Anibal. "DON QUIJOTE Y LOS MOLINOS DE VIENTOS EN AMÉRICA LATINA" pp.347-353.

## Unit 2

Women's Rights, Gender Equality, & Equity in Latin America & Its Contributions in the International Context

- Reading:
  - Moser, Caroline "Distinto enfoques de políticas hacia las mujeres del Tercer Mundo".
  - CEPAL (Comisión Económica para América Latina y el Caribe) (2007), El aporte de las mujeres a la igualdad en América Latina y el Caribe: X Conferencia Regional sobre la Mujer de América latina y el Caribe (LC/L.2738 (CRM.10/3), Santiago.

## Unit 3

Excursion to San Clemente, Valle del Chota, & Otavalo

- To learn about the worldview and reality of indigenous and Afro-Ecuadorian peoples in San Clemente, Imbabura province, and the Chota Valley.
- To learn about development and gender.



- Reflections and observations from the excursion to San Clemente, Chota Valley, and Otavalo.
- Assignments:
  - Focus Paper #1
  - Oral presentation #1

## Unit 4

### European Dominance, Modernity, & Postcolonial Criticism

### Latin American Development; a Comparative Perspective on Globalization & Mundialization

- Readings:
  - Varios Autores, 2010. LAS MÚLTIPLES CARAS DE LA GLOBALIZACIÓN. Ediciones BBVA. Ediciones (en digital) Gobernanza Policéntrica pp. 131-135.
  - Oyarún, L. 2018. LOS DESAFÍOS DE LA GLOBALIZACIÓN EN AMÉRICA LATINA: ¿ESTADO O REGIÓN? UNIVERSUM, 33 (1). Disponible a través de: <https://scielo.conicyt.cl/pdf/universum/v33n1/0718-2376-universum-33-01-00164.pdf>
  - La estructura del sistema mundial y de la región en los próximos diez años pp. 90-97.
  - Varios Autores, 2019. AMÉRICA LATINA FRENTE A LA RECONFIGURACIÓN GLOBAL. Ediciones FLACSO.
  - Ciclos políticos y económicos del regionalismo post-hegemónico pp.137-141.

## Unit 5

### Possibilities for Alternative Development in Latin American Geopolitics

- Social movements and political processes in Latin America (Ecuador, Mexico, Brazil, Chile, and Venezuela)
- Readings:
  - Varios Autores, 2018. AMÉRICA LATINA UNA AGENDA DE LIBERTAD 2018. FAES Fundación para el Análisis y los Estudios Sociales.
  - Autoritarismo competitivo. Un concepto necesario a la hora de estudiar los regímenes híbridos pp. 121-124.
  - Zuinaga de MAzzei, Soraya (2015). EL ENFOQUE DE LA GEOPOLITICA EN EL CONTEXTO DE LAS RELACIONES INTERNACIONALES EN EL NUEVO MUNDO. Revista Venezolana de Analisis de Coyuntura, XX (1). {fecha de Consulta 12 de diciembre de 2019} Enfoques Contemporáneos De La Geopolítica En El Contexto De Las Relaciones Internacionales Posguerra Fría pp 22-27.

## Unit 6

### Digital Ecosystem: A New Model of Social Interaction?

- Benefits offered by the Internet, IT, virtual reality, and social networks in the construction of citizenship and digital democracy.
- Readings:
  - Castells, M. 2014. EL IMPACTO DE INTERNET EN LA SOCIEDAD: UNA PERSPECTIVA GLOBAL. Revista Cambio # 19 ensayos claves acerca de cómo el internet está cambiando nuestras vidas. OpenMind BBVA. Centurión De, (S/F). El poder de la comunicación: la autocomunicación de masas y la transformación de la política. pp. 19-21.
  - VENTAJAS Y RIESGOS DEL INTERNET COMO CANAL DE COMUNICACIÓN DEMOCRÁTICA. Revista IRUNDU. <https://dialnet.unirioja.es/servlet/articulo?codigo=4814434> pp. 87-104.
  - Elaine, Ford. 2019. EL RETO DE LA DEMOCRACIA DIGITAL HACIA UNA CIUDADANÍA INTERCONECTADA.
  - Ciudadano 2.0 pp. 57-62.

## Unit 7

### Field Excursion to Pedro Moncayo

- Globalization and glocalization, agricultural modernization: expansion of flower plantation for exportation in Pedro Moncayo; social, environmental, cultural and gender impacts.
- Local development alternatives from the people: local governments, public, private and community articulation to improve the living and health conditions of the people; case study Agroecological Demonstration Farm CINCA.

### Field Excursion to Pambilino

- Local alternative in agroforestry, cocoa production
- Visit the Ecological Reserve of Pambiliño (Mashpi).

## Unit 8

### International Development Presentations

- Assignments:
  - Focus Paper #2
  - Oral Presentation #2

## Unit 9

### Environmental Challenges: Review of assumptions and basic concepts

#### Rethinking Nature

- Readings:
  - Schubert, Jon. 2005. Political Ecology in Development Research. An Introductory Overview and Annotated Bibliography. Bern, NCCR North-South. 11-32.
  - Harvey, David. 2000. Spaces of hope. Berkeley : University of California Press. Chap 11. 213–232.

## Unit 10

### Biodiversity in Ecuador

- Reading:
  - Ministerio del Ambiente del Ecuador, 2016, "Estrategia Nacional de Biodiversidad 2015-2030", Primera edición, Quito-Ecuador. P 128- 136; 140-142.

## Unit 11

### Nature & Indigenous Peoples in Ecuador

- Reading:
  - Altmann, Philipp (2013). Good Life As a Social Movement Proposal for Natural Resource Use: The Indigenous Movement in Ecuador, Consilience: The Journal of Sustainable Development, Vol. 10, Iss. 1, 59–71.

## Unit 12

### Dispossession of Land in Ecuador

- Reading:
  - Latorre S.,K. N. Farrell & J. Martínez-Alier, 2015, The commodification of nature and socio-environmental resistance in Ecuador: An inventory of accumulation by dispossession cases, 1980–2013, Ecological Economics 116, 58–69.

## Unit 13

### Territorial Tensions in Plurinational Ecuador

#### Critical Territorial Nodes in Ecuador

- Readings:
  - Silveira, M. M. M. & Moreano, M. & Romero, N. & Murillo, D. & Ruales, G. & Torres, N. (2017). Geografías de sacrificio y geografías de esperanza: tensiones territoriales en el Ecuador plurinacional. *Journal of Latin American Geography* 16(1), 69-92.
  - Bonilla, Omar; Maldonado, Paola; Silveria, Manuel; Bayón, Manuel. 2016. Nudos territoriales críticos en Ecuador: dinámicas, cambios y límites en la reconfiguración territorial del estado. *GeoGraphos*. Vol. 7, nº 84, p. 66-103. 66-69; 74-86.

## Unit 14

### Environmental Challenges: Beyond Development

- Alternatives, proposals, and scope.
- Readings:
  - Acosta, A. 2012. Extractivismo y neoextractivismo: dos caras de la misma maldición. En: *Más allá del desarrollo*. Fundación Rosa Luxemburgo 113-118.
  - Lang, Miriam and Mabrouka M'Barek, 2018, Nabón county: Building living well from the bottom up, En : Lang, Miriam, Claus-Dieter König and Ada-Charlotte Regelmann (Eds). *Alternatives in a world of crisis*. Universidad Andina Simón Bolívar y Fundación Rosa Luxemburgo. Bruselas. 90- 133 (pdf 91-134).

## Unit 15

### Field Excursion: The Amazon

- To analyze the different experiences surrounding oil activity in the northern and central region of the Ecuadorian Amazon.
- To see local realities of the community management of natural resources.

## Unit 16

Reflections & Observations from the Excursion to the Amazon

## Unit 17

### Environmental Challenges Presentations

- Assignments:
  - Focus Paper #3
  - Oral Presentation #3

## 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.

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