



EARTH UNIVERSITY

COURSE SYLLABUS

Name of the Course: Engaging Rural Communities: Tools and Methodologies for Sustainable Development		Course code: HUM 503
Number of credits: 3		
Quarter: 2		Year: 2019
Name(s) of the Professor(s): Julieta Mazzola		
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COURSE DESCRIPTION

This course provides an overview of paradigms, theories and methods of investigating and analyzing community aspects and how to engage citizens in scientific, technological, environmental and societal issues at the community level.

The course will analyze different concepts and theories related to sustainability, rural development, economic growth, local knowledge and environmental services from local and rural perspective.

This course will prepare the students in the use of different evaluation and research methodologies and techniques that will generate a deeper understanding of problems and opportunities, learn with and from communities and define with them action plans to improve their quality of life.

COURSE OBJECTIVE

The course objective is to equip students with the skills, tools and rural exposure that enable them to analyze rural realities and promote sustainable development in rural communities.

SPECIFIC OBJECTIVES OF THE COURSE

1. Engage students in the identification and analysis of community problems and opportunities from social, cultural, economic and environmental perspectives.
2. Generate critical discourses on different rural development theories and concepts related to sustainability.

3. Understand and learn the importance of qualitative research methods and participatory approaches to social research, as well as acquire skills in their application toward real-world problems and issues.
4. Train students in the development of community action plans designed with rural communities.
5. Apply these methods, techniques and tools in selected communities in Costa Rica.

CONTENTS OF THE COURSE (Include; subjects or topics, descriptions, reading materials per subject. Please designate what chapters and/or sections of the readings must be read per subject).

Subjects and description	Reading materials
Analyzing general concepts: sustainable development and sustainability components (social, economic, environmental and political aspects). Rural communities and rural development.	IFAD and the post-2015 global development agenda. P.1-3. Jara C.: Social quality and sustainable development of rural territories.
Adding Value to agricultural products. Introduction to adding value (theory, concepts, evidence, examples, challenges, facilitating governmental institutions and programs).	Andrews, J. 2016. Value adding to agriculture. RDA Central West, Australia.
Pro poor growth through agricultural development Structural transformation and the role of agriculture for economic development. Evidence for pro poor impacts of agricultural growth.	de Janvry, A. and E. Sadoulet 2010. Agricultural Growth and Poverty Reduction: Additional Evidence. The World Bank Research Observer 25:1, 1-20.
Grassroots Innovations - a largely Ignored Potential - Introduction to grassroot innovations in agriculture (theory, concept, initiatives and examples from Africa, Asia and Latin America)	Reij, C., and Waters-Bayer, A., 2001. Farmer Innovation in Africa – A source of inspiration for agricultural development Waters-Bayer, A., Dorlöchter-Sulser, S., Quiroga, G., Haussmann, B., and A. Ruf (eds.), 2016. Small-scale farmer innovation – How agricultural research works together with farmers. Weltsichten 7-2016 supplement.
Participatory Research Methods	Porsanger, J. (2004). An essay about indigenous methodology. Nordlit, 8(1), 105-120.

	<p>Gaudet, J. C. (2014). Rethinking participatory research with Indigenous Peoples. <i>Journal of the Native American and Indigenous Studies Association</i>, 1(2), 69-88.</p> <p>Ferreira, M. P., & Gendron, F. (2011). Community-based participatory research with traditional and indigenous communities of the Americas: Historical context and future directions.</p>
Indigenous Communities in Costa Rica:	<p>Rodríguez, M. V., Davidson-Hunt, I., & Berkes, F. (2019). Social-ecological memory and responses to biodiversity change in a Bribri Community of Costa Rica. <i>Ambio</i>.</p> <p>Palmer, P., Sanches, J., Mayorga, G. (1991). Taking care of Sibo's gifts: An environmental treatise from Costa Rica's KekoLdi Indigenous Reserve. (ed. Editorama S.A.). San Jose, Costa Rica.</p>
Political Dimension: Rural Development. Territorial Rural Development Strategy. Indigenous Population Public Policies.	<p>FAO, ALADI, ECLAC: Food and nutrition security platform - Policies for the agricultural sector and development of rural territories (2015-2018).</p> <p>FAO, ALADI, ECLAC: Food and nutrition security platform - State Policy for the agri-food sector and rural development for Costa Rica (2010-2021).</p>
Family Farming, food security and food sovereignty: the importance of family farming, problems identification, understand and analyze the differences between food security and food sovereignty.	<p>World Development Movement, 2012: Transforming our food system. The movement for food sovereignty. October. 1-4.</p>
Gender Issues: Basic and strategic needs as a planning tool	<p>ILO: A conceptual framework for gender analysis and planning.</p>

Sustainable Livelihoods Framework. Project Cycle: identifying problems and the action plan	DFID: Sustainable Livelihoods Guidance Sheets University of Kansas: Developing an Action Plan. Community Tool Box.
Payments for Ecosystem Services (PES) in Costa Rica – an alternative development strategy for rural communities with a focus on agricultural production.	Wunder, S., Engel, S. and S. Pagiola (eds), 2008. Payments for Environmental Services in Developing and Developed Countries.

METHODOLOGY AND RESOURCES

Students are expected to demonstrate their preparation for class and their understanding of course material through active participation in class on a daily basis.

Each student is responsible for contributing to class discussion on a regular basis. Students will participate in group exercises and in class activities.

Students will prepare reports on the issues discussed in two field trip which will be reviewed and evaluated by the teachers in charge. In pairs, students must prepare a Final Presentation that integrates the contents and learnings analyzed in classes, readings and tours.

LEARNING ASSESSMENTS (EVALUATION)

Report I (Field Trip) - Tobias Wünscher	20 %
Group exercise – Tobias Wünscher	20 %
Report II (Field Trip) - Karina Poveda	20 %
Group exercise - Julieta Mazzola	20 %
Final Presentation	20 %
Total	100 %

FIELD TRIP

Field Visit #1 – Community Scenario – Work Experience Course (Guacimo)

Field Visit #2 - Indigenous Communities (Talamanca)

Field Visit #3 - Women Association (Guacimo)

Field Visit #4 – FUNDECOR (Sarapiquí)

RELEVANT POLICIES (NORMS) FOR THE DEVELOPMENT OF THE COURSE

- Course is ruled by the norms, policies, responsibilities and academic procedures established by EARTH University.
- Attending to the planned activities for this course program are obligatory. In consequence, the student is responsible for assisting and be on time according to the pre-established schedule.
- Arriving late will be considered as an un-justified absence, and it is up to the professor’s criteria to allow or not the student participation.

- Use of mobile devices and any other electronic devices is prohibited in the classroom, unless it is allowed by the professor.
- Being professional, formal, respectful with your classmates, faculty, as well as being proactive and being a self-learner is a really important asset for this course.

BIBLIOGRAPHY (READING MATERIALS)

Andrews, J. 2016. Value adding to agriculture. RDA Central West, Australia.

de Janvry, A. and E. Sadoulet 2010. Agricultural Growth and Poverty Reduction: Additional Evidence. *The World Bank Research Observer* 25:1, 1-20.

DFID (1999): Sustainable Livelihoods Guidance Sheets [on line]
<http://www.eldis.org/vfile/upload/1/document/0901/section2.pdf>

FAO, ALADI, ECLAC: Food and nutrition security platform - Policies for the agricultural sector and development of rural territories (2015-2018). [on line]
<https://plataformacelac.org/en/politica/250>

FAO, ALADI, ECLAC: Food and nutrition security platform – State Policy for the agri-food sector and rural development for Costa Rica (2010-2021). [on line]
<https://plataformacelac.org/en/politica/122>

Ferreira, M. P., & Gendron, F. (2011). Community-based participatory research with traditional and indigenous communities of the Americas: Historical context and future directions.

Gaudet, J. C. (2014). Rethinking participatory research with Indigenous Peoples. *Journal of the Native American and Indigenous Studies Association*, 1(2), 69-88.

IFAD and the post-2015 global development agenda. P.1-3.

ILO: A conceptual framework for gender analysis and planning [on line]
<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/exgneeds.htm>

Jara C. (2005): Social quality and sustainable development of rural territories. *Rural Development*. 34 Technical Handbook. IICA. [on line]
<http://repiica.iica.int/docs/B0734i/B0734i.PDF>

Porsanger, J. (2004). An essay about indigenous methodology. *Nordlit*, 8(1), 105-120.

Reij, C., and Waters-Bayer, A., 2001. *Farmer Innovation in Africa – A source of inspiration for agricultural development*

Rodríguez, M. V., Davidson-Hunt, I., & Berkes, F. (2019). Social-ecological memory and responses to biodiversity change in a Bribri Community of Costa Rica. *Ambio*.

Palmer, P., Sanches, J., Mayorga, G. (1991). Taking care of Sibó's gifts: An environmental treatise from Costa Rica's KekoLdi Indigenous Reserve. (ed. Editorama S.A.). San Jose, Costa Rica.

University of Kansas: Community Tool Box. Developing an Action Plan. Chapter 8. Section 5. Work Group for Community Health and Development [on line] <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>

Waters-Bayer, A., Dorlöchter-Sulser, S., Quiroga, G., Hausmann, B., and A. Ruf (eds.), 2016. Small-scale farmer innovation – How agricultural research works together with farmers. Weltsichten 7-2016 supplement.

World Development Movement, 2012: Transforming our food system. The movement for food sovereignty. October. 1-4.

Wunder, S., Engel, S. and S. Pagiola (eds), 2008. Payments for Environmental Services in Developing and Developed Countries. *Ecological Economics* 65(4): 663-852.

ADDITIONAL READING MATERIALS (OPTIONAL READINGS)

Anderson, E.P. Transforming tropical rivers: An environmental perspective on hydropower development in Costa Rica, *Aquatic Conservation*, 16, 679-693.

Borge, C. (2011). El policultivo indígena de Talamanca y la conservación de la naturaleza. Instituto Nacional de Biodiversidad.

Campregher, C. Shifting perspectives on development: An actor-network study of a dam in Costa Rica *Anthropological Quarterly*, Volume 83, Number 4, 783-804.

Dahlquist et al., (2007). Incorporating livelihoods in biodiversity conservation: A case study of cacao agroforestry systems in Talamanca, Costa Rica. *Biodiversity Conservation*, 16, 2311-2333.

Escobar, A. et al, 1991. Anthropology and the development encounter. *American Ecologist*, 658-682.

Farley, J. and R. Costanza (eds.), 2008. Payments for Ecosystem Services: From Local to Global. *Ecological Economics* 69(11): 2045-2302.

Orr, D. (2011) 'The Problem of Sustainability' and 'Two Meanings of Sustainability' in Orr, D. *Hope is an Imperative: The Essential David Orr*, London: Island Press.

Pascual, U., Corbera, E., Muradian, R., and N. Kosoy (eds.), 2008. Payments for Environmental Services: Reconciling Theory and Practice. *Ecological Economics*, 69(6): 1193-1364.

Sylvester, O., et al. 2016 Wild food harvesting and accessories by household and generation in the Talamanca Bribri indigenous territory, Costa Rica. *Human Ecology*, 44, 449-461.

Documentary films and videos

Damnation (2014) 94 min directed by Travis Rummel, Ben Knight.

From Farm to Market to Table: A value Chain Approach. Feed the Future. Global Forum. USAID Bureau for Economic Growth, Environment and Education [on line]
<https://www.youtube.com/watch?v=BKOEhLeNGSc>

Making Markets work for the Poor (M4P): An innovative approach to poverty reduction.
<https://www.youtube.com/watch?v=OLcykkaMs4>

Paths of Hope, Livelihoods in Three Caribbean Communities of Costa Rica. The Development Communication Workshop.

Re-Learning Hope: A Story of Unitierra (2016) 65min a documentary by Udi Mandel and Kelly Teamey

Re-Learning the Land: A Story of Red Crow College (2015) 68min 65min a documentary by Udi Mandel and Kelly Teamey

The Goddess and the Computer (1988) 58min a documentary by J. Stephen Lansing and Andre Singer