EARTH UNIVERSITY

COURSE SYLLABUS

Name of the Course: Engaging Rural Communities: Tools and Methodologies for Sustainable Development

Number of credits: 3

Quarter: 2

Year: 2019

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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).

<table>
<thead>
<tr>
<th>Subjects and description</th>
<th>Reading materials</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Reference</td>
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<tr>
<td>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.</td>
<td>World Development Movement, 2012: Transforming our food system. The movement for food sovereignty. October. 1-4.</td>
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<tr>
<td>Gender Issues: Basic and strategic needs as a planning tool</td>
<td>ILO: A conceptual framework for gender analysis and planning.</td>
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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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Report I (Field Trip) - Tobias Wünscher</td>
<td>20 %</td>
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<td>Group exercise – Tobias Wünscher</td>
<td>20 %</td>
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<tr>
<td>Report II (Field Trip) - Karina Poveda</td>
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<td>Group exercise - Julieta Mazzola</td>
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<td>Final Presentation</td>
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<td>Total</td>
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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 at the classroom, unless it is allowed by the professor.
• Being professional, formal, respectful with your classmates, faculty, as well being proactive and be a self-learner is a really important asset for this course.

BIBLIOGRAPHY (READING MATERIALS)


**ADDITIONAL READING MATERIALS (OPTIONAL READINGS)**


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=OLcykkarMs4

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