# International perspectives on development main assumptions, contradictions and impacts Case Study of Ecuador





# 2015 Spring Semester Program

COURSE DESIGNATOR CSUSM (to be defined)

LANGUAGE OF INSTRUCTION ENGLISH

NUMBER OF CREDITS 15 credits

DURATION 15 Weeks

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# PROGRAM DESCRIPTION

The academic program is designed by a team of teachers following a holistic and interdisciplinary teaching from an intercultural perspective. 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 interculturality 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. It follows a holistic and interdisciplinary team teaching approach from an intercultural perspective. It aims to provide students the possibility to compare the theory with reality, so that students develop a critical view of the assumptions of the Model of Development imposed by the West at a global level, the impacts and contradictions that this model has generated at the local level in the field of social, economic, environment and culture.

 We will be also review the Ecuadorian process as a case study of development alternatives that are being raised in several locations at a Latin America level.

The students will improve the use of Spanish language, will learn about the history, socio economic reality, environmental and cultural diversity of Ecuador, It will review the historical, economic, political and cultural changes of Ecuador, since the conquest, independence and Republic until the current alternatives for development in Latin America and Ecuador, including areas of Culture, Education, Public Health, Sustainability , Environment, Microfinance and Alternative Economies. A deeper theoretical understanding of the models of development, from the agro-export model to the post-neoliberal of the Good Living will be developed. It will allow the students to enhance their understanding of the processes of modernization and global development, as well as their impacts on social, economic, environmental and cultural levels.

The theoretical contents are reinforced and clarified with field trips to different regions of Ecuador. Both, in class and on observation trips, students have contact and interact with representatives of civil society, community-based organizations, to deepen the understanding of the complexity of the social realities of Ecuador and Latin America

This academic program will have the following classes:

* International perspectives on Development
* Culture, Education and Public Health
* Sustainability and Environment
* Microfinance and Alternative Economies
* Spanish

## International perspectives

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 will review concepts on modernity, progress and development from an international perspective, identifying the impacts, contradictions and development alternatives, according to the interest of the students.

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 interculturality 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.

### Learning outcomes

At the end of the course, the students will be able to:

Reflect and learn from modern conceptions of "Western" way of thinking as well as of the Andean worldviews, and how they are expressed in local cultures and dynamics of construction of possible development alternatives.

Contrast the trajectory and insertion of Latin America and Ecuador in the contemporary world, in the context of globalization, culture and trade, financial integration processes, and use of natural resources (oil, food, raw materials, etc.)

Understand and appreciate different cultures that allow the students a greater critical understanding of their own culture.

Deepen the theoretical understanding of the development models, taking as case study the reality of Ecuador.

Gain an understanding of equity with other cultures and enable the construction of interculturality, the Sumak Kawsay (Good Living),

Understand critically the assumptions, impacts and contradictions of development models on the local, national and regional levels, and how they manifest themselves in the current economic, social, political, environmental and cultural crisis, which are currently affecting the multicultural and multiethnic Ecuadorian society, and the impacts on Public Health, Education, Sustainability and environment, Micro finances and alternative Economies, and Culture.

## Culture, Education and Public Health

Develop a critical understanding of culture through an intercultural approach and learning of cultural diversity. Discussion focuses on the perspectives, values and lives of people and their relationship to development models.

Analyze the educational system, government policy and impact on local educational structures, the disparities in access to education, and the relationship between education and development. Discussions may include gender education, financial challenges, and current reforms.

Examine health care systems, the management and prevention of disease, and the philosophical approaches to health care, including the role of traditional medicine. Specific topics for discussion include women’s health, children’s health, HIV education, and rural vs. urban health care facilities.

### Learning outcomes

Learn about the cultural diversity and achieve an understanding of an intercultural approach oriented to understand and respect other cultures. To learn about other cosmovisions, to share through a dialogue of knowledges in order to make possible the construction of interculturality, the Sumak Kawsay (Good Living).

To train university students in themes of Public Health, observing the environmental, social, cultural and economic health determinants, through theoretical and field observation approaches, in order to understand complex scientific questions and participatory processes in the search for solutions of many health problems in poor communities.

To understand different worldviews in relation to health, disease and their determinants, as well as in relation to the demanded health services (western, indigenous traditional medicines). To understand the complex political dimensions of culture, education, Public Health based on the Ecuadorian Constitution.

Learn about the main approaches, processes and actions carried out in the Ecuadorian educational system. Analyze the pedagogical innovations implemented in the educational system. Identify the structural crisis of the rectory and the ten-year education plan. Learn about participation and new actors: local governments and citizens. Understand school culture and pedagogical practices. Learn about the main features of the pedagogical and political debate about education quality.

## Sustainability and Environment

Investigate the relationship between environment, use and management of natural resources and local communities Critical issues may include sustainable management and utilization of natural resources, climate change, and wildlife management from a sustainable development strategy. Through the study of cases involving rights of the people on environment, food sovereignty, water management, climate change, sustainable development and local alternatives of management and conservation of natural resources.
This course promotes experiential learning and incorporates experiences to be in with nature, understanding it as an active subject that interacts and manifests itself in various ways in people’s lives. The program makes a theoretical review of basic concepts of forest ecology and Agroecology, based on a practical approach that allows students to understand the dynamics of the ecosystem study.

### Learning outcomes

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

Understand social and environmental impacts relative to the economic activity of Ecuador, and to identify actors and interests in cases of relevant socio-environmental conflicts.

Learn about the major proposals and alternatives of the current economic model and encourage students’ critical analysis through a theoretical framework.

Learn from real-life through learning experiences.

Understand how various forms of life and worldviews relate and integrate with various economic activities.

Learn about the effects on local environment. Expand the knowledge and sensitivity towards socio-environmental problems that affect the various peoples and communities of Ecuador, aiming to develop new mechanisms for international relations based on solidarity.

## Micro finance and Alternative economies

Examine the history, nature and challenges of microbusiness and its role in the economic and social development of the local community. Includes an analysis of informal sector enterprises, the role of social entrepreneurship, and an overview of key aspects of microfinance. It will review the impacts of microfinances on the living conditions en marginal populations.

### Learning outcomes

Understand the reality of the country from an approach marked by complexity and multi-dimensionality, addressing the most relevant historical, economic, political, social and cultural aspects that constitute it as a State organized under a Constitution, with specific features and elements and a particular regional dynamic.

Analyze the historical and social reality of Ecuador as an "intermediate space" between a globally interconnected world and the local realities where the everyday life can be appreciated at an individual and collective level.

Acquire a d deepen theoretical understanding of the models of development, from the agro-export model to the post-neoliberal model of the Good Living.

## Spanish language

Intensive classes of Spanish language focused on the development of language, oral and written communication skills, through classes and academic works, to facilita the students acquire a better understanding of the reality of the Ecuador.

The academic program is intended also to strengthen and improve the Spanish Language skills of the students. The participation of students in academic activities conducted entirely in Spanish such as lectures, classes, interviews, discussions, talks, workshops theoretical-practical, etc, provides a better learning and improvement of the Spanish language. These activities, as well as the interaction with local communities and social actors, enable them to study and analyze the elements of the Spanish language and identify the main phonetic, phonological, morphological, syntactic and semantic features of the language.

It is a course in the Spanish language, with an emphasis on the correct use of grammar, vocabulary, and learning of local culture, it will help students to increase their oral and written linguistic and communication skills through the strengthening of the language skills: read, write, speak and listen in real communicative contexts.

### Learning goals

Improve the use of the Spanish Language: reading, writing, conversation.

#### Communicative approach

Develop communication skills, both productive and receptive, in order to communicate with coherence and cohesion according to the communicative functions and using the rules of the social dimension of language.

To achieve the active participation of the students to strengthen the development of individual communicative competitions and to integrate the group.

#### Grammar

To strengthen the proper use of grammatical structures for the development of language skills: reading, writing, speaking, listening and understanding

# METODOLOGY

The courses will be conducted through lectures, seminars, group work, urban and rural field trips.

**Conferences:** they will be taught by professors specialized in the topic; will be carried out in an atmosphere of cooperative learning in which each student will be responsible for promoting learning for which must submit written questions to be discussed in class.

**Field observations:** the student will do field trips in which connect the theory learned with the observed reality.

**Tutorials:** students will have constant support from teachers.

**Assessment:** The student's progress will be evaluated through active participation, written essays, exams and a final oral presentation in Spanish.

**Individual and group work:** students will choose a topic to research, which will prepare an essay in coordination with the tutors and laid them out in oral and written form.

**Oral presentations of bibliographic reviews:** The students, individually, will choose a bibliography of each course, to read it, analyze it and present it in class.

**Bibliographic integration workshops:** The students, divided into homogeneous groups, held discussions to strengthen the understanding of the content of the bibliography of General Packet (Pre departure readings) and assigned to the academic program bibliography.

# ACADEMIC PRODUCTS

* **Summaries of bibliographical revisions:**

The students will develop ***summaries*** of the most important contributions of the readings, which will presented and discussed in groups.

* **Essays:**

Essays should reflect depth and quality of analysis of the issue raised. Students should avoid excessive descriptions. They must have an extension of 5 pages including citations and bibliographic references.

They must contain: cover, title, and introduction justifying the importance of the topic, approach of the thesis, argument, conclusions and references. Bibliographical references should be included in the text or body. Participation is mandatory and the work will be evaluated according to the stablished parameters.

* **Oral Essays Presentation:**

The content of the essays will be socialized with the whole class on the basis of the oral presentation (using PowerPoint or similar programs), highlighting the main topics, with pictures. Oral presentations should have the following structure: subject, introduction, justification explaining the importance of the theme, the objectives, approach of the problem. Analytical argument of the topic and conclusions.

* **Field Journal**

Students have to write a Field Journals, to maintain records on the local reality observed during the field trips and lectures.

# THEMATIC CONTENTS

As part of its objectives, the following content areas and general problem will be covered

Globalization and Development

Modernity and Eurocentrism

Civilization and barbarism, the American case

Modernity, progress and development

Theories of Development

Regional Integration

Alternatives of Development in Ecuador

Social, political and economic changes

Public Health

Education

Environment

Culture

Spanish Proficiency

# GRADING

Criteria for grading and grading standards To be defined by the University of California San Marcos

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| **Grading Rubric** |
| A | 95+ | Achievement that is outstanding relative to the level necessary to meet course requirements. |
| A- | 90-94 | Achievement that is significantly above the level necessary to meet course requirements. |
| B+ | 86-89 |
| B | 83-85 |
| B- | 80-82 | Achievement that meets the course requirements in every respect. |
| C+ | 76-79 |
| C | 73-75 |
| C- | 70-72 | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| D+ | 66-69 |
| D | 60-65 |
| F | <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 credits:

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| COURSES  | **Proposed credit chart**  |
| International Perspectives | 3 |
| Culture, Education & Public Health | 3 |
| Sustainability and Environment | 3 |
| Microfinance and alternative economies | 3 |
| Spanish | 3 |
| TOTAL CREDITS | 15 |

## Summary of grades:

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|  | **Proposed grading chart**  |
| General Participation: | 10 |
| Essay: International perspectives  | 10 |
| Essay: Culture, Education and Public Health | 10 |
| Essay: Sustainability and Environment; | 10 |
| Essays :Microfinance and alternative economies  | 10 |
| Exam: Spanish | 10 |
| Final term paper | 20 |
| Final Oral Presentation | 10 |
| Field Journals | 10 |
| TOTAL  | 100 |

# CLASS SCHEDULE: 15 WEEKS

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| WEEK 1 |
| * Introduction: General orientation and cultural approach. Opening ceremony Ritual.
* General introduction: objectives, content and methodology. Development from Colony: Modernity and Eurocentrism.
* City tour.
* Program overview: objectives, content and methodology.
* Integration Trip: 2 days
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| WEEK 2 – 3 INTERNATIONAL PERSPECTIVES |
| * Civilization and barbarism, the American case.
* Globalization and Development: International policies: development process from II World War
* Globalization: ideological elements: hegemony, neocolonialism and dependence.
* The emerging world culture and its Andean context.
* Neoliberalism and crisis of neoliberalism: The struggle for power
* Alternatives and possibilities of development in Ecuador: The Sumak Kausay
* The current juncture: Political Vision in Latin America within a global context
* Regional integration. From the Bolivarian nation until the new sovereign and instilled integrationism (ALBA and MERCOSUR).
* The current juncture: Social, political, and economical changes in Ecuador
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| WEEK 4 – 5 Culture, Education and Public Health |
| * The History of Ecuador from the colony to the Republic prior to modernization (1830-1950)
* Ecuadorian History from The oligarchic Republic to the recent crisis of neo-liberalism (1950-2005)
* The Ecuadorian economy
* The politics: the struggle for power
* The oligarchic Republic to the recent crisis of neo-liberalism
* 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)
* The new development model: the Plan of Good Living
* Socio politics and Cultural Diversity.
* Multiculturality and interculturality.
* Andean and Ecuadorian Cosmo vision. Ancestral Indigenous and Afro Ecuadorian Knowledge. Identity Construction.
* The Ecuadorian constitution: Culture and intercultural approach.
* Field Trips: 3 to 4 days
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| WEEK 6 – 7 Culture, Education and Public Health |
| * Historical vision of the Public Health in Ecuador.
* Historical and cultural perspectives on the social determinants of health
* Neoliberal modernization and health
* Maternal and Child-Health
* Mental diseases
* Situation of VIH/SIDA in Ecuador
* The new constitution and its emphasis on public health
* Health Individual and collective rights
* Analysis of cancer situation in Ecuador
* Nutrition and security food in Ecuador
* Field Trips: 3 to 4 days
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| WEEK 8 – 9 Culture, Education and Public Health |
| * Education in the colony
* Education, socio-economic and cultural context in Latin America
* The new constitution and its emphasis on education.
* The LOEI: scope and limitations of intercultural education.
* The curriculum in intercultural education
* Public and private education.
* Comparative analysis of education system in the U.S. and Ecuador

Field Trips: 3 to 4 days |

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| WEEK 10 – 11 Environment and Sustainability |
| * Natural resources in Ecuador.
* Agricultural Modernization and its impacts on environment. (Flower, Banana, Oil Palm Plantations and Shrimp Farms).
* Amazonia as a natural resources region: Oil Exploitation and the impacts on the indigenous communities and environment.
* The 2008 Ecuadorian constitution: Rights of the environment, The Yasaní ITT Project, Sumak Kawsay.
* Subtropical Cloud Forest (Permaculture and agro forestry)

Field Trips: 3 to 4 days |

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| WEEK 12 – 13 Microfinance and Alternative Economies |
| * Analysis: credit and microcredit, are the same? Which are the similarities and their differences?
* The new constitution and its economic model.
* Microfinance and the popular economy in Ecuador. Definitions and characteristics.
* Microfinance and popular economy insertion into the market.
* What´s popular economy? What´s solidarity economy? Microbusiness and popular economy in Ecuador: origin and characteristics.
* Microbusiness and solidarity economy in Ecuador: insertion in the market.
* Paradigms about microbusiness and popular economy development: myths and realities.
* Critical discussion about popular and solidarity economy.
* Risks of microcredit
* The industry of microfinance.
* Analysis of economical laws of popular and solidarity economy.
* Critic aspects of microcredit; financial necessities and financial resources. Cost of the credit.

Field Trips: 3 to 4 days |

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| WEEK 15 Preparation of Final term papers, Oral presentation, Evaluation and Final Integration |
| * EVALUATION AND FINAL INTEGRATION
* Integration field experience
* Elaboration of the term paper and oral presentation preparation
* Oral presentations
* EVALUATION OF THE PROGRAM

Academic Delivery products |

# SUGGESTED READING MATERIALS

## International Perspectives Bibliography

* Deleuze, Gilles and Guattari, Félix. “Anti-Oedipus: Capitalism and Schizophrenia”. From Modernism to Postmodernism. Lawrence Cahoone. Ed. Blackwell Publisher, Cambridge, 1996. pp. 401-422.
* Basulto Ramírez, Redro. Inicios de la Modernidad en América – ¿Civilización o Barbarie? Ecuador Debate. Revista Especializada en Ciencias Sociales. Quito – Ecuador. Diciembre 2006.
* Burbano de Lara, Felipe. Estrategias para sobrevivir a la Crisis del Estado – Empresarios, Política y Partidos en Ecuador, En Publicación: Neoliberalismo y Sectores Dominantes, Tendencias globales y experiencias nacionales. Basualdo, Eduardo. M. Arceo, Enrique. CLACSO, Consejo Latinoamericano de Ciencias Sociales, Buenos Aires. Agosto – 2006.
* Castro-Gómez, Santiago. “Latinoamericanismo, Modernidad y Globalización Prolegómenos a una crítica poscolonial de la razón”. Teorías sin disciplina. Ed. Santiago Castro-Gómez y Eduardo Mendieta. México, Ed. Porrúa, 1998.
* Huntington, Samuel. Occidente, las civilizaciones y la civilización en El choque de civilizaciones y la reconfiguración del orden mundial. Paidos, Barcelona. 1997. pp.361-386)
* Lander, Edgardo (compilador) – Varios Autores. La Colonialidad del Saber: Eurocentrismo y Ciencias Sociales – Perspectivas Latinoamericanas. Consejo Latinoamericano de Ciencias Sociales CLACSO. Republica Dominicana. Febrero 1993
* Paz y Miño, Juan. Del Desarrollismo al mercado: dos modelos económicos en el Ecuador contemporáneo. Removiendo el Presente. Latinoamericanismo e Historia en Ecuador, Quito, Editorial Abya Yala, 2007. Pp 102 – 111; pp 137 – 167.

## Culture Education and Public Health Bibliography

* Ayala Mora, Enrique. Resumen de Historia del Ecuador, Tercera Edición, Corporación Editora Nacional, Quito – 2008, Biblioteca De Cultura.
* Burbuno de Lara, Felipe. Estrategias para sobrevivir a la Crisis del Estado – Empresarios, Política y Partidos en Ecuador, En Publicación: Neoliberalismo y Sectores Dominantes, Tendencias globales y experiencias nacionales. Basualdo, Eduardo. M. Arceo, Enrique. CLACSO, Consejo Latinoamericano de Ciencias Sociales, Buenos Aires. Agosto – 2006.
* Nieto Olarte, Mauricio. Historia Crítica, Edición Especial, Ciencia, imperio, modernidad y eurocentrismo: el mundo atlántico del siglo XVI y la comprensión del Nuevo Mundo\*. Revista del Departamento de Historia de la Facultad de Ciencias Sociales de la Universidad de los Andres, Bogota – Colombia. Noviembre 2009.
* 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.

## Culture

* Escobar, Arturo. Sonia Alvarez y Evelina Dagnino: Lo cultural y lo político en los movimientos sociales latinoamericanos en Política Cultural y Cultura Política. Taurus Icanh. Bogotá. pp. 17 a la 23.
* Walsh, Catherine. Interculturalidad, Estados, Sociedad – Luchas (De) Coloniales de nuestra Época. Universidad Andina Simón Bolivar -  Ediciones Abya-Yala. Quito – Ecuador. Marzo 2009.
* Puente Hernández, Eduardo: La Cultura en Ecuador: Su Dimensión y Desarrollo. SINAB. Quito. Pp. 27 a la 32.
* Puente Hernández, Luis Eduardo. Interculturalidad y Políticas Públicas. Ponencia presentada en el Primer Encuentro de Interculturalidad: testimonios y experiencias” organizado por la Escuela de Educación y Cultura Andina -EECA- de la Universidad Estatal de Bolívar, efectuado en Cuenca, noviembre 2007
* 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.
* Pérez Tapias, José Antonio: Reconstrucción de las Identidades desde el mestizaje como interrelación fecunda de las diferencias. <<Los caminos del reconocimiento>> en Del Bienestar a la Justicia aportaciones para una ciudadanía intercultural. Editorial Trotta. Madrid. pp. 182 a la 187.
* García Serrano, Fernando: La proyección multicultural del Ecuador Características y situación de la diversidad cultural y étnica en Cultura, Emigración y Política Exterior. Planex 2020. Quito. pp.31 a 41
* Varios Autores. Plan plurinacional Para eliminar la discriminación racial y la exclusión étnica y cultural. Ministerio de Cultura, Programa de Desarrollo y Diversidad Cultural, Quito – Ecuador. Marzo 2010. Pp.19-34
* 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.

## Public Health

* BANCO MUNDIAL. Insuficiencia nutricional en el Ecuador: Causas y Consecuencias. Junio 2007. Pp.
* Breilh, Jaime, Ylonka Tillería. Aceleración global y despojo en Ecuador. El retroceso del derecho a la salud en la era neoliberal. Editores: Universidad Andina Simón Bolívar / Abya-Yala. Quito, 2009. Pp. 51-128
* Cáceres, Efraín; Encuentros y desencuentros de Dioses y curanderos: 500 años en la Medicina Andina, pp. 16-43
* Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978
* Eduardo, Estrella. Visión histórica, Crespo, Antonio; y Herrera, Doris. Desarrollo Histórico de las Políticas de Salud en el Ecuador (1967 - 1995). Cepar, Quito, 1997.
* Kaplan, George A. The Poor Pay More - POVERTY’S HIGH COST TO HEALTH. September 2009
* La Salud en la Constitución. Ministerio de Salud Pública 2008
* Labonte, Ronald and Schrecker, Ted. Globalization and social determinants of health: Analytic and strategic review paper. Globalization Knowledge Network March, 2006.
* Narvaez, Alberto y Narvaez, Eulalia. VIH/SIDA. En OPS/MSP/CONASA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 87-96
* Navarro, Vicente, Social Determinants of Health. International Journal of Health Services, Volume 39, Number 3, Pages 423-441, 2009
* OPS, Perfil de los Sistemas de Salud de Ecuador. Monitoreo y Análisis de los procesos de cambio y reforma. Octubre 2008. Pp. 5-44
* Ortega, Fernando. Otras opciones en la atención de la salud: lo tradicional y lo alternativo. . En OPS/MSP/CONASA, La Equidad en la mira, la Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, PP 414-423
* Ramírez, René. Distribución alimentaria y problemas nutricionales en el Ecuador. Revista GESTIÓN de mayo del 2002 #95
* Rodríguez, Lily. La salud y los derechos sexuales y reproductivos en el Ecuador. En OPS/MSP/CONASA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 203-210
* Sociedad española de medicina familiar y comunitaria. PROGRAMA DE PREVENCIÓN EN SALUD MENTAL en Atención primaria. Fichas de resumen. Pp. 2-25
* Suárez, José and López, Dolores. Development, Environment and Health in Crisis. The case of Ecuador. Latin American Perspectives, Issue 94, Vol. 24 No. 3. May 1997 83-104.
* USAID. Health System fact sheet: Ecuador.
* www.health systems2020healthsystemsdatabase.org.
* Vásconez, Juan. La salud de las niñas, niños y adolescentes. En OPS/MSP/CONASA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 195-202
* Viteri Díaz, G.: "Situación de la salud en el Ecuador" en Observatorio de la Economía Latinoamericana, Número 77, 2007.
* En8http://www.eumed.net/cursecon/ecolat/index.htm (LOOK INTHE SHARED FOLDER IN THE CIMAS NETWORK)
* Yépez, José. Cáncer. En OPS/MSP/CONASA. La equidad en la mira. La Salud Pública en Ecuador durante las últimas décadas. Quito, 2007, pp. 122-133.

## Education

* Boff Leonardo. Sumak Kawsay, Vivir mejor o el Buen Vivir. [www.servicioskoinonia.org/boff/artciulo.php. Marzo 27 2009](http://www.servicioskoinonia.org/boff/artciulo.php.%20Marzo%2027%202009).
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* [Breve evolución histórica de la educación en el](http://www.dspace.espol.edu.ec/bitstream/123456789/5787/4/CAPITULO%201.doc) Ecuador.
* [www.dspace.espol.edu.ec/bitstream/.../5787/4/CAPITULO%201.doc](http://www.dspace.espol.edu.ec/bitstream/.../5787/4/CAPITULO%201.doc)  <http://www.rieoei.org/rie48a10.htm>
* Conejo Arellano, Alberto. Educación Intercultural Bilingüe en el Ecuador. La propuesta educativa y su proceso.
* Constitución Política del Ecuador 2008. Régimen del Buen Vivir; Título VII, Sección Primera: Educación, Arts. 340 al 357. POWER POINT
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* Fundamentos científicos y técnicos de la educación siglo XXI: Modelos Educativos. Htt/edutec.rediris.es/Revelc2/revelec/ec15/Cardona.pdf.
* <http://www.authorstream.com/Presentation/aSGuest51512-426160-los-modelos-pedagogicos-entertainment-ppt-powerpoint/>
* <http://www.fronesis.org/immagen/rmt/documentosrmt/CPaladines_Neoliberalismo_en_Ecuador.pdf>
* mail.ups.edu.ec/alteridad/publicaciones/...//educac\_biling%205.pdf
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* Video Energía

## Microfinance and Alternative Economies

* La microempresa en el Ecuador (BID): Resumen Ejecutivo (p.10-15) y 1.1 Perfil de las microempresas en Ecuador (p. 16-21)
* Principios, Instituciones y Prácticas de la Economía Social y Solidaria
* Del microcrédito a las microfinanzas
* Fondos de préstamos gestionados por la comunidad
* Ley de Economía Popular y Solidaria (LOEPS)
* Reglamento de la LOEPS

# IMPORTANT INFORMATION

ATTENDANCE POLICY, POLICIES AND PROCEDURES, SCHOLASTIC DISHONESTY and STUDENT CONDUCT to be defined by CSUSM.

# HOME STAYS

Living with Ecuadorian families enables the understanding of the culture and the daily reality of the Ecuadorian families from urban and rural areas. The students will enjoy artistic, cultural, literary, linguistic manifestations of diverse cultures. This "intermediate space" between a global and interconnected world and local realities allow students to appreciate the everyday life at individual and collective levels in Ecuador.