

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: Costa Rica's Environmental Policy: A History of Policy, Politics and ACTION

Course code: POL 3420

Total contact hours: 60

Course Description:

This course will explore the dynamics of environmental management, environmental histories, policy, politics and ACTION in the case study of Costa Rica and beyond. It will study environmental history and policy at a regional and national level; it will explore the emergence of Costa Rica's cutting edge environmental politics and governmental commitments (the greening of the public sector and carbon neutrality and others); it will look back at Costa Rica's conservation history and critically review its conservation and sustainable development model; it will present an understanding of the 'state of the nation and region' in regard to environmental indicators (land use methods and statistics, deforestation and reforestation data, contamination and waste indicators); it will identify the individuals and organisations working on taking authentic action in environmental protection; it will take a close look at how government policy translates into practice by reviewing cases studies of community and grassroots action in forestry, organic farming, recycling, cooperatives, and women's environmental groups; and lastly, it will address some of central issues and challenges facing these activities and the resultant environmental conflicts.

The course will focus on three major research questions (from the abstract, to the theoretical, on to the conceptual and concrete action): **1) Can Costa Rica claim to be at peace with nature? 2) What environmental policy and practice has and is taking place? And 3) what is the quality of Costa Rica's conservation initiatives, sustainable development proposal, and subsequent environmental protection?**

The student will be expected to critically review Costa Rica's environmental action, participation, commitments and challenges. You will put these in their historical, regional and international context. You will learn how to spot trends, features, successes and failures in environmental policy and action. You will be part of a dynamic exploration and will get first hand research experience visiting local communities, NGOs, government offices and environmental groups. You will become confident exploring and identifying environmental political plays and processes.

This is a social studies and sustainability course, it is elective, theoretical and practical and responds to the professional formation questions: How can we identify examples of historical and environmental policy implementation, appreciate the related conflicts to be able to diagnose the state and the type of sustainability and environmental protection and management policy approach being applied in Costa Rica?

This course will prepare you with a thorough introduction of how you will be able to take ACTION in the environmental sector, develop your citizenship skills, and help you to appreciate the workings and failures of environmental policy.

To be able to respond to the above question the following themes will be covered:

- The history and context of conservation and sustainable development politics and policy.
- Costa Rica's and Central America's Environmental indicators and statistics.
- Environmental policy (government level and community application).
- The greening of the public sector, and other institutional greening commitments and challenges.
- Green certification processes, ecotourism and green branding for business.
- Environmental conflicts.
- Possible Case Studies:
 - Marine management and conservation.
 - Water management, waste management and conservation of water sources.
 - Shark conservation and the failures of policy.
 - Forest policy and payment for environmental services.
 - Green taxes and voluntary mechanisms.
 - Oscar Arias, the PLN and the Peace with Nature political and policy approach.
 - PAC and environmental policy commitments and recent outcomes.
 - The history of Costa Rica's grassroots action and struggles.
 - Climate change policy and denial. Carbon neutrality.
 - The political spectrum and environmental ideologies.
 - The urban space and environmental policy issues.

Throughout the course the following competencies will be promoted:

- Capacity to use techniques and methods of research, analysis and interdisciplinary approaches within the environmental policy field.
- Capacity to analyze historical models and frameworks related to environmental policy and governance.
- Capacity to discuss the importance of policy for the environment and sustainability.
- Capacity to critically evaluate and articulate local, regional and national environmental policy and build capacity for problem solving and solution seeking.
- To participate and collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.
- Contribute to the consolidation of a team and team work, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.

Specific Course Competency: Team work development and leadership.

To integrate knowledge, abilities and the necessary attitudes to be able to learn the **techniques of team work and leadership** (considering the tutorials and evaluations).

- Team work and leadership
- Environmental citizenship.
- How to work and get on with others.
- How to communicate with others.
- Problem and challenge identification (macro and micro).
- Search for solutions through dialogue and deliberation.
- Responsible communication and profound listening.

Competencies, criteria and evidence:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key Competency	Evidence of Learning
Evaluate Costa Rican historical and environmental policy implementation to be able to develop an understanding of their failures, opportunities and discuss proposals for improvement.	Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work.	<ul style="list-style-type: none"> • Case study analysis • Interaction in different projects.
	Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> • Research reports • Interviews • Essay
	Direct work groups, assuring the integration of all members and group assessment.	<ul style="list-style-type: none"> • Case study analysis • Research reports • Design and execute interviews • Essay

General Competencies	Key Competency	Evidence of Learning
To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen appreciation and understanding of others experiences and struggles.	<ul style="list-style-type: none"> • Problem and challenge identification. 	Case study research and comparisons.
Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work.	<ul style="list-style-type: none"> • How to work and get on with others. • Search for solutions through dialogue and deliberation. • Negotiation to inspire 	Fieldtrips, group work, and site visits.

	confidence and empathy	
Direct work groups, assuring the integration of all members and group assessment.	<ul style="list-style-type: none"> • How to communicate with others. • Work in teams and leadership • Responsible communication and profound listening.. 	Collaborative tasks
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> • Problem and challenge identification. • Search for solutions through dialogue and deliberation. • Management and resolution of conflicts. 	Collaborative tasks and presentation of results.

Content:

(One theme each week, plus conclusions, practical and finals)

Theme 1: Introduction to the central concepts in relation environmental policy and the global dynamics.

- International frameworks, conventions, treaties, and institutions.
- History of sustainable development and environmental policy unfolding.
- Introduction to Agenda 21 and other central mechanisms for action.
- MDGs 2000-2015
- SDGs 2015-2030

Theme 2: Introduction to the regional and local environmental policy.

- Regional environmental policy innovations
- Regional environmental conflicts introduced.
- The State of the Region – regional environmental indicators.
- Country comparisons.

Theme 3: Types, definitions and theoretical considerations: environmental policy for sustainability and governance

- Environmental planning and regulatory frameworks.
- Voluntary versus regulatory practice.
- Environmental Impact Assessment
- Environmental Payment Services
- Green Taxes
- Certification
- Environmental policy and public institutions

Theme 4: Theoretical considerations: environmental policy for sustainability and governance

- a) Participatory approaches
- b) Pro-poor approaches, gender mainstreaming and transversalising.
- c) Environmental education, Eco-literacy, Education for sustainable development.
- a) Principles, perspectives and practice.
- b) Ideological spectrums, types of sustainability.

Theme 5: Local, regional and global institutions, laws, regulations and policy.

- a) Legal advances
- b) Legal struggles and gaps.
- c) CEDARENA case study.

Theme 6: Case studies

- a) Conservation models, protection of flora and fauna.
- b) Application of sustainability.
- c) Organic agriculture
- d) Marine conservation
- e) Biological Corridors, buffer zones, PES revisited.
- f) Blue Flag and the CST
- g) Costa Rica por Siempre

Theme 7: Climate Change, Denial and Carbon Neutrality.

- a) Forest policy
- b) PES and REDD+
- c) Carbon Neutrality
- d) Clean Development mechanisms and the polluter pays principle.

Theme 8: Environmental Conflict Cases.

- a) Contamination and management of waste, plantations and policy
- b) Marine resources and protection of sharks
- c) Conservation and expropriation of land
- d) Open gold mining and oil exploration

Theme 9: Civil society, leadership, leaders, communal participation and grassroots initiatives

- a) *'Stakeholders'* and leaders.
- b) *Grassroots movement*
- c) NGOs and their work.

Theme 10: Conclusions, solutions and future outlooks

- a) Innovations in environmental policy definition.
- b) International cooperation
- c) SDGs, early results and projections.

Methodology:

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to environmental policy and sustainability issues and dynamics and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience.

Learning strategies

The following learning strategies will be executed:

Case Studies and Interviews

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the Sustainable Development Goals.

Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language)

Educational resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

Evaluation Table:

RUBRIC	WIEGHT/GRADE
5 Case Studies: (10% each) choices: <ul style="list-style-type: none"> • Case study – International Policy • Case study – Regional Policy • Case study – National Policy: Certification and Incentives. • Case study – Costa Rica: MBC for Landscapes and Seascapes. • Case study – National Policy: Climate change • Case study – Participatory approaches and grassroots efforts. • Or can change two case studies with own suggestions and interests. 	50%
Essay and presentation: Theme of choice in relation to Costa Rican environmental policy and sustainability	10%
2 Fieldtrip Surveys/Activities (design and application) and presentation of findings/ results/report.	20%
Group Work: (Choice of activities) <ul style="list-style-type: none"> • Action plan and execution. • 3 Interviews and/or site visits to NGOs or Institutions with mini reports (10% each) • Preparation and execution of debate or round table discussion (a polemic case to be chosen) 	20%
TOTAL	100%

Rubric for the evaluation of case studies:

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Five case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas.

5 Case Studies: (10% each):

- Case study – International Policy
- Case study – Regional Policy
- Case study – National Policy: Certification and Incentives.
- Case study – Costa Rica: MBC for Landscapes and Seascapes.
- Case study – National Policy: Climate change
- Case study – Participatory approaches and grassroots efforts.
- Or can change two case studies with own suggestions and interests.

If you opt to change two case studies with own suggestions and interests these must be confirmed with your teacher.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

Each case has a value of 10% for a total value of 50%. The case studies will be evaluated through the following criteria:

GRADE	DESCRIPTION
<p>EXCELLENT (100-90%)</p>	<p>Study and evaluate the case study in a profound and concise manner.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. <p>Excellent class presentation delivery. Presentation time management and stimulation of discussion. Excellent report presentation: With all points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 10 related sources which have enriched your case study understanding and analysis.</p>
<p>VERY GOOD (89%-80%)</p>	<p>Neglected to complete one of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With one of the points 1-5 above failed to be written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 7 related sources which have enriched your case study understanding and analysis.</p>

<p>GOOD (79%-70%)</p>	<p>Neglected to complete two of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With few (2-3) of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 5 related sources which have enriched your case study understanding and analysis.</p>
<p>INSUFFICIENT (69% or less)</p>	<p>Neglected to complete most of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Plus: Disorganized class presentation delivery. Presentation time management (failed to respect time slot and length) and failure to stimulate discussion. Report presentation: With only one of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 3 related sources which have enriched your case study understanding and analysis.</p>

Rubric for essay and presentation

The written essay is a critical academic piece that permits the student to express opinions, interpret data and events, evaluate a selection of themes and issues. This is packaged in a formal written piece that demonstrates the capacity to research a theme, discuss and reflect upon the central issues. Critical thinking is encouraged with a clear organization of argument, perspectives, positions and the development of the student's understanding. The essay must be well written, well presented, both orally and on paper. The essay is strictly individual and sole authored by the student. The work of others must be clearly referenced.

APA referencing must be used. The essay theme will be on environmental policy in the Latin America and Caribbean space.

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Introduction: which includes the main theme, the focus, the main objectives, and a central research question.				
The principle theme is clear, the question is relative, it is well structured and the main discussion points are clearly outlined and presented.				
It contains an abstract of no more than 250 words to present and summarize the main objectives, argument and conclusion.				
It contains development of personal reflections, a clear discussion of the main problematic and key issues, it demonstrates critical thinking, it is coherent and shows conviction in adding at least two original and relevant ideas to the discussion.				
The discussion points and related examples are presented in a clear and logical order. The student's ideas are interesting and easy to follow.				
The structure and order of the words (the syntax) in the sentences is logical and clear. Punctuation and the use of the written language is correctly used, with careful selection of words. It does not contain spelling mistakes or grammatical errors.				
The conclusion is clear and is related to the overall discussion and findings in the main body of the essay.				
It complies with the following: Title, abstract, 12 font, Arial script, double space, and 8 pages.				
It has a organized and APA format bibliography, references in the main text relate to the bibliography, the sources are				

diverse and relevant to the theme and discussion. At least 10 sources must be referenced in the bibliography.				
It is presented to the class in a 15 minute time slot, respects the time slot exactly, is clear and interesting, stimulates discussion, and is handed-in in a pdf or power point format.				
Total				

Rubric for site visits, organisations and interviews

Students will arrange and execute 3 site visits or interviews which will make up 20% of the final grade. They will be expected to plan the interview or site visit objectives prior to the visit, work in pairs or small groups to fulfil the activity objectives and interest of the group members. A small report will be prepared on the major findings and observation gained from the visit. Or an Action Plan or Debate can be planned and executed by the students and the method for evaluation designed as a component of the overall plan and group work.

Group Work: (Choice of activities)

- Action plan and execution.
- 3 Interviews and/or site visits to NGOs or Institutions with mini reports (10% each)
- Preparation and execution of debate or round table discussion (a polemic case to be chosen)

Indicator – Interviews and site visits	A: 100-90%	B: 89%-80%	C: 79%-70%	D: 69% o <
Commitment in choosing relevant and interesting places to visit and/or people to interview.				
Justification of relevance in relation to the course themes				
Preparation of interview. Preparation of site visit dates and times and key contact.				
Preparation of objectives for site visit and/or interview				
Arriving on time and respecting the needs of the organization or/and interviewee				
Asking politely if you can tape the				

interview or/and take photos during your visit or interview.				
Work with your group to incorporate and respect all of the objectives and desires of the team members. Organize a meeting to decide this before the visit and to reach consensus on expected outcomes.				
Report presentation and hand-in. To include: photos, evidence of visit, interview transcript, observations, main objectives and outcomes, process and evaluation of activity.				
Total				
OBSERVATIONS				

Rubric for the Field-Trips

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Commitment to preparation for the fieldtrip: Reading briefs and preparation instructions, being on time for departure, packing appropriately, organizing appropriate footwear (everyone must have walking shoes or boots and must ask if they need to pick up rubber boots before we leave).				
Being on time and attentive during the site visit activities.				
Listening respectfully and carefully to the site visit leaders, community and organizers. Helping out when				

and if necessary.				
Abiding by safety regulations and respecting curfews.				
Enthusiastically participating in the volunteer work. A variety of activities will be offered and you can work to your strengths.				
Preparation of interview, site visit objectives, survey or the relevant site visit activity prior to visit. Work with your group to incorporate and respect all of the objectives and desires of the team members. Organize a meeting to decide this before the visit and to reach consensus on expected outcomes.				
Enthusiastic execution of the field activities.				
Report presentation and hand-in. To include: photos, evidence of visit, interview transcript, observations, main objectives and outcomes, process and evaluation of activity.				
Total				
OBSERVATIONS				

Chronogram

week	Competency	Content	Teaching strategies
1	Analyze the central concepts	Theme 1: Introduction to the central concepts in relation environmental policy and the global dynamics. a) International frameworks,	Introduction to the course, assignments, tools, methods and expectations.

	and theoretical frameworks	conventions, treaties, and institutions. b) History of sustainable development and environmental policy unfolding.	
2	Discuss the importance of the ideologies behind the manifestations of development, the types of sustainabilities Discuss the importance of the legal framework that responds to environmental policy and sustainability through the study of the international declarations, conventions, and policies.	Continuation theme 1: c) Introduction to Agenda 21 and other central mechanisms for action. d) MDGs 2000-2015 e) SDGs 2015-2030 Theme 2: Introduction to the regional and local environmental policy. a) Regional environmental policy innovations b) Regional environmental conflicts introduced. c) The State of the Region – regional environmental indicators. d) Country comparisons.	Lecture and discussion Group work and discussion: Identification of mechanisms / Defining core concepts.
3		Theme 3: Types, definitions and theoretical considerations: environmental policy for sustainability and governance a) Environmental planning and regulatory frameworks. b) Voluntary versus regulatory practice. c) Environmental Impact Assessment d) Environmental Payment Services e) Green Taxes f) Certification g) Environmental policy and public institutions	Lecture and discussion Essay proposal and development.

4		<p>Theme 4: Theoretical considerations: environmental policy for sustainability and governance</p> <ul style="list-style-type: none"> a) Participatory approaches b) Pro-poor approaches, gender mainstreaming and transversalising. c) Environmental education, Eco-literacy, Education for sustainable development. c) Principles, perspectives and practice. d) Ideological spectrums, types of sustainability. 	<p>Lecture and discussion</p> <p>Group work and discussion: Theories and concepts.</p>
5		<p>Theme 5: Local, regional and global institutions, laws, regulations and policy.</p> <ul style="list-style-type: none"> d) Legal advances e) Legal struggles and gaps. f) CEDARENA case study. 	<p>Lecture and discussion</p> <p>Group work, team work: Round Table: Women's Orgs and NGOs (profile and present and discuss functions and roles)</p>
6		<p>Theme 6: Case studies</p> <ul style="list-style-type: none"> a) Conservation models, protection of flora and fauna. b) Application of sustainability. c) Organic agriculture d) Marine conservation e) Biological Corridors, buffer zones, PES revisited. f) Blue Flag and the CST g) Costa Rica por Siempre 	<p>Lecture and discussion</p> <p>Group work and discussion.</p>
7		<p>Theme 7: Climate Change, Denial and Carbon Neutrality.</p> <ul style="list-style-type: none"> a) Forest policy b) PES and REDD+ 	<p>Group work and discussion: Case Studies.</p> <p>Group work and discussion: Case Study</p>

		<ul style="list-style-type: none"> c) Carbon Neutrality d) Clean Development mechanisms and the polluter pays principle. 	development.
8	Explore and discuss the situation, experience and importance of the international, regional and national response in the search for equity and sustainability.	Theme 8: Environmental Conflict Cases. <ul style="list-style-type: none"> a) Contamination and management of waste, plantations and policy b) Marine resources and protection of sharks c) Conservation and expropriation of land d) Open gold mining and oil exploration 	Lecture and discussion Case Study development. Analyzing indicators and case study findings.
9	Analyze case studies, vulnerabilities and advances. Promote the permanent revision, understanding and monitoring of legal frameworks, agendas, policy formation and implementation.	Theme 9: Civil society, leadership, leaders, communal participation and grassroots initiatives <ul style="list-style-type: none"> a) 'Stakeholders' and leaders. b) <i>Grassroots movement</i> c) NGOs and their work. 	Lecture and discussion Case Study development. Analyzing indicators and case study findings.
10	Analyze case studies, vulnerabilities and advances. Promote the permanent revision, understanding and monitoring of legal frameworks, agendas, policy formation and implementation.	Theme 10: Conclusions, solutions and future outlooks <ul style="list-style-type: none"> a) Innovations in environmental policy definition. b) International cooperation c) SDGs, early results and projections. 	Lecture and discussion Development of conclusions, solutions and recommendations for policy development.
11	Discuss, reflect upon and search for solutions.	FINAL WORKSHOPS	Research work in groups: Identification of vulnerabilities, advances, policy gaps, key illustrative indicators. Workshop: compare cases, indicators, recommendations.
12	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search	FINAL PRESENTATIONS and EVALUATIONS	Present reports, interviews and final conclusions.

	for solutions. Develop recommendations.		
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The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

Attendance:

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.
- 6) Commit plagiarism

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

You are not permitted to use your cell phones or lap tops in class. Subject to grade deduction. Please ask before you use!

Special Needs: Please ask if you would like your teacher to consider any special needs.

General observations

The student must conform to the provisions of the Veritas “Reglamento de Régimen Estudiantil”. The rulebook is available for downloading at <http://autogestion.veritas.cr/>

Bibliography – This is subject to change and updating. The final and more recent version can be found on the student portal and will be shared at the beginning of term. You will not be expected to buy any books for this course.

Please note that copies in English will be provided, and the content of the bibliography will be updated at the beginning of each new course. Readings can be found on the student portal and students will be given instructions on reading material and summaries.

Field Trips: This course has two weekend fieldtrips. Students can only miss one of the fieldtrips, but only if they have another class which requires their attendance on a fieldtrip.

Students will be given the fieldtrips dates during the first or second week of the course.

(The following texts were used to develop the course and used for information sharing in class. You will be expected to read some of them. The assigned reading texts or links will be placed on the student portal and further indications of which are to be read. Please feel free to request any of the texts below for the development of your assignments and further reading).

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