


Earth Education International 
Sustainability & Service-Learning
Environmental Studies (ENVS) 482
Dr. Miguel Karian, Spring 2011

Instructor Availability

Office Phone: 2447-1084 Cellular Phone: 8812-7766 Skype: mkarian1 Email: mkarian @ gmail.com

NOTE: Please limit academic calls to work hours (8a-5p Mon-Fri), unless extremely important

Availability: By appointment one working day in advance (if feasible)

Course Description

Synthesis of principal concepts associated with sustainable development. Emphasis on global-local connections in Costa Rica/Central America, as well as individual integration of sustainable living practices. Includes lecture and discussion, as well as field study and volunteer service-learning work in community development, conservation, social work, and/or other areas as appropriate. No prerequisite, but successful completion of an introductory environmental studies, global systems, community development or related course highly recommended (3 cr.).

Course Objectives

At the completion of this course, the student will be able to:

1. Describe principal concepts associated with sustainable development and related global-local connections.
2. Summarize successes and challenges of various sustainable initiatives in Central America.
3. Articulate personal strategies for sustainable living through synthesis of acquired knowledge.
4. Safely and satisfactorily perform cognitive and psychomotor tasks associated with volunteer work assignments.

Course Materials

A course packet of materials will be available for purchase which includes materials from the following texts. Handouts and/or newspaper articles may complement these materials.

Brower, M. & Leon, W. 1999. The Consumer's Guide to Effective Environmental Choices: Practical Advice from the Union of Concerned Scientists. New York: Three Rivers Press. ⁽¹⁾

Christie, I. & Warburton, D. 2001. From Here to Sustainability: Politics in the Real World. London: Earthscan. ⁽²⁾

Edwards, A. R. 2005. The Sustainability Revolution: Portrait of a Paradigm Shift. B.C.: New Society Publishers. ⁽³⁾

Franke, J. 1993. A Visitors Guide: Costa Rica's National Parks and Preserves, 2nd Edition. Seattle: The Mountaineers. ⁽⁴⁾

North Central Regional Center for Rural Development. 1999. Measuring Community Success and Sustainability: An Interactive Workbook. Ames, Iowa: North Central Regional Center for Rural Development. ⁽⁵⁾

Northwest Earth Institute. 1997. Discussion Course on Voluntary Simplicity. Portland: NWEI. ⁽⁶⁾

Northwest Earth Institute. 1998. Discussion Course on Deep Ecology. Portland: NWEI. ⁽⁷⁾

Northwest Earth Institute. 1999. Discussion Course on Choices for Sustainable Living. Portland: NWEI. ⁽⁸⁾

Purvis, M. & Grainger, A. 2004. Exploring Sustainable Development: Geographical Perspectives. London: Earthscan. ⁽⁹⁾

Wackernagel, M. & Rees, W. 1996. Our Ecological Footprint: Reducing Human Impact on the Earth. Gabriola Island, B.C.: New Society Publishers. ⁽¹⁰⁾

Course Requirements

1. **Attendance/Participation.** In order to achieve stated course and program objectives, students will be evaluated upon their participation in class, field study, and volunteer work assignments. Evaluation in this category will consist of both quantity and quality of participation, and is dependent upon attendance at all course meetings. Missed classes or activities will thus result in grades being lowered (see course policies below). Please note that physically being present without participating will only be counted as half credit in this category, and there will be no make-up's. VALUE: 100 points (20%). LATE POLICY: Not applicable.

2. **Photo Journals & Postings.** All participants will be evaluated upon submission of photo journals associated with a selected field site case study or volunteer work assignment. Originals of these pictures will be turned into the professor, and low resolution versions of the best pictures will be uploaded to the EEI photo gallery. NOTE: If a film camera is used, the pictures will need to be developed, scanned into a digital file, and manipulated to meet the guidelines below.

- A) **Photo Journal.** At least *twelve professional pictures* must be taken on-site during the group visit to the field site for your selected case study or volunteer service work. Please note that they must represent the topic and location selected for that assignment. At least eight of the pictures should clearly show **THE GROUP ENGAGED IN LEARNING OR WORKING ON-SITE** (please avoid excessive backs to the camera). The remainder may be of appropriate facilities or projects at the site. All pictures must be turned in to the professor at the beginning of class by the due date, either burned onto a CD, or in a designated folder on a flash drive that you can turn in and receive back the following class day. Note: Short (3-5 minute) video clips may be substituted for up to half of the pictures--those which will not be posted as indicated below (see professor for details). VALUE: 100 points (20%). LATE POLICY: 10% deduction per day late.
- B) **Photo Postings.** Once the field site visit/photo journal is complete, six of the twelve best photos will need to be uploaded to the EEI photo gallery with an appropriate description accompanying each one. In order to do so, low resolution copies will need to be prepared to meet the following criteria: A) Correct dimensions (between 350-400 pixels wide; or tall if an upright picture), B) File size (not larger than 50KB), and C) Of professional quality. Unprofessional, inappropriate, or offensive pictures are not acceptable. Any such postings will receive no credit, and be deleted immediately. See http://www.earthedintl.org/Photo_Posting.htm for detailed guidelines and instructions on how to post pictures. When uploading each picture, be sure to select an appropriate title (see photo gallery for samples), and **PLACE IT IN THE CORRECT PHOTO ALBUM** for your site. A concise, thorough description of the site must also accompany each picture, and should be prepared in advance of posting so that they may be uploaded together. The description for each picture must be between 100 words (700 characters) and 200 words (1,400 characters) in length, as longer descriptions will be cut off when uploading. Note that picture titles should be capitalized, and include all information requested by the software when uploading. All postings will be due by the beginning of class time on the due date. The pictures/descriptions will then be reviewed (graded) by the instructor. Please note that it may be necessary to go to visit an internet café in order to accomplish this. VALUE: 100 points (20%) total. LATE POLICY: 10% deduction per day late.
3. **Sustainable Living Assignments.** In order to synthesize knowledge acquired during the course, as well as apply that information to the personal level, students will be assigned two distinct sustainable living assignments in-lieu of traditional exams. Although specific guidelines will vary somewhat, both assignments will require you to synthesize and integrate personal sustainable living actions, motivations, insights, and thoughts with course materials and discussions. Assignments will consist of the following:
- A) **Activity Sheets.** Assignments will be accompanied by various activity sheets, which must be completed after reviewing the accompanying readings in the course packet (see course schedule). On the associated due date, they must be turned-in along with (stapled to the back of) the written paper.
- B) **Written Paper.** A written paper that synthesizes personal sustainable living actions, motivations, or insights (the primary focus of the paper), and 'links' those with course academics (not to be more than a third of the body of the paper). Each paper should be approximately *two pages* (but no more than three); typed, double-spaced, and **DOUBLE SIDED** (*i.e., on one sheet of paper if possible*). It should be thorough but concise, and consist of: 1) What you learned personally from completing the assignment sheets, and 2) Linking what you learned personally to relevant course packet and other materials covered in class. A 'guiding question' will be provided with each assignment to assist in this effort. Rather than including a traditional bibliography, personal-academic 'linkages' will be required that connect assigned course packet materials to personal insights. See assignment description sheet for details. Proofread all work carefully for grammar, spelling punctuation, and style. More than three such errors will result in lost points. Papers will be reviewed for quality and accuracy (graded) and returned for revisions if necessary. NOTE: Papers that require major revision will be returned immediately for rewriting, and late policy points will be deducted until it is re-submitted. VALUE: 100 points (20%) each, 200 points (40%) total. LATE POLICY: 10% deduction per day late. (NOTE: Additional information on sustainable living practices is available at: http://www.aashe.org/resources/living_guides.php).
- C) **Discussion.** On the assigned due dates, results will be discussed in class informally. VALUE: As indicated above under *Attendance/Participation* (#1 above). As such, each student must participate in order to receive credit in that category. Note: Please respect others need to talk in the group in addition to contributing your thoughts. LATE POLICY: Not applicable.

Student Evaluation

The students' letter grades for the semester will be based on a maximum possible of 500 points according to the following grading scale:

97-100% = 485-500 pts. = A+	77-79.9% = 385-399 pts. = C+
93-96.9% = 465-484 pts. = A	73-76.9% = 365-384 pts. = C
90-92.9% = 450-464 pts. = A-	70-72.9% = 350-364 pts. = C-
87-89.9% = 435-449 pts. = B+	65-69.9% = 325-349 pts. = D+
83-86.9% = 415-434 pts. = B	60-64.9% = 300-324 pts. = D
80-82.9% = 400-414 pts. = B-	<60% = <300 pts. = F

Course Policies

Field Study Format. This course is designed to offer the student unique learning by doing opportunities through hands-on experiences. The course format will thus include significant field study as well as volunteer work at various sites. However, please remember that this is an academic experience equivalent to classroom time: Always adhere to all course and program policies, work safely in all activities, and have an emergency plan in mind at all times.

Participation. With the exception of illness, participants are expected to attend all program functions, activities, field trips, service-learning activities, guest presentations, etc. There are a variety of reasons for this including receiving academic credit for associated activities, facilitating program dynamics, assisting with personal adjustment issues, and contributing your effort toward group assignments.

Absences. In accordance with general program policies, course absences will subject grades to being lowered. Unexcused absences from *class meetings* will subject the final course grade to a reduction of 1% (for 1 days missed), 2% (for 2 days missed), and 5% per day thereafter (for three or more days). Also note that excessive tardiness to class may be counted as missed class. Missed *field study days* will result in a 5% reduction in the final grade (1 day missed), and a 10% reduction per day thereafter (this is also considered class time). This means that if you are late and miss a departure for a field trip, you not only miss the trip--but it will also be counted as missed class time. If for any reason you are not able to make a meeting, accompany us on a field trip, etc., please contact me directly (or send word with someone else if necessary) ASAP so that I may make appropriate adjustments.

Program Policies. Please be advised that all other policies identified on the program web site, and presented at the beginning of the program apply for the duration. See <http://www.earthedintl.org/Policies.htm> for details.

Course Outline

I. Introduction

- A. Course/Program Overview
- B. Field Study Logistics & Planning
- C. Sustainable Development: An Introduction

II. Foundations of Sustainability

- A. Ecological Footprints
- B. Economic Growth in Perspective
- C. Globalization & Free-Trade
- D. Indicators of Sustainability
- E. Appropriate Technologies & Renewable Energy
- F. Sustainable Business & Tourism
- G. Social-Equity & Uneven Development
- H. Community Development & Fair Trade

III. Sustainable Living

- A. Deep Ecology & Voluntary Simplicity
- B. Lifestyle Analysis: Exploration & Evaluation
- C. Lifestyle Analysis: Synthesis & Integration

IV. Sustainable Futures

- A. The Sustainability Revolution
- B. Global Citizenship in a Shrinking World

Tentative Course Schedule

WEEK	DATE	TOPICS	ACTIVITY/READINGS/DUE DATES
1	Mon Feb 14 Session I	Intro/Logistics	READINGS: "Preparations for Your Trip" ⁽⁶⁾ DUE DATE: Photo Journals & Postings Sign-Up
	Mon Feb 14 Session II	Personal Explorations	
2	Mon Feb 21 Session III	1. Sustainable Development & Ecological Footprints	READINGS: "Exploring Sustainable Development: Introduction" ⁽¹³⁾ & "Ecological Footprints" ⁽¹⁵⁾ ACTIVITY: Photo gallery training session
	Feb 25-27	Ecotourism, Community Develop	<u>Field Study & Service-Learning Trip: La Fortuna</u>
3	Mon Feb 28 Session III	2. Economic Growth & Sustainability Indicators	READINGS: "Richer Futures: The Politics of Sust. Develop." ⁽²⁾ ; "Your Money or Your Life" ⁽¹⁰⁾ ; "How to Vital Communities Spell Success" ⁽⁹⁾
4	Mon Mar 7 Session III	3. Globalization & Free-Trade	READINGS: "A New Economic Order: Making Globaliz..." ⁽²⁾ DUE DATE: Photo Journals & Postings Due #1
5	Mon Mar 14 Session III	Sust Living: Exploration & Evaluation	READINGS: "Do You Have Time," ⁽¹⁰⁾ DUE DATE: Sustainable Living Assignment #1
6	Mon Mar 21 Session III	4. Renewable Energy: Costa Rica & Beyond	READINGS: "Business, Capital, & Sust. Econ. Development" ⁽¹³⁾
	Mar 23-26	Sustain Business, Comm Develop, Fair Trade, Uneven Development	<u>Field Study & Service-Learning Trip: Nicaragua</u>
7	Mon Mar 28 Session III	5. Social Equity & Uneven Development	READINGS: "Poverty Amid Plenty: Reducing Inequalities" ⁽²⁾
8	Mon Ap 4 Session III	6. Deep Ecology	READINGS: "Deep Eco," ⁽¹¹⁾ ; "The Practice of Simplicity" ⁽¹⁰⁾ ; "Principles of Spiritual Activism"
9	Mon Ap 11 Session III & ½ of IV	Sust Living: Synthesis & Integration	READINGS: "Priorities for Personal Action" ⁽¹⁾ ; "Visions of Sustainability" ⁽¹²⁾ DUE DATE: Sustainable Living Assignment #1
	Wed Ap 13	Community Dev, Env Stewardship	<u>Field Study & Service-Learning Trip: Palmares</u> DUE DATE: Photo Journals & Postings Due #2
	Fri Ap 15 Session III	7. Sustainable Futures	READINGS: "Making it Happen..." ⁽²⁾ ; "Portrait of the Sust. Revolution", & Future Pathways" ⁽³⁾

Resources & Further Reading

A number of online documents serve as supplemental reading as indicated below. NOTE: All links are available online at: <http://www.earthedintl.org/CourseMats/ENVS482.htm>

A. Sustainable Development

United Nations Environment Programme. 2002. *Integrating Environment & Development: 1972-2002*.

In *Global Environment Outlook 3* (Chapter 1). Available at:

http://geocompendium.grid.unep.ch/geo3_report/pdfs/Chapter%201.pdf

National Strategies for Sustainable Development. 2004. *Costa Rica Case Study*. Winnipeg: International Institute for Sustainable Development (IISD). Available at: http://www.iisd.org/pdf/2004/measure_sdsip_costa_rica.pdf

B. Ecological Footprints

Redefining Progress & Earth Day Network. *Ecological Footprint Quiz*. Interactive Footprint Calculator. Available at: <http://www.myfootprint.org/>

C. Economic Growth & Free-Trade

Balakrishna, P. & Warner, E. 2003. *Sustainable Development Goals & Trade*. Sri Lanka: The World Conservation Union (IUCN). Available at: <http://www.iucn.org/dbtw-wpd/edocs/2003-052.pdf>

Talberth, J., Clifford, C., & Slattery, N. 2006. *The Genuine Progress Indicator: A Tool for Sustainable Development*. Oakland, CA: Redefining Progress. Available at: <http://www.rprogress.org/publications/2007/GPI%202006.pdf>

D. Indicators of Sustainability

László, P., Peter Hardi, P., & Bartelmus, P. 2005. *Sustainable Development Indicators: Proposals for a Way Forward*. Winnipeg: International Institute for Sustainable Development. Available at:

http://www.iisd.org/pdf/2005/measure_indicators_sd_way_forward.pdf

Esty, D. C., Levy, M., Srebotnjak, T. & Sherbinin, A. 2005. *Environmental Sustainability Index: Benchmarking National Environmental Stewardship*. New Haven: Yale Center for Environmental Law & Policy. Available at: www.yale.edu/esi

E. Fair Trade

Mohally Renk, B. 2005. "Give it Your All" *The Fair Trade Zone: Becoming the World's First Worker Owner Free-Trade Zone*. Managua: Center for Development in Central America. Available at: <http://jhc-cdca.org/GiveItYourAll/Complete.pdf>

F. Sustainable Futures

United Nations Environment Programme. 2002. *Options for Action*. In *Global Environment Outlook 3* (Chapter 5). Available at: http://geocompendium.grid.unep.ch/geo3_report/pdfs/Chapter%205%20Options.pdf

Case Study & Volunteer Work Sites/Themes

COURSE AFFILIATION	LOCATION & DESTINATION	APPLIED SUST CASE STUDY THEMES							
		Environmental Conservation	Community Development	Sustainable Tourism	Sustainable Businesses	Agriculture/Land Use	Renewable Energies	Social Equity/Uneven Develop	Environmental Perturbations
Culture	San José: Commerce & history			X?	X?			X	X
	San Ramón: Organic coffee farm & processing plant	X?		X	X?	X			
Env & Conserv	Cerro de la Muerte: Biol. field station	X		X	X		X?		X
	Tenorio Volcano National Park	X	X	X	X			X	
	Bagaces: Palo Verde National Park	X		X			X?		X
	Bagatzi: Buffer zone community & non-tree fiber paper production	X	X		X	X		X	
Sust & Service-Learning	Children's Rainforest	X	X	X	X				
	La Catarata Ecolodge		X	X	X		X		
	GEMA: Medicinal Plants & Products		X	X	X	X		X	
	Hanging Bridges: Ecotourism project	X		X	X				
	Madre Verde: Watershed Conservation	X	X	X	X	X			
	Eco-Hotel Mariposa: Sustainable tourism & business, community development		X	X	X		X	X	
	Jubilee House: Intentional community & Center for Development in C.A.		X		X?			X	
	Nueva Vida: Women's fair trade cooperative	X?	X		X			X	
	Managua: Uneven development/poverty							X	X
	Granada or other: Local school		X					X	
	Palmares: Community watershed conservation & biological corridor *special arrangement due to time constraints*	X	X	X	X				

CHART KEY
X = Site theme positively applicable
X? = Site theme negatively applicable or questionable

Field Study & Service-Learning Items

Please remember that various field study items are required for safety reasons. Although specific items will vary from site to site, the following general items are required for ALL overnight field study & volunteer work:

- a) A good *flashlight* with extra batteries;
 - b) Basic *medical supplies* (anti-diarrhea and upset stomach medication, antiseptic, Band-Aids, antibacterial ointment, sting/itch reliever, motion sickness medication if applicable);
 - c) *Enclosed shoes*;
 - d) *Travel bag(s)/backpack*;
 - e) *Water bottle* (at least 1 liter size);
 - f) *Rain gear*;
 - g) Required *personal medications*;
 - h) Any type of *hat* (sun protection);
 - i) *Sunscreen* and sunburn medication;
 - j) *Notebook* for journal keeping;
 - k) Portable Spanish-English *dictionary* or guidebook (not necessary for advanced Spanish speakers).
- For more details on service-learning/field study guidelines, see <http://www.earthedintl.org/Policies.htm#Academic>.