

Latin American University of Science and Technology
School of International Relations

Course name	Environmental Sustainability and Development in Latin America
Code	07-0089
Credits	3
Requirements	N/A
Modality	Virtual with online sessions
Nature	Theoretical-practical
Period and duration	Quarter, equal to 14 class weeks
Schedule	Thursday, 6:30-9:30pm
Professors	Tiyamike Mkanthama tmkanthamax230@ulacit.ed.cr
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

PURPOSE OF THE COURSE

This course creates a space for students to analyze the complex relation that exists between economic development and environmental sustainability. It is focused on Latin America because it is important for students to comprehend the complexity of these issues in their local context. Also, the region has plentiful natural resources, and it offers a history with abundant examples of the exploitation of these resources in the pursuit of economic development with mixed results. The main aim of the course is that students comprehend the importance of sustainable development in the current context of the climate crisis and the unprecedented environmental degradation, and how sometimes well intended initiatives can have unintended consequences. This is because environmental protection and sustainability are cross cutting issues with many other crucial variables in need of consideration.

COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

COURSE SYLLABUS

Competences	Subcompetences	Performance criteria
DISCIPLINARY COMPETENCE		
Develop innovative solutions to current problems in Latin America, to reach a development model that would take environmental sustainability into account, as a key success factor.	Analyze the main challenges and opportunities that the Latin American region faces, for achieving sustainable environmental development.	Students will develop skills to analyze the great challenges and opportunities, the region faces, for achieving sustainable environmental development, through class debates and group discussions with their peers and professor.
	Propose innovative solutions to specific challenges and problems, concerning environmental sustainability and development in Latin America.	Classifying environmental problems in the region and participating in simulations to get a practical experience of the reality on the ground. Coherently and creatively defending the pertinence of their project proposal, before an evaluation panel made up of their peers and professor, in the school's project fair.
Develop innovative solutions to future problems in Latin America, to reach a development model that would take environmental sustainability into account, as a key success factor.	Analyze and project the main future challenges and opportunities the Latin American region faces, for achieving environmental sustainability and development in Latin America.	Analyzing the great challenges, the region faces, for achieving environmental sustainability and development by researching, drafting, and submitting a critical analysis paper discussing the future challenges and opportunities of environmental sustainability and development in Latin America. Documenting a relevant regional environmental issue and discussing them with their peers and professor.
GENERAL COMPETENCES		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution. Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan	Choose the best option according to the context using the information

	systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	from the readings in the discussions and simulations. Create a social entrepreneurship plan that promotes environmental sustainability.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication. Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

PLAN OF THE LEARNING EXPERIENCE

At ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1: Environment and development

- Developmental paradigms.
- Economic centered development.
- Environment centered development.
- Critical alternatives to development.

Topic 2. Challenges to environmental sustainability

- Consumerism.
- Climate change and global warming.
- Deforestation.
- Social unrests.
- Poverty and social inequalities.

- Pollution.

Topic 3. Past and present of environmental conservation challenges in Latin America

- Case studies of environmental challenges in Latin American countries.
- Environmental sustainability efforts in Latin America.
- Challenges of achieving SDGs by 2030.
- Indigenous people and conservation.

Topic 4: National policies, local communities, and rural development

- Farmers, environment, and maize production in Zacapoaxtla.
- Planting trees, building democracy: sustainable communal forestry in Mexico.
- Payments for environmental services in Costa Rica.

Topic 5. Climate change and global warming and the Latin American experience

- Climate change in detail.
- Global warming in detail.
- Climate change adaptation and mitigation.

Topic 6. Geo-politics of environmental sustainability

- Political ecology.
- New social movements.
- Indigenous movements.

Topic 7: Public participation and justice systems

- The need for a strong political will.
- The problem with effective access to environmental justice.
- Activism and environmental protection.
- Climate justice movements.

Topic 8: The future of environmental sustainability in Latin America

- The meeting point of policy and practice.
- Future opportunities.
- Future challenges.
- Nuanced perspectives.

LEARNING ENVIRONMENT

Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and

understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

The course uses the Facebook social network as a learning tool and other cutting-edge technologies.

Learning resources

The course has the following educational resources to continually support the teaching-learning process:

1. Classrooms-enabled computers, projection equipment and Internet access.
2. Online education platform: Blackboard (Bb).
3. Document Camera.
4. Recording equipment and sound amplification.
5. Virtual Library: EBSCO, from which you can access full-text articles.
6. Clickers, wireless personal response systems.
7. Computer labs with Internet access and applications for research.
8. Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

Bibliography

Required Texts:

Stevenson, H. (2018) *Global Environmental Politics: Problems, Policy, and Practice*. Cambridge University Printing House.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). APA.

Suggested readings:

Fuentes-Nieva, R., & Feroci, G. (2017). The Evolving Role and Influence and Growing Strength of Social Movements in Latin America and the Caribbean. *International*

- Development Policy* / *Revue internationale de politique de développement*, 9 (1), 323-338. DOI : <https://doi.org/10.4000/poldev.2378>
- Kahl, C. (2006). *States, Scarcity, and Civil Strife in the Developing World*. Princeton University Press. [doi:10.2307/j.ctv36zrx1](https://doi.org/10.2307/j.ctv36zrx1)
- Locatelli, B., Evans, V., Wardell, A., Andrade, A., & Vignola, R. (2011). Forests and Climate Change in Latin America: Linking Adaptation and Mitigation. *Forests* 2011, 2(1), 431-450; <https://doi.org/10.3390/f2010431>
- Nolte, D. & Wehner, E. (2015). Geopolitics in Latin America, Old and New. In D.R. Mares and A.M.
- Kacowicz (Eds), *Handbook of Latin American Security* (pp.33-43) Routledge Handbooks Online <https://www.routledgehandbooks.com/doi/10.4324/9781315867908.ch2>
- Pagiola, S., (2008). Payments for environmental services in Costa Rica. *Ecological Economics*. 65, 712-724.
- Porto-Gonçalves, C.W., & Leff, E. (2015). Political Ecology in Latin America: the Social Re-appropriation of Nature, the Reinvention of Territories and the Construction of an Environmental Rationality. *Desenvolvimento e Meio Ambiente*. 35, 65-88. DOI 10.5380/dma.v35i0.43543
- Romero, A. & West, S. (2010). *Environmental issues in Latin America and the Caribbean*. Dordrecht: Springer.
- Sachs, J.D. (2015). *The Age of Sustainable Development*. Columbia University Press.

EVALUATION

The course is graded according to the following assessment chart:

Activity	Percentage	Due date
<i>Virtual Forums (3)</i>	15%	W3,4&6
<i>Moxie Project</i>	20%	W9
<i>Summaries of Readings (5)</i>	20%	W5-9
<i>Symposium Simulation</i>	10%	W10-14
<i>Symposium Paper</i>	20%	W14
<i>LinkedIn Learning</i>	5%	W1-14
<i>Salisbury University & ULACIT Initiative</i>	5%	W5-14
<i>CEPA</i>	5%	W12
Total	100%	

Virtual Forums: 15%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate in 3 virtual forums of 5% each. The virtual forums will be in weeks 3, 4, and 6.

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	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution					
Community building through collaboration and connection with other students (minimum 2 replies)					
Proper netiquette and mechanics of writing					
Timeliness and participation with posts/replies					
Total					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

Moxie Project: 20%

Since 2020, ULACIT has its own Web channel called Moxie and produced by the students in alliance with the journalistic medium Delfino.cr. Its purpose is to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness, and courage - in honor of our students, whose "moxie" characterizes them. If before there were printed student publications, now these initiatives are transferred to the digital space, allowing our students to experiment with digital publication in a web medium.

This course contributes with the content for Moxie Canal, through an article about problems or dilemmas defined by the teacher in the courses previously selected to make this contribution.

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Title	1. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
B. The article adequately problematizes the assigned topic and offers an original perspective.	2. In a maximum of 650 words, the student develops an original angle on the topic, recognizing its problematic or dilemma nature.	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3. Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the interest of the reader.	1	0,50	0
	4. It offers the context that justifies the importance of addressing the issue.	1	0,50	0
	5. It concludes with the argumentative, clear and forceful thesis, which is logically linked to the premises it exposes in the development.	1	0,50	0

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D. The development meets substantive criteria (depth).	6. Arguments are added or concatenated consistently, following a logical structure, using transitional phrases to clarify how the current argument is related to the previous and the next.	2	1	0
	7. The author uses a variety of arguments to support their point of view (by analogy, authority, generalization, conditional, disjunctive, emotional, moral if it refers to values and principles, by signs, based on data and statistics, based on definitions	2	1	0
	8. The author includes the counter argument in the discussion.	3	1.5	0
E. The development meets style and form criteria	9. Uses paragraphs of 5-7 sentences each.	1	0,50	0
	10. Uses the VERAS rubric to evaluate your sources of information.	1	0,50	0
	11. The author gives reason for the origin of ideas and evidence based on which they build their argument, following the APA 7th edition standards.	1	0,50	0
F. The conclusion of the essay is well stated.	12. Picks up the thesis from the introductory paragraph.	1	0,50	0
	13. Highlight the evidence provided in the argument.	1	0,50	0
	14. Make a call to action; raises the reasons why the reader should accept its argumentative conclusion, be it because: <ul style="list-style-type: none"> • You argue that there is a serious and imminent problem. • It shows that you have an effective and feasible plan. • Offers a plan that offers probable, significant and associated benefits. • Check that the plan offers no major or unforeseen inconveniences. • Justify that the balance is favorable to the advantages, in relation to the disadvantages. • Argues that there is no other 	1	0,50	0

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	<p>more advantageous way.</p> <ul style="list-style-type: none"> • Suggest results or consequences. • Establishes that no solution is perfect, but that the one offered is preferable. 			
G. The article reflects good writing style	15. Understands the use of language economics and professional language.	1	0,5	0
	16. There are no spelling or writing mistakes.	1	0,50	0
Total				

Rubric VERAS to Evaluate the Information

The academic production of MOXIE as a public exhibition and demonstration of the competencies of students at the university level, must be based on solid and reliable sources, from which they derive at the same time, the solidity of the evidence they support in the text the argumentative thesis. Hence, through the VERAS rubric, the relevance and solidity of the sources can be weighed.

Use the rubric below to evaluate each of your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Total the points to see if you should use this font.

CRITERIA	Source #1	Source #2	Source #3	Source #4
Validity: Current information				
Do you specify a publication date? When was the information published? Was the information reviewed or updated by an authority in the field? Is the information current or does it contain outdated data?				
Accuracy: the veracity and reliability of the information				
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?				
Relevance: the relevance of the information to your needs				
Is the information relevant to the topic and directly related to your research question?				

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<p>What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one?</p> <ul style="list-style-type: none"> • Could you say that the source represents the ideal option to support your points of view? 				
Authority: the source of the information				
<p>Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university, or company? Is there contact information, such as email?</p> <ul style="list-style-type: none"> • Does the URL reveal information about the author or source? 				
Meaning: the purpose of existing Information				
<p>What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased?</p> <ul style="list-style-type: none"> • Does it reflect political, ideological, cultural, religious, institutional, or personal biases? 				
TOTAL				
<p>Rating scale: 45-50 Excellent 40-44 Good 35-39 Average 30-34 Barely Acceptable -30 Unacceptable</p>				

Summaries of Readings: 20%

From week 5 to 9, in collaborative groups, students will discuss the reading assigned for that week and respond to a series of questions provided by the professor. The expectation is that the students will collectively and cooperatively apply the knowledge and findings they have individually obtained through the course readings and study efforts before class. Each group is expected to construct a collective and participatory group response or activity product. The activity product in question may include making a podcast, an infographic, a video, etc. (you will be instructed accordingly by the professor). All students are expected to fully participate and contribute to every group activity. Following each discussion, each group will submit and share in class the final product or the responses to the questions

posed. To ensure that every student participated in the activity, each student will also be expected to submit 150-word summary paragraph pinpointing aspects of the reading and discussion that the student found intriguing.

Each group activity has a total score of 4%, therefore amounting to a total score of 20% for the 5 summaries.

Rubric to Evaluate the Summaries of Readings

Criteria	0	1	2	3	4	5
1. The group response or activity product is formulated clearly and responds to the appointed activity.						
2. The group response or activity product employs a correct use of grammar and spelling.						
3. The group response or activity product is presented as requested and in a structured, organized and clear manner.						
4. The group response or activity product is adequately supported by academic and documentary resources.						
5. The group response or activity product presents conclusions and arguments clearly and logically, the ideas presented derive from the studied readings, concepts and discussions. They are relevant to the course subject and the established activity.						
TOTAL						
Note: 0: does not comply, 1: incomplete, 2: complies						

LinkedIn Learning: 5%

Apart from covering the main materials of this course, each student will be expected to enroll for a LinkedIn Learning course titled *Sustainability Strategies*. Some of the transferable skills expected to be acquired include government management, business, and sustainability. It is expected that these skills will come in handy in our class participation, discussions, debates, etc. This course will be done asynchronously, meaning you will need to do it at your own convenient time.

You will need to submit a copy of the certificate in blackboard at least by week 14.

Here is the link for the course: <https://www.linkedin.com/learning/sustainability-strategies/business-and-sustainability?u=89245946>

Rubric to Evaluate the LinkedIn Learning

Criteria	5	4	3	2	1
1. Demonstrates arguments developed based on the conceptual and theoretical aspects learned from the LinkedIn Learning course.					

2. Draws a connection between the lessons learned in the main course and those learned from the LinkedIn Learning.					
3. Completes the course within the expected time.					
4. Shows interest to share with peers any skills acquired from the course.					
5. Gets the certificate at the end of the course.					
Total					

Symposium Simulation (10%)

This is a simulation of a symposium hosted by the Latin American Subaltern Studies Group. Each student will act as a Latin American scholar or expert within the field of Environmental Sustainability and Development. The main intention for this simulation is for the students be able to critically project or map out the trajectory of the future of environmental sustainability and development in light of the past and present challenges and opportunities. The structure of the symposium is as follows:

In week 10, a preliminary session will be set whereby a series of questions will be presented and discussed. Each collaborative group will be assigned with some specific questions for discussion. Then, out of these group discussions, each group will pick a topic for further research. The students will discuss their research findings in a 15-paged paper (the symposium paper, i.e.). The summary of that paper will be presented to the rest of the class in weeks 12 and 13.

Rubric to Evaluate the Symposium Simulation

Criteria	Deficient	Satisfactory	Good	Excellent
Define the Problem or Issue	Students are unable to identify, comprehend, and articulate the problem or issue that faces the future of environmental sustainability in Latin America.	Students are reasonably able to identify, comprehend, and articulate the problem or issue that faces the future of environmental sustainability in Latin America.	Students have a clear understanding of the problem or issue and can effectively identify and articulate the problem or issue for faces the future of environmental sustainability in Latin America.	Students have a clear and unmistakable understanding of the issue and has a superior ability to articulate the problem or issue the future of environmental sustainability in Latin America and can effectively explain and clarify the issue for others.

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Identify and provide Recommendations/ Proposals	Students are unable to determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student is reasonably able to determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student can effectively determine and/or comprehend the underlying needs or interests that lead to identification of the recommendations.	Student clearly, instinctively, and effectively determines and/or comprehends the underlying needs, or interests, that lead to identification of the recommendations.
Build a working relationship	The students are unable to build working relationships with other group members.	The students demonstrate a reasonable ability to build working relationships with other group members.	The students demonstrate an effective ability to build working relationships with other group members.	The students demonstrate a superior ability to build working relationships with other group members.
Utilization of Active Listening	The students appear unable to utilize active listening techniques in the deliberations.	The students exhibit a reasonable understanding of active listening.	The students exhibit an effective understanding of active listening and is to an extent able to apply the learning to their initial stance.	The students exhibit a clear understanding of active listening and can effectively upgrade their stance on the issues under discussion.
Problem Solving Strategies	Students demonstrate an inability to understand and identify problems and their possible solutions.	Students demonstrate a reasonable ability to understand and identify problems but has difficulty formulating solutions.	Students demonstrate an effective ability to understand and identify problems and can offer adequate solutions.	Students demonstrate an exceptional ability to understand and identify and explain leverage problems and to formulate solutions that lead to agreements.
Clarity of Communication	Students demonstrate an inability to	Students demonstrate a reasonable	Students demonstrate an effective	Students demonstrate an exceptional

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	present, explain and justify their position during simulation.	ability to present, explain and justify their position during the simulation.	ability to present, explain and justify their position during the simulation. Students are reasonably effective at answering follow-up questions.	ability to present, explain and justify their position during the simulation. Students are effective confident at answering follow-up questions and can also pose thought provoking questions.
Professional vocabulary	Students demonstrate an inability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates a reasonable ability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates an effective ability to use the vocabulary and concepts related to environmental sustainability and development.	Student demonstrates an exceptional ability to use the vocabulary and concepts related to environmental sustainability and development.
Co-evaluation	Every group member will assign a grade from 1-4 to each colleague.			
Total				

Symposium Paper (20%)

Following the simulated symposium, each group will draft a paper offering a critical analysis of the future of environmental sustainability in Latin America. The paper should be critical, well researched and offer recommendations or proposals. It should also incorporate the knowledge assimilated from the resources provided for this course and beyond.

Rubric to Evaluate the Symposium Paper

Criteria	Deficient	Satisfactory	Good	Excellent
Introduction of Problem	Is unclear or seriously limited in presenting or developing a position on the issue.	Presents a vague or limited position on the issue.	Presents a well-considered position on the issue.	The problem/issue is thoroughly described. The background of the problem is included. Key terms, and research gap explored (Identifying areas in need of analysis or resolution).
Critical analysis of Problem	Is weak in the use of relevant reasons or examples.	Explains most of the factors impacting the issues with relevant reasons and/or examples.	Explains the factors impacting environmental issues with logically sound reasons and/or well-chosen examples.	Evaluative review of the problem/issue is included. Ambiguities, conflicts, problems, and contradictions related to the theme are explained.
Current approaches (or lack thereof)	Is poorly focused and/or poorly organized.	Is adequately focused and organized but does not assess the efficiency of the current situation.	Discussion is focused and generally well-organized, connecting ideas appropriately. The efficiency of the current situation is assessed.	Clarifies the underlying assumptions and effectiveness current efforts. Discusses the role of the major players. Assesses the effectiveness of current environmental policies. Discusses the pros and cons of the current perspectives.
Future expectations & consequences	Less than 2 expectations & consequences are presented.	Two or more expectations & consequences are presented.	Three or more expectations & consequences are presented.	Three or more expectations & consequences are not only presented but they are critically

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				discussed. Maps out an objective analysis of sustainability in Latina America
Written Communication	Has problems in language and sentence structure that result in a lack of clarity. Contains occasional major errors or frequent minor errors in grammar, usage, or mechanics.	Expresses ideas with reasonable clarity. Contains significant errors in mechanics, grammar, or word usage.	Expresses ideas clearly and well, using appropriate vocabulary and sentence variety. May have errors in mechanics, grammar, or word usage.	Excellent mechanics, grammar, word usage. Language is clear and appropriate. Writing style is effective.
Strength of analysis	Evidence is provided to support many of the assertions, the analysis is biased.	Some evidence is provided to support many of the assertions, but not all. Reference materials may be inappropriate.	Assertions are generally well-researched and supported by appropriate reference materials. No bias is evident in the analysis.	Each assertion is supported with researchable and verifiable support from reputable sources. No bias is evident in the analysis.
Format	The text of the paper is approximately 6 pages but does not include the required elements and/or is disorganized.	The paper includes most of the required elements but may be disorganized. And/or the text of the paper is approximately 6 pages.	The paper includes all required six basic elements: title page, executive summary, table of contents, text, reference page and appendices. The text of the paper is 8-12 pages in length.	The paper includes all required six basic elements: title page, executive summary, table of contents, text, reference page and appendices. The text of the paper is approximately 15 pages in length.
Citations	No citations are included in the text.	Support and evidence are referenced	Support and evidence are referenced	Support and evidence are referenced using

		using paraphrasing in the student's own voice - citations are not properly formatted.	using paraphrasing in the student's own voice and most are cited properly within the text of the paper.	paraphrasing in the student's own voice and are cited properly within the text of the paper.
Research skills	Paper uses 4 or less scholarly sources.	Paper uses at least 6 scholarly sources.	Paper uses at least 8 scholarly sources.	Paper uses at least 10 scholarly sources, including the main texts. Clear evidence of primary research.

Salisbury University & ULACIT Initiative (5%)

Students will virtually participate in an intercultural experience with students of Environmental Policy from the University of Salisbury. The objective is to promote an interdisciplinary and intercultural learning environment for the students and faculty of the two Universities through a series of collaborative online educational sessions, throughout the third quarter of the year 2020. This activity is supposed to be engaging and fun. More information will be shared in the due course.

Rubric to Evaluate the Salisbury University & ULACIT Initiative workshops

Criteria	1	2	3	4	5
Gain cultural understanding about environmental conflicts in the United States and Costa Rica through the perspective of their international peers.					
Share knowledge about field of study and the current environmental conflicts in their countries.					
Discuss current international phenomena from different social, cultural, economic, and political perspectives.					
Serve as experts in knowledge in peer-to-peer teaching of environmental policy.					
Build a network of international peer collaborators.					
TOTAL					

Course Assessment (CEPA) (5%)

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement.

Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on their own performance (self-assessment) and that of their classmates (co-assessment). This intellectual exercise allows the student to identify their strengths and weaknesses, and to perform actions to continuously improve their processes of knowledge construction. When assessing their classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take their time, analyzing responsibly each question and answering the questionnaire in full.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

English integration Level

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

Creating a culture of respect

At ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.

- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how they will fulfill the course goals and work at their own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or

the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

COURSE SCHEDULE

	Topics	Resources
Week 1: Introduction	<ul style="list-style-type: none"> • Reading of the syllabus. • Explanation of the course & its qualification mechanism • Introductory concepts 	<p>Reading: Stevenson (2018) <i>Global Politics & the Environment</i>. Chapter 1</p>
Week 2: Environment & Development [Part 1]	<p><i>Part 1: Development paradigms</i></p> <ul style="list-style-type: none"> • Economic centered development • Critical alternatives to development 	<p>Reading 1: Bellù, LG (2011). Development and Development Paradigms</p> <p>Video: World-Systems Theory, Dependency Theory and Global Inequality</p>
Week 3: Environment & Development [Part 2]	<p><i>Part 2: Development & sustainability introductory</i></p> <ul style="list-style-type: none"> • Causes of environmental degradation • Environmental sustainability 	<p>Reading 1: Stevenson (2018) <i>Global Politics & the Environment</i>. Chapters 2 & 6</p> <p>Reading 2: Sachs, J.D. (2015). <i>Age of Sustainable Development</i>. Chapter 1</p> <p>Video 1: The Anthropocene and the Near Future: Crash Course</p> <p>Video 2: Environment vs Development Amazon: Truth and Myth BBC</p> <p>[Familiarize yourself with readings and videos for the first virtual discussion]</p>
Week 4: Challenges to Environmental Sustainability	<ul style="list-style-type: none"> • Consumerism • Overexploitation • Climate change • Deforestation • Socio-political instability 	<p>Reading: Stevenson (2018) <i>Global Politics & the Environment</i>. Chapter 7</p> <p>Video 1: Consumerism</p> <p>Video 2: Key threat: Overexploitation.</p> <p>Video 3: Deforestation </p>

COURSE SYLLABUS

		<p>National Geographic Video 4: Before the Flood Full Movie National Geographic. [Video For virtual forum/Quiz]</p> <p>For synchronous class: EN-ROADS World Climate Simulation</p>
<p>Week 5: Population, Poverty, Capitalism & Environmental Degradation</p>	<ul style="list-style-type: none"> ● Malthusian perception controversy ● Capitalism & its contractions ● Social inequalities as a threat multiplier ● Prioritization of poverty alleviation versus/or sustainable development 	<p>Reading 1: Stevenson (2018) <i>Global Politics & the Environment</i>. Chapters 3 & 4</p> <p>Reading 2: Kahl, C. (2006). <i>States, Scarcity, and Civil Strife in the Developing World</i>.</p> <p>Video 1: Population, Sustainability, and Malthus: Crash Course</p> <p>Video 2: Fighting Climate Change with Capitalism Roger Ballentine</p> <p>Video 3: How Capitalism Funds Climate Change</p>
<p>Week 6: Past & Present of Environmental Sustainability and Development Challenges in Latin America</p>	<ul style="list-style-type: none"> ● Geopolitics of environmental sustainability ● Case studies of environmental challenges/opportunities in Latin America ● Environmental sustainability efforts in Latin America ● Challenges/opportunities of achieving Sustainable Development Goals (SDGs) by 2030 	<p>Reading 1: Geopolitical analysis for 2019: Americas</p> <p>Reading 2: NRDC: Ten Environmental Stories to Mark a Decade in Latin America</p> <p>Reading 3: Latin American Intellectuals Warn about Environmental Degradation in the Region</p> <p>Reading 4: Environment in COVID-19 humanitarian response in Latin America and the Caribbean</p> <p>Video: Can Latin America Achieve Sustainable Development by 2030? [Video for second virtual forum]</p>

<p>Week 7: Climate Change/Global warming & the Latin American Experience</p>	<ul style="list-style-type: none"> ● Climate change adaptation in Latin America ● Climate change mitigation in Latin America 	<p>Reading 1: Locatelli, B. et al. (2011). Forests and Climate Change in Latin America Reading 2: Climate change and environmental sustainability in Latin America and the Caribbean Reading 3: Greening cities in Latin America</p> <p>Video 1: Smart climate change adaptation in practice Video 2: Web Serial - Urban Agriculture in Latin America</p>
<p>Week 8: National Policies, Local Communities & Rural Development</p>	<ul style="list-style-type: none"> ● Farmers, environment, and maize production in Zacapoaxtla. ● Planting trees, building democracy: sustainable communal forestry in Mexico. ● Biodiversity conservation in Bolivia: history, trends & challenges. ● Payment for Environmental Services (PES) in Costa Rica. 	<p>Reading 1: Romero, A. & West, S. (2010). <i>Environmental issues in Latin America and the Caribbean</i>. Chapters 3, 4 & 5 Reading 2: Pagiola, S., (2008). Payments for environmental services in Costa Rica.</p>
<p>Week 9: Resistance and Localization</p>	<ul style="list-style-type: none"> ● Social Movements and Resistance ● Indigenous people & sustainability ● Agriculture and the Environment ● Case studies of localization & resistance ● Environmental sustainability & Justice 	<p>Reading 1: Stevenson (2018) <i>Global Politics & the Environment</i>. Chapter 11. Reading 2: Porto-Gonçalves, C.W., & Leff, E. (2015). <i>Political Ecology in Latin America</i> Reading 3: Who Is Killing Latin America's Environmentalists?</p>
<p>Week 10-14: The future of Environmental Sustainability in Latin America</p>	<ul style="list-style-type: none"> ● The meeting point of policy and practice in environmental sustainability and development ● Possible paradigms shift in environmental sustainability and development ● Participation Symposium Simulation 	<p>[Related audiovisual resources to be posted in blackboard]</p>