

# **.VĒRITAS**

## S T U D Y A B R O A D

**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**

**Pre-requisite: None**

### **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 community 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 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.

## **AUDIENCE**

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

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?**

In order to respond this question, we will study the following **generative topics**:

- 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.

Along the course, the following **skills** will be fostered:

- 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.

Among the **values** and **attitudes** that will be promoted among students are the following:

- 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**

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

<b>Competencies</b>	<b>Key Competency</b>	<b>Evidence of Learning</b>
Evaluate Costa Rican historical and environmental policy implementation to be able to develop an	<ul style="list-style-type: none"> <li>○ Participate and collaborate actively in the team tasks, strengthening confidence, cordiality, shared goals and teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study analysis</li> <li>○ Interaction in different projects.</li> </ul>

understanding of their failures, opportunities and discuss proposals for improvement.	<ul style="list-style-type: none"> <li>○ Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>○ Research reports</li> <li>○ Interviews</li> <li>○ Essay</li> </ul>
	<ul style="list-style-type: none"> <li>○ Direct work groups, assuring the integration of all members and group assessment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study analysis</li> <li>○ Research reports</li> <li>○ Design and execute interviews</li> <li>○ Essay</li> </ul>
<b>Generic</b>		
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"> <li>○ Problem and challenge identification.</li> </ul>	<ul style="list-style-type: none"> <li>○ Case study research and comparisons.</li> </ul>
Participate and collaborate actively in the team tasks, strengthening confidence,	<ul style="list-style-type: none"> <li>○ How to work and get on with others.</li> <li>○ Search for solutions through dialogue and deliberation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Fieldtrips, group work, and site visits.</li> </ul>

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

## **COURSE CONTENT**

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

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

- a) International frameworks, conventions, treaties, and institutions.
- b) History of sustainable development and environmental policy unfolding.
- 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.

**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.

**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.

**Theme 6: ACTION Case studies**

- a) Conservation models, protection of flora and fauna.
- b) Application of sustainability.
- c) Marine conservation
- d) Biological Corridors, buffer zones, PES revisited.
- e) Blue Flag and the CST.
- f) 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**

## **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.



The methodology is planned as experiential learning using Paolo Freire's educational guidelines, from a constructivist perspective and, the competency-based model.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

### **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.

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.

## **LEARNING EVALUATION**

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

<b>Assignments</b>	<b>Wieght/grade</b>
Participation: Attendance, attitude, and enthusiasm in discussions.	<b>10%</b>
Two Case Studies: (15% each) possible choices: <ul style="list-style-type: none"> <li>○ Case study – International Policy</li> <li>○ Case study – Regional Policy</li> <li>○ Case study – National Policy: Certification and Incentives.</li> <li>○ Case study – Costa Rica: MBC for Landscapes and Seascapes.</li> <li>○ Case study – National Policy: Climate change</li> <li>○ Case study – Participatory approaches and grassroots efforts.</li> <li>○ Or can change two case studies with own suggestions and interests.</li> </ul>	<b>30%</b>
Essay and presentation:	<b>15%</b>

Theme of choice in relation to Costa Rican environmental policy and sustainability	
1 or 2 Fieldtrip Surveys/Activities (design and application) and presentation of findings/ results/report.	<b>15%</b>
Group Work: (possible activities) <ul style="list-style-type: none"> <li>○ Action plan and execution.</li> <li>○ 2 Interviews and/or site visits to NGOs or Institutions with mini reports (10% each)</li> <li>○ Preparation and execution of debate or round table discussion (a polemic case to be chosen)</li> <li>○ Using and applying the SDGs in a creative way</li> <li>○ Getting involved in an ongoing university green management or research project</li> </ul>	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

## **LEARNING STRATEGIES**

The following learning strategies will be developed:

### **1. 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.

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 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.

## **2. 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.

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.

### **3. 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.

### **4. 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.

### **5. 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 course themes.

### **6. 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).

## **7. 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.

### **7. Rubric for site visits, organizations, 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)

## **ATTENDANCE**

**Regarding classes:**

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) class absences. A student shall fail the course if more than two absences are registered.
2. Three late arrivals to class (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.

3. In the case of an absence from any assignment evaluated in class (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.

4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

#### **Regarding field trips:**

5. An unjustified absence on a field trip will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.

6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

#### **CODE OF CONDUCT**

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

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol or even smells like alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene problems that may disturb other students.

#### **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. If situation happens again, 10 points will be deducted from the final participation grade.

### **PROGRAM POLICIES**

The student must comply with the provisions of the CIPSS Program Policies available on the Canvas platform.

### **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.

*(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).*

**Bibliography (readings to be found on the student portal).** This includes class readers and reference material for the preparation of classes. Please ask for any of the following if not found on the portal.

Abdallah, S (2009) Good Lives that Don't Cost the Earth. Tantalising Close. July 4 2009.  
<http://www.neweconomics.org/blog/2009/07/04/good-lives-that-dont-cost-the-earth-tantalisingly-close>



Acuña, Guillermo (1999) Marcos regulatorios e institucionales ambientales de América Latina y el Caribe en el contexto del proceso de reformas macroeconómicas: 1980 – 1990. División de Medio Ambiente y Asentamientos Humanos. Serie: No. 20. Cepal. Santiago de Chile.

Acuña Ortega, Victor Hugo (2008) in Manuel Barahona Yajaira Ceciliano (Editores) (2008) Desarrollo, Cohesión Social y Políticas Públicas en el Itinerario del Bienestar. Reflexiones sobre el primer decenio del siglo XXI en Costa Rica. FLACSO. – 1ª. ed. –San José, C.R.: Master Litho, 2008.

Adamson, Marcos. (2009) Los Retos de Copenhague. La Nacion, 18 de diciembre del 2009. San José, Costa Rica.

*Agencia AP (2002) Sala Constitucional respalda derechos de empresa minera. La Nacion, 17 oct 2002, San Jose, Costa Rica.*

Agüero, M (2007) “Multada Empresa por Baja Generación en Río Azul” La Nación, 17 agosto 2007, San José, Costa Rica.

Agüero, M (2007) “Empresa Trabaja por Certificación: Hotel Jaco Beach Apuesta por la Sostenibilidad Turística” La Nación, 17 septiembre 2007, San José, Costa Rica.

Agüero, M (2008) Importación de autos se aceleró a 82.000 por año: EL AÑO PASADO ENTRARON 37.000 NUEVOS Y 45.000 USADOS. La nación 16th of June 2008, San Jose, Costa Rica

*AGÜERO, MERCEDES R (2009) Crisis obliga al ICE a cancelar plan para cambiar ‘refris’ en casas: PRETENDÍA SUSTITUIR 230.000 EQUIPOS VIEJOS. LA NACION 13TH MARCH 2009, SAN JOSE, COSTA RICA.*

Agüero, M. (2010) Térmica Garabito Complica Metas Ambientales del País: Impedirá a Costa Rica ser Carbono Neutral en 2021, dice Químico. La Nación, 20 de abril 2010. San José, Costa Rica.

AGÜERO, MERCEDES R. (2010<sup>A</sup>) Recurren ante Sala IV norma para construir en área protegida. LA NACION. .07/03/2010. SAN JOSE, COSTA RICA.

Aguilar González, Bernardo (2002) Paradigmas Económicos y Desarrollo Sostenible: La Economía al Servicio de la Conservación. EUNED, San Jose, Costa Rica.

Alpizar, R. Francisco (2002) Essays on Environmental Policymaking in Developing Countries: Applications to Costa Rica. Department of Economics Göteborg University. Göteborg, SWEDEN.

Altomonte, Hugo. M. Coviello and Wolfgang F. Lutz (2003) Renewable energy and energy efficiency in Latin America and the Caribbean: constraints and prospects. Division of Natural Resources and Infrastructure. Serie 65. CEPAL, Naciones Unidas. Santiago, Chile, October 2003

Álvarez, Mauricio (2010) La huella “verde” del Gobierno de Óscar Arias. Ambientico No 204. Septiembre 2010. San José, Costa Rica.

Álvarez, Mauricio (2010a) El nuevo Gobierno y nuestro futuro ambiental. Ambientico. ¿Adelante o Atrás en Política Ambiental del Nuevo Gobierno? Marzo. No. 198. 2010

AM News (2008) Arias promotes his proposals before U.N. General Assembly. 25 sep 2008 AM News Webpage.

Arias Sánchez, O. (1989) Discurso Inaugural, 1 de febrero de 1988, San José, Costa Rica. In Hedstrom, I (1989) Palabras del presidente de Costa Rica, el Premio Nobel de la Paz, Dr Oscar Arias Sánchez, en la XVII Asamblea General del al Unión Internacional para la Conservación de la Naturaleza y los Recursos Naturales (UICN) Costa Rica.

Arias Sánchez, Óscar. Presidente de la República (2007) Paz con la Naturaleza: *Decidir si escribiremos un poema de guerra o nuestro poema de paz con la naturaleza. La Nacion*, Domingo 15 de julio, 2007, San José, Costa Rica

Arias Sánchez, Óscar (2007a) WE WILL NOT GIVE UP ON LIFE ON EARTH. President of the Republic of Costa Rica. Launch of Peace with Nature Initiative. National Theater, San José. 6 July 2007

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Barran, Jessica (2008) Crucitas gold mine controversy: a lopsided roundtable. December 02, 2008 . Source / University of Peace – Peace and Conflict Monitor webpage [http://www.monitor.upeace.org/innerpg.cfm?id\\_article=568](http://www.monitor.upeace.org/innerpg.cfm?id_article=568)

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Bosselmann, Klaus (2010) Losing the Forest for the Trees: Environmental Reductionism in the Law. *Sustainability* 2010, 2, 2424-2448; doi:10.3390/su2082424.

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Budowski, Tamara (1993) in *Ecotourism a la Tica*. DEI, Costa Rica, San José.

Cabrera Medaglia, Jorge (2006) Aclaraciones sobre Cafta y medio ambiente. *El Financiero* Lun 3 jul, 2006 - Dom 9 jul, 2006 No 572. San José, Costa Rica.

Cabrera (2010) Legal and Institutional Framework Related to Coastal Tourism Development. *A description and analysis of the legal and institutional framework related to coastal tourism development in Costa Rica*. FINAL REPORT By Jorge Cabrera. For: Center for Responsible Travel a Nonprofit Research Organization Stanford University and Washington, DC. *As a component of the project:*

Carías Vega, D. and Alpízar, F. (2011) Choice Experiments in Environmental Impact Assessment. The Case of the Toro 3 Hydroelectric Project and Recreo Verde Tourist Centre in Costa Rica. EfD. Resources for the Future. Environment for Development Discussion paper Series. May 2011. EfD DP 11-04.

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## **CHRONOGRAM**

<b>Week</b>	<b>Competency</b>	<b>Content</b>	<b>Teaching strategies</b>
<b>1</b>	Analyze the central concepts and theoretical frameworks	<p><b>Theme 1: Introduction to the central concepts in relation environmental policy and the global dynamics.</b></p> <p>a) International frameworks, conventions, treaties, and institutions.</p> <p>b) History of sustainable development and environmental policy unfolding.</p>	Introduction to the course, assignments, tools, methods and expectations.

<p><b>2</b></p>	<p>Discuss the importance of the ideologies behind the manifestations of development, the types of sustainabilities</p> <p>Discuss the importance of the legal framework that responds to environmental policy and sustainability through the study of the international declarations, conventions, and policies.</p>	<p>Continuation theme 1:</p> <ul style="list-style-type: none"> <li>c) Introduction to Agenda 21 and other central mechanisms for action.</li> <li>d) MDGs 2000-2015</li> <li>e) SDGs 2015-2030</li> </ul> <p><b>Theme 2: Introduction to the regional and local environmental policy.</b></p> <ul style="list-style-type: none"> <li>a) Regional environmental policy innovations</li> <li>b) Regional environmental conflicts introduced.</li> <li>c) The State of the Region – regional environmental indicators.</li> <li>d) Country comparisons.</li> </ul>	<p>Lecture and discussion</p> <p>Group work and discussion:</p> <p>Identification of mechanisms /</p> <p>Defining core concepts.</p>
<p><b>3</b></p>		<p><b>Theme 3: Types, definitions and theoretical considerations: environmental policy for sustainability and governance</b></p> <ul style="list-style-type: none"> <li>a) Environmental planning and</li> </ul>	<p>Lecture and discussion</p> <p>Essay proposal and development.</p>

		<p>regulatory frameworks.</p> <p>b) Voluntary versus regulatory practice.</p> <p>c) Environmental Impact Assessment</p> <p>d) Environmental Payment Services</p> <p>e) Green Taxes</p> <p>f) Certification</p> <p>g) Environmental policy and public institutions</p>	
4		<p><b>Theme 4: Theoretical considerations: environmental policy for sustainability and governance</b></p> <p>a) Participatory approaches</p> <p>b) Pro-poor approaches, gender mainstreaming and transversalising.</p> <p>c) Environmental education, Eco-literacy, Education for sustainable development.</p>	<p>Lecture and discussion</p> <p>Group work and discussion: Theories and concepts.</p>



		<ul style="list-style-type: none"> <li>c) Principles, perspectives, and practice.</li> <li>d) Ideological spectrums, types of sustainability.</li> </ul>	
5		<p><b>Theme 5: Local, regional, and global institutions, laws, regulations, and policy.</b></p> <ul style="list-style-type: none"> <li>c) Legal advances</li> <li>d) Legal struggles and gaps.</li> <li>e) CEDARENA case study.</li> </ul>	<p>Lecture and discussion</p> <p>Group work, teamwork: Round Table: Women’s Orgs and NGOs (profile and present and discuss functions and roles)</p>
6		<p><b>Theme 6: Case studies</b></p> <ul style="list-style-type: none"> <li>a) Conservation models, protection of flora and fauna.</li> <li>b) Application of sustainability.</li> <li>c) Organic agriculture</li> <li>d) Marine conservation</li> <li>e) Biological Corridors, buffer zones, PES revisited.</li> <li>f) Blue Flag and the CST</li> <li>g) Costa Rica por Siempre</li> </ul>	<p>Lecture and discussion</p> <p>Group work and discussion.</p>

7		<p><b>Theme 7: Climate Change, Denial and Carbon Neutrality.</b></p> <ul style="list-style-type: none"> <li>a) Forest policy</li> <li>b) PES and REDD+</li> <li>c) Carbon Neutrality</li> <li>d) Clean Development mechanisms and the polluter pays principle.</li> </ul>	<p>Group work and discussion: Case Studies.</p> <p>Group work and discussion: Case Study development.</p>
8	<p>Explore and discuss the situation, experience, and importance of the international, regional and national response in the search for equity and sustainability.</p>	<p><b>Theme 8: Environmental Conflict Cases.</b></p> <ul style="list-style-type: none"> <li>a) Contamination and management of waste, plantations, and policy</li> <li>b) Marine resources and protection of sharks</li> <li>c) Conservation and expropriation of land</li> <li>d) Open gold mining and oil exploration</li> </ul>	<p>Lecture and discussion</p> <p>Case Study development.</p> <p>Analyzing indicators and case study findings.</p>
9	<p>Analyze case studies, vulnerabilities and advances.</p>	<p><b>Theme 9: Civil society, leadership, leaders, communal participation and grassroots initiatives</b></p> <ul style="list-style-type: none"> <li>a) <i>'Stakeholders'</i> and leaders.</li> <li>b) <i>Grassroots movement</i></li> <li>c) NGOs and their work.</li> </ul>	<p>Lecture and discussion</p> <p>Case Study development.</p>

	Promote the permanent		Analyzing indicators and case study findings.
<b>10</b>	revision, understanding and monitoring of legal frameworks, agendas, policy formation and implementation.	<b>Theme 10: Conclusions, solutions and future outlooks</b> <ul style="list-style-type: none"> <li>a) Innovations in environmental policy definition.</li> <li>b) International cooperation</li> <li>c) SDGs, early results, and projections.</li> </ul>	Lecture and discussion  Development of conclusions, solutions, and recommendations for policy development.
<b>11</b>	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.
<b>12</b>	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop	FINAL PRESENTATIONS and EVALUATIONS	Present reports, interviews and final conclusions.

	recommendatio ns.		
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