

Sustainability and Conservation in Costa Rica

STUDY GUIDE – AUTUMN 2022

Changes may occur

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Important dates and submission deadlines (Changes may occur)

Week	Dates	Excursions and field trips	Lectures and evaluations
1	Aug 29 - Sept 2	Day excursion 1: Farmers Market. Group 1: On Wednesday 31 from 14:00 to 15:30. Group 2: On Thursday 1st from 09:00 to 10:30.	Lecture 1: Tuesday 13:00-14:45
2	Sept 5-9		Lecture 2: Tuesday 13:00-14:45 (Date may change) Guest Lecturer: Tara Ruttenberg (online)
3	Sept 12-16	Day excursion 2 (Group 1): Terraba indigenous territory. Wednesday 14th from 08:00 to 14:30	Lecture 3: Tuesday 13:00-14:45 Documentary 1 on indigenous people. - Submission deadline: Self-study paper on Friday 16th
4	Sept 19-24	Day excursion 2 (Group 2): Terraba indigenous territory. Wednesday 21st from 08:00 to 14:30	Lecture 4: Tuesday 13:00-14:45 Guest lecturer: Felipe Montoya (Date may change)
5	Sept 26-30	Day Excursion 3: FUDEBIOL / Tuesday 27th of September from 11:00 am to 15:00 pm. Bus departs at 10:30 am at UISIL	No lecture this week. Seminar 1: Wednesday 28th of September 14:00-14:45
6	Oct. 3-7	Longo Mai Field trip & workshops 0A	Lecture 5: Tuesday 13:00-14:45 Documentary 2 on hydropower
7	Oct. 10-14	Longo Mai Field trip & workshops 0B	Lecture 6: Tuesday 13:00-14:45 Submission deadline Friday 14th of October: Academic report on Day Excursions report (Excursion 1, 2, and 3)
8	Oct. 17-21	Longo Mai Field trip & workshops 0C	No lecture this week
9	Oct. 24-28	Longo Mai Field trip & workshops 1A	Lecture 8: Tuesday 13:00-14:45
10	Oct 31- Nov.4	Longo Mai Field trip & workshops 1B	Lecture 9: Tuesday 13:00-14:45
11	Nov. 7-11	Longo Mai Field trip & workshops 1C	Lecture 10: Tuesday 13:00-14:45
12	Nov 14- 18	Longo Mai Field trip & workshops 1D	Lecture 11: Tuesday 13:00-14:45. Documentary 3 on Smallholders
13	Nov 21-25	Longo Mai Field trip 1E and 2A	Lecture 12: Tuesday 13:00-14:45
14	Nov 28 - Dec 2		Lecture 12. Tuesday 17:00-19:00 Seminar 2: Wednesday 30th of November Lecture 13: Guest lecturers Fabian Pacheco and Guadalupe Urbina (dates may change)
15	Dec 5-9		Lecture 14. Tuesday 13:00-14:45
16	Dec 12-16	Final Exam: Tuesday 13th from 09:00 am until Wednesday 14th at 16:00 pm	

1. Introduction

This Study Guide is a supplement to the Course Description of Sustainability and Conservation in Costa Rica. It will give information about the courses and advice on how best to study and carry out the different tasks.

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2. Course Content

This section provides information about the different sections of the three Spanish subjects taught: Spanish Grammar and writing, Spanish reading comprehension, and Pronunciation and oral expression. Each of these courses are taught in three levels of Spanish, that is why the first week of classes students should take a Spanish placement test to be assigned in the right level of Spanish.

Part 1: Self-study

Learning outcome

The self-study reading period will provide students a basic background knowledge necessary to understand how Costa Rica developed its main economic activity during the 20th century and how Costa Rica controlled the negative impacts of this activity on the environment. You will write a reflection which answers two questions, one of them based on chapter 1 and chapter 2; while the second part will be based on the reading of chapter 7 and 8 of the course book.

Formal requirements

The reflection is to be comprised of approximately **1200 words**. All submissions must be sent by email to mauricio@kulturstudier.org no later than **September, 16th, 2022**.

You must write your document in the following format: It must be a pdf document, **times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right)**. This gives approximately 400 words on one page. It is absolutely essential that you adhere carefully to the formal requirements of both this written assignment and all others during the course. This is a *working requirement* and must be passed (Approved) in order to complete the course. The intention is to give you an early orientation of how you will be assessed, and what to expect from the other submissions you will be required to compose during the course. Students will get the answer whether they approved the assignment or not at the beginning of October. Those students who did not approve must resubmit the assignment. Deadline for new submissions (Not approved) Wednesday 19th of October before 16:00 pm.

Research question 1

Chapters one and two of the course book explores how the role of the Costa Rican state as a regulator of the agriculture market has historically changed over the last 70 years, in particular with respect to the support of smallholders. Based on chapter 1 and 2, students will write a short reflection (600 words) about how this change has impacted the socioeconomic livelihoods of these peasants as well as the ecological conditions of agriculture.

Research question 2

Chapters seven and eight of the course book studies how Costa Rica's relationship with forests has long been a turbulent one. Quite similar to other countries and regions of the so-called tropical world, throughout most of the twentieth century forests in the country represented a frontier to be conquered, to be destroyed in order to provide land for development. Forests were cleared to make place for agricultural crops and cattle ranching with direct economic incentives from government and international organizations. In the 1970s, however, this relationship with forests started to change in Costa Rica with the recognition that they were

disappearing. Students will write a short reflection (600 words) about how Costa Rica managed to stop and revert deforestation.

Chapter 1:

Galt, R. E. (2020). The Costa Rican Agrifood System, 1961–2014: Assessing Neoliberalism’s Impacts on Agriculture and Diets. In R. Fletcher, B. Dowd-Uribe, & G. A. Aistara (Eds.), *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica* (pp. 25–57). University of Arizona Press.

Chapter 2:

Babin, N. (2020). Agrarian Questions, Neoliberalism, and the Persistence of the Costa Rican Coffee Peasantry. In R. Fletcher, B. Dowd-Uribe, & G. A. Aistara (Eds.), *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica* (pp. 58–74). University of Arizona Press.

Chapter 7:

Matulis, B. S., & Fletcher, R. (2020). Paying for PES: Taxes, Tariffs, and the World Bank in Costa Rica. In R. Fletcher, B. Dowd-Uribe, & G. A. Aistara (Eds.), *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica* (pp. 58–74). University of Arizona Press.

Chapter 8: Breitling, J. (2020). Costa Rica’s Forest Transition Revisited. In R. Fletcher, B. Dowd-Uribe, & G. A. Aistara (Eds.), *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica* (pp. 147–160). University of Arizona Press.

Part 2: Studies in Costa Rica

Lectures

Generally, lectures will take place on Tuesdays from 13:00 – 14:45. There will be several guest lecturers. During week 1 students will get a document with a short biography of the guest lecturers, the course leader and the course assistant. It might happen that some lectures will be given online.

Seminars

Two seminars will be used to clarify the evaluation requirements of the submissions of academic reports and the final exam.

Seminar 1: Wednesday 28th of September 14:00-14:45. Instructions and guidance on how to write an academic field trip report. After the seminary a document will be uploaded to the Aula Virtual platform.

Seminar 2: Wednesday 30th of November (14:00-14:45pm). Instructions and guidance on the final exam.

Day excursions and day excursions report

These visits will allow us to better understand the social and cultural dimension of sustainability and development in rural areas in the tropics. The submission deadline for the academic report on the three day excursions is Friday, October 14th.

The general topic for this report is the relation between the theory you have read in the Eco Laboratory (Chapters 3, 14, 15 and 17) and your observations and experiences during the day excursions. Prior to the submission deadline, we will issue in seminar 1 how to best write this kind of academic report and we will explain the evaluation requirements.

Overnight field trip

The overnight field trip (four nights) combines a practical and theoretical approach. During the months of October and November, Kulturstudier students, organized in small groups, will conduct the overnight field trip. This means that each Spanish group (8-9 students) will visit and stay in the rural village called Longo Mai, departing on Mondays and returning to San Isidro early on Fridays. The main academic goal of this stay is to get insight in the social and ecological reality of rural communities in Central America and learn some basics about agroecology and agroforestry in tropical ecosystems.

During this visit we will learn about the history of the Longo Mai project in Costa Rica, an intentional community attempting to provide sustainable livelihoods to landless peasants through organic agriculture for self-sufficiency and forest protection. This overnight trip will also function as a cultural immersion to practice your Spanish and get experience of the Costa Rican lifestyle in the rural areas. As a Spanish and Sustainability student, you will live in the house of a Costa Rican family together with at least another student.

While students are in Longo Mai, there will always be Kulturstudier staff on site: the academic assistant Nadja Ehlers and the agroecology instructor Allan Corrales. The trip from San Isidro to Longo Mai takes 45 minutes by car. The professor Mauricio Sánchez will visit the group during the trip in order to discuss and analyse how this trip has academic relevance for the course.

Longo Mai program

During your stay, there will be many academic and practical activities, such as:

- Conversatory about the history of Longo Mai
- Guided visit to the coffee and sugar cane fields
- Guided visit to the rain forest in Longo Mai natural reserve
- Guided visit and workshop in the permaculture project of the artist and activist Guadalupe Urbina
- Cocoa workshop: How to make chocolate from the cocoa tree
- Agroecology workshop: Students will experiment and learn about organic agriculture in the tropics
- Agroforestry workshop: Students will experiment and learn about the intentional combination of forest protection and agriculture to create sustainable land use practices in the tropics
- Conversatory about the ecological and socioeconomic challenges of this region
- One Spanish lesson per day
- One seminar on academic writing with Nadja Ehlers

It is important to note that the agroecology and agroforestry workshops will require some moderate physical activity (approximately 3 hours each morning in Longo Mai). As a student, you will not be working in agricultural hard labor, the idea is to experience, experiment and practice some agroecological techniques and get a direct sensorial contact with the cultural and ecological dimensions of planting and keeping some crops such as cocoa, coffee, cassava, pineapple, passion fruit, heart of palm, and many species of fruit trees. Remember that it is necessary to wear proper clothing. It will be the rainy season and the fields and the forest are permanently muddy. It is especially important to wear rubber boots during the workshops.

Group work and individual report based on the overnight field trip

Two weeks after the participation in Longo Mai, students will submit an overnight field trip report (individually). Besides, students in the group will document their participation by writing as a group a post entry for a blog about the experiences of Kulturstudier students in Longo Mai. In seminar 1 it will be explained how to best write this kind of academic field trip report and what the evaluation requirements are.

Part 3: Evaluations and exams in Costa Rica

UISIL uses the following grading for all the subjects.

Grading Scale

90 - 100%	A	Excellent
80 - 89 %	B	Good
70 - 79%	C	Fair
Less than 70%		Failed

Evaluation and submission dates

Exams and other submissions must be written in English.

Group work based on overnight field trip participation	10 %
Academic day excursions report Submission Friday 14th of October	30 %
Academic field trip report (Longo Mai Overnight field trip) Submission deadline: Two weeks after agroecology workshop participation (On Friday)	20 %
Final Exam: December, 13th from 09:00 am until December, 14th at 16:00 pm	40 %

Final exam

During the final seminar students will get instruction and guidance about the final exam. In this 2 days take-home exam, students will answer two general questions that cover the learning outcomes for this course. Date: Last week of the course. (Detailed instructions can be found in the study guide document).

3. Course reader and reading list schedule

Course book : Fletcher, R., Dowd-Urbe, B., & Aistara, G. A. (Eds.). (2020). *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica*. University of Arizona Press.
<https://doi.org/10.2307/j.ctvxw3pvp>
Available as an e-book at [this link](#)

The reading list schedule and calendar with all lectures, submissions and activities can be found [at this link](#).

4. Guidance on how to read and write academic texts

Guidance to read an academic paper

Academic reading is a skill which only improves with practice. Every skilful academic reader has expended hundreds of hours (or thousands) to achieve this level. Evidently, the content of a book about Sustainability is very theoretical because it combines topics on history, economics, sociology, anthropology, and ecology. Therefore, it is not unusual that students who are in their first or second year at university experience that it is quite challenging to understand all the ideas and information. It is important to do your best effort and consider as normal the fact that you probably have to read the chapters of the Ecolaboratory three, four, or more times before you fully understand it. The lectures in Costa Rica will be very pedagogical and the professor will take in consideration that many of these topics and theories are completely new for you. At the end of the course you will notice that you are mastering academic reading much better and that will help you in the next years of your studies. It will be very helpful to search for general information about the recent history of Costa Rica on the internet or other sources to get some necessary background knowledge. [This website](#) provides good advice about academic reading.

Guidance to write an academic paper

There are two writing stages throughout this course. First, you'll write one 1200-word reflection during your self-study period. Reading the assigned material will certainly help you dive into this issue at more depth. Second, you will present two reports and a written exam at the end of the course.

Together with the oral in-class work, these written assignments shall serve to stimulate and document your:

- a. reading and understanding of the course literature and other relevant information,
- b. critical reflection upon the topics in question, and
- c. familiarity with the standards of academic writing.

We encourage you to be pro-active both during the lectures, seminars, and also outside class. We will gladly discuss any concerns/ ideas/ thoughts/ confusions you might have either via mail or in person. Show initiative! Our teachers are available and more than happy to engage with you.

Some guidelines concerning your short essays:

Although you are not expected to deliver original contributions to research, there are some basic guidelines that you ought to follow when writing your pieces. These guidelines are in accordance with normal standards for University/College assignments and will, in combination with the overall purpose defined above, serve as our criteria for assessment. They are as follows:

1. Define your topic, intention and structure in the introduction – and stick to them

Whether writing a short paper, a group paper or a home exam essay, you must have an introduction. Here you first present your topic/s. Then you formulate what question/s related to the topic/s that you intend to look into. These question/s and your intention must be clearly formulated and realistic. Finally, you outline the structure of your paper/essay, that is, how you will proceed in the following pages to critically reflect and explore your question/s. This structure must be simple and logical, normally resting on three building blocks:

- d. An introductory part as already described,

- e. A main part (normally consisting of various sub-chapters/sections) where you present your material, and discuss your results in relation to the overall topic/s and question/s raised in the introduction, and
- f. A concluding part where you summarise your study and draw some conclusions.

Once you have defined your topic/s, intention and structure in the introduction, it is important that you stick to them throughout the paper.

You have the right to guidance during the writing periods. We advise you to make use of this opportunity, for as we have mentioned before, writing consists in large part of re-writing, and it is often through the constructive and critical feedback of another person that we develop our ideas further.

2. Systematize your material

It is essential for the quality - and readability - of the text that you present and discuss your material in a systematic manner. By “your material” we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question. There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising.

3. Discuss and conclude your results

What is equally vital for the quality of the paper, but often forgotten, is that you *discuss* the material (the views/theoretical approaches and empirical examples) in relation to the topic and questions raised in the introduction. Actually, it is this element of discussion that makes the paper an academic study. We encourage you to use these papers as opportunities to further develop your own, critical voice.

Finally, in the end, you must summarize your study and draw some tentative conclusions on the basis of the above discussion.

4. Write clearly and smoothly

While academic writing demands a formal style, this does not mean using intricate formulations. On the contrary, you should search for phrasings that communicate your ideas as clearly and precisely as possible. In addition, and this is equally important, you should put effort in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various phrases of a section, between the various sections of a chapter, and between the various chapters of the paper/essay. To obtain this, it is often helpful to begin papers by briefly stating what you are about to do, and how it relates to where you come from.

5. Get the technicalities right

References in the text

There must be references in the text immediately after quotations, and after paragraphs that refer to existing literature, views of others, and/or specific information that need to be documented. These references are to be written in parentheses in the appropriate place of the text, and should simply consist of the author's surname/other source's name followed by the publishing year and the pager number.

Examples: (Steger 2003 : 76)

(UNDP 2004: 218)

List/s of sources

All sources referred to in the text should be presented in full length in separate list/s at the back of the document. The first list, which can be called "Literature", should contain the full literature-references organized in alphabetical order. Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing which is normally a town: Name of publisher.

Example:

Pieterse, J.N. (2001) Development theory. Deconstructions/reconstructions, London: Sage Publications.

If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) "Title of article", in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

Example:

McGrew, A. (2000) "Sustainable globalisation. The global politics of development and exclusion in the new world order" in Tim Allen and Alan Thomas (eds.), Poverty and development into the 21st Century, Oxford: Oxford University Press.

If the article stands in a periodical, the reference in the literature list should have the following format:

Surname of author, name or initial/s (publishing year) 'Title of article', In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

Castles, S. (2000) 'International migration at the beginning of the twenty-first century: global trends and issues', In: International Social Science Journal, n.165, pp. 269-280.

If you have downloaded a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, only adding the Internet-address in parenthesis. If you use information from the internet which is frequently updated (newspapers, magazines, etc.), you should also include the date when you downloaded the information.

Other types of sources, like conversations or information from web-sites that have not been published in printed form, should stand in a separate list (after the literature-list), which can be called "Other sources". These sources should also be organized in alphabetical order according to surnames/names. As for unpublished Internet-information, references should consist of the Internet-address (not in parenthesis) followed by the date of your downloading:

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site <electronic address>.

Examples:

The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 <<http://owl.english.purdue.edu/>>.
Felluga, Dino. *Guide to Literary and Critical Theory*. 28 Nov. 2003. Purdue University. 10 May 2006 <<http://www.cla.purdue.edu/english/theory/>>.

For an individual page on a Website, list the author or alias if known, followed by the information covered above for entire Web sites. Make sure the URL points to the exact page you are referring to, or the entry or home page for a collection of pages you're referring to:

"Caret." *Wikipedia: The Free Encyclopedia*. 28 April 2006. 10 May 2006 <<http://en.wikipedia.org/wiki/Caret>>.

Remember to be very careful in your choice of Internet sources. Although being very informative, Wikipedia is for instance an un-authoritative source that should not be used as a regular encyclopedia or dictionary.

Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources.