

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course title: Sustainable Development and Environmental Awareness

Course code: ENV 4040

Total contact hours: 60 hours

Prerequisites: None

COURSE DESCRIPTION

At the end of the 1980s, the world began to analyze that economic development was having irreversible consequences on the environment, natural resources were being destroyed too fast and the socio-economic gap was getting bigger and bigger. At that moment the concept of sustainable development arises and the world began to work to achieve the balance between economic development, social equity, and ecosystems conservation for present and future generations, on a global scale.

Costa Rica is well known for its conservation policies and it intends to apply sustainable development concepts, according to international agreements. The country has been a global leader in implementing measures related to conservation and sustainable use of biodiversity. Good practices and aspects to improve in the national level will be analyze.

This is a course that integrates theoretical knowledge, history, and trends in a national and global scale, with practical activities, which allow people to understand the edges of sustainable development. The student develops the ability to integrate social, economic, and environmental aspects to analyze and solve issues, considering the goals of sustainable development. The course includes discussion of current events, case studies, hands on activities, and field trips. Together, all these experiences sensitize the students to build a better world, not only on a large scale, but also, and even more important, in the personal ways.

Attendance

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

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

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

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

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.

This is a theoretical-practical course and it seeks to clarify the following question:

How to integrate the social, economic, and environmental aspects for the analysis and proposal of solutions to sustainability issues, considering the objectives of sustainable development?

In order to answer this question, the following topics will be studied:

- Introduction to the tropics and Costa Rica
- Introduction to sustainable development
- Conservation in Costa Rica
- Agriculture: issues and good practices
- Permaculture design
- Tourism in Costa Rica
- Global warming and energy production
- Sustainable cities

The acquirement of the following skills will be promoted during the course:

- Ability to analyze the current national and international situation regarding sustainable development, considering its three pillars: economic development, social equity and conservation of ecosystems
- Ability to integrate practical, social, economic, and environmental aspects in the analysis and resolution of problems related to different productive sectors, taking into account the objectives of sustainable development
- Ability to design productive areas, which have the diversity, stability and resilience of natural ecosystems, applying the permaculture principles
- Ability to build personal criteria considering socioeconomic and environmental perspectives on the information available regarding controversial sustainability issues.
- Ability to apply good practices in productive projects that could be applied to everyday life.

The following values and attitudes will be promoted among students:

- Systemic thinking
- Teamwork and leadership
- Oral and written communication
- Interacting well with others
- Interest in improving processes
- Interest in solving problems
- Logical and communicative intelligence

Competencies, criteria and evidence

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

Competencies	Key competences	Evidence of learning
Discipline Applies systemic thinking to propose solutions to problems related to different productive sectors, considering the objectives of sustainable development.	Analyzes the current national and international situation regarding sustainable development, considering its three pillars: economic development, social equity and conservation of ecosystems.	Current event presentations Case studies
	Integrates practical, social, economic, and environmental aspects in the analysis and resolution of problems related to different productive sectors, taking into account the objectives of sustainable development	Case studies Design activities in groups: incentive program design, permaculture design, sustainable cities design
	Builds personal criteria considering socioeconomic and environmental perspectives on the information available regarding controversial sustainability issues.	Case studies
	Ability to design productive areas, which have the diversity, stability and resilience of natural ecosystems, applying the permaculture principles	Design activities in groups: Permaculture design practice and field trip, sustainable city design
	Applies good practices often used in productive projects that could be implemented to everyday life	Design activities in groups: incentive program design, permaculture design, sustainable cities design Field trips
Core/Generic		
Integrates knowledge, skills, and attitudes to learn continuously and through one's life	Learning to learn	Current event presentation and group discussion

pursuing an efficient development in the knowledge-based society.		Design activities in groups: incentive program design, permaculture design, sustainable cities design
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, in an iconic way, and in written form.	Current event presentation and group discussion Design activities in groups (report and presentation)
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership.	Case studies Design activities in groups Field trips
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Speak responsibly Listen attentively	Case studies Design activities in groups Field trips

COURSE CONTENTS

In each of the following units, the three pillars of sustainable development will be stressed: economic growth, social equity and ecosystems conservation. At the end of each unit, practical activities will be developed in order the students could discuss about real cases in Costa Rica.

All professor's and students' presentations as well as other information will be available in the course's Canvas.

Module 1. Introduction to the tropics and Costa Rica

- Introduction to the tropics: climate, biodiversity hotspots
- Introduction to Costa Rica: general aspects
- Case study

Module 2. Introduction to sustainable development:

- General concepts, the three pillars of SD, history
- The sustainable development goals
- Sustainable production and consumption
- Measuring sustainable development: global statistics and indices

Module 3. Conservation in Costa Rica:

- National System of Conservation Areas
- Habitat fragmentation, biological corridors, private preserves
- Payment of Ecosystem Services
- Case study

Module 4. Agriculture: issues and good practices

- Conventional agriculture, the main exportation products: production, environmental issues
- Soils and composting
- Organic agriculture
- Food and water security

Module 5. Permaculture design

- Permaculture: concept, ethics, principles, design process
- Group activity: permaculture design field trip and practice

Module 6. Tourism in Costa Rica:

- Sustainable Tourism concepts
- Certification of Sustainable Tourism (CST), Blue Flag Program
- Group activity: designing an incentive program.

Module 7. Global warming and energy production

- Global warming: concepts, impacts, challenges
- Clean energy (biofuels, hydroelectric, wind power, solar power, biomass, geothermal)
- Energy production and consumption in Costa Rica (transport and electricity)
- Case study

Module 8. Sustainable cities:

- Sustainable cities basic concepts
- Group activity: designing a sustainable city

METHODOLOGY

The course will include lectures by the professor in order to explain main concepts, historic facts, and specific examples related to sustainable development at the national and international level. Current events about Costa Rica will be analyzed and discussed in class. At the end of each unit, group discussions will be performed, through case studies, group activities and debates, in order to analyze specific situations from different points of view and propose solutions. Besides, students will have the opportunity to improve their research and exposition skills, share their ideas and manage group discussions. Teamwork skills will be strengthened during field trips and design activities in groups. Field trips are the most important complement to the theory learned in class, through them, students can see and practice some of the concepts of sustainable development and perform hands on activities in the field. Finally, some speakers will be invited to talk about specific topics on which they have years of experience.

The role of the professor is to mediate, facilitate, and lead the teaching and learning process. The students' participation during class session is key for the achievement of the proposed competences.

LEARNING STRATEGIES

The following learning strategies will be executed:

- **Current events:** allows to analyze the national reality, keeps knowledge updated and verifies the student's assimilation of concepts. Develops skills related to reading comprehension, synthesis of information, oral presentation and group management. In addition, it promotes critical thinking and tolerance towards other people's opinions.
- **Case studies:** integral and critical analysis of a fact, issue or real event with the purpose of contrasting data, reflecting, completing knowledge and proposing possible solutions. It promotes three essential aspects in students: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and

techniques that allow them to learn by themselves; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice. Besides, teamwork capacities will be developed.

- **Design activities in groups:** hands on activities in which students have to develop a design to contribute solving specific issues. Students face the reality to implement sustainable development in practice and contribute to solve real problems. They develop skills such as problem delimitation, propose solutions, identify indicators, argue decisions taken, teamwork (attitude, leadership, listen to others and their ideas), and oral and written communication. Besides, they integrate the acquired knowledge and puts it into practice.
- **Field trips** are alternative learning strategies and serve to surpass the topics defined in the course, since they generate chains of events that facilitate the expansion of knowledge, socialization and group joint. The field trips involve visiting production, conservation and/or research projects, where students experience practical applications related to the theoretical concepts about sustainable development learned during the course. In addition, they provide awareness about the real situation of visited places and projects, their strengths, weaknesses and needs, and allow direct contact between students and people related to those projects. Field trips are evaluated according to student's respect, activities performance, active participation and a written report.
- **Verita's garden volunteer work.** The activities are going to be designed according to the necessities of the garden at the moment of the course. It could be related to composting, soil preparation, planting/harvesting, among others. These activities are designed for the students to gain practical skills regarding organic and urban gardening, which could be useful in their own homes.

DIDACTIC 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. The classroom lessons are complemented by field trips.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses, and ensure seamless and effective communications between the student and professor. The professor will make available to students, through the CANVAS platform, the presentations, videos, readings and other material used during class.

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. 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.

RUBRICS	PERCENTAGE VALUE
<ul style="list-style-type: none"> • Class and field trips participation 	10%
Design activities in groups (30% each one): <ul style="list-style-type: none"> • Permaculture design • Incentive program • Sustainable cities 	90%
TOTAL	100%

Minimum final grade to approve the course is 75%

General format for written reports:

- Time new romans 12. 1.5 space
- Align margins with page borders
- Do not include a cover page, instead of it, use a header in the first page that contains Veritas University logo, the course's and student's names, assignment's title and date.
- Include subtitles to make the structure easy to understand
- Maximum 5 pages plus images and tables at the end
- All pictures and tables must be cited in the text (for example: “see figure 1”) and a short legend describing the content should be added at the bottom of each picture and at the top in case of tables
- APA format must be used for references inside the text and references’ section:
 - A tutorial can be found in the following link:
<http://flash1r.apa.org/apastyle/basics/index.htm> .
 - For website references: <http://www.apastyle.org/learn/quick-guide-on-references.aspx#Websites> or <http://blog.apastyle.org/apastyle/2010/11/how-to-cite-something-you-found-on-a-website-in-apa-style.html> .
- All assignment must be uploaded in the CANVAS platform before midnight in the indicated date. Printed reports won’t be accepted.

For presentations:

- All presentations will be evaluated based on preparation (knowledge assimilation), presentation style (organization, smoothness, oral expression and clarity), slides (clarity, aesthetics), finishing the presentation in time, conclusions and answering questions.

RUBRICS

Competences will be evaluated according to the following rubrics. The best performance for each indicator is explained in order to clarify what is expected from students. The number of points is given to show the weighted value of each indicator. In the observations column, students will receive detailed feedback and explanations if they obtain a grade lower than the maximum.

Rubric to evaluate class and field participation

Class and field participation will be evaluated according to respectful and active participation in all classes, activities and field trips. Main activities are described below:

Current events:

Students will search for a current event about sustainable development in a Costa Rican newspaper (for example La Nación <http://www.nacion.com/> or Tico Times <http://www.ticotimes.net/> or any other source). It can be a national or an international new with repercussions in Costa Rica. It can be about economics, social well-being or environment. It must be recent, published maximum 6 months before the presentation. The link must be sent to the professor, at least one day before the presentation.

The presentation should be 10 minutes long and include a summary with main topics of the new, analysis (relationship between the event and sustainable development), a personal opinion and a group discussion (it is necessary to prepare some questions for other students to start the discussion). Powerpoint presentation is not necessary.

Case studies:

Students analyze specific case studies in Costa Rica. Professor will explain in advance the general aspects about the issue, and students will research additional information about the topic. Students will split in groups according to different points of view, for example: the government, environmentalist, developers, companies or the community, and look for information according to the point of view they chose. During the class, they prepare a general statement and questions. Then the debate and discussion start. At the end conclusions will be build.

Field trips

This course includes two mandatory field trips (1 and 3 days respectively). Places to visit could vary each trimester depending on factors such as sea turtles nesting season, weather, number of students or lodging availability. Those places could include agro-ecological farms, self-sustainable communities, sea turtle conservation projects, National Parks, clean energy production projects, among others. Field trips might include volunteer work such as planting trees, preparing compost, performing farm work, night species monitoring, etc.

From the beginning of the course, students will know destinations for field trips, and in advance, professor will explain the field trip details, for example: description of the place and projects, location, weather, schedule, activities and things to bring.

Lodging and main meals are covered by the course, but students should bring some extra money to buy water and other individual needs. The mandatory field trips in this course are not excursions and only students enrolled in this course may attend.

Field trips are obligatory. Assistance and behavior during the fieldtrip will be evaluated (punctuality, participation, etc.). Students must be on time for all field trip related activities including departure, return and scheduled meal times.

Students will carry small notebooks to write down anything they see or learn while in the field and what they think about it. Each person's journal will be unique to them: each person will notice different things and everyone could interpret similar things differently.

Rubric to evaluate class and field participation (10%)			
Indicator	Points	Obtained points	Observations
Be always in time (including departure for field trips)	2		
Active participation during activities: preparing information, asking questions, presenting arguments.	4		
Behavior: collaborates in the different group activities, shows respect, cordiality and good attitude all the time.	4		

Rubric to evaluate design activities in groups

There will be three activities where students have to develop a design to contribute solving specific issues. At the end of each design activity, students have to present the design to the rest of the class (around 10 min) and submit a group report.

Permaculture design practice:

During field trips, students in groups will design a project applying the permaculture ethics, design principles and process. The design must reach the objectives of a hypothetical project in a real piece of land. They must develop the field description, client interview, basic sector analysis, list of elements to be included (with the intrinsic characteristics, needs and yields), and develop a basic base map, permaculture zones map and final design map where they establish the relative location of different elements. This relative location must have a justification based on permaculture principles.

Rubric to evaluate permaculture design (30%)			
Indicator	Points	Obtained points	Observations
Group indicators (20%)			
Content:			
Project objectives must be according to the client interview. Should be clear and concrete. Verbs in infinitive must be used to write the objectives	2		
Sector analysis must include the main energies impacting (positive or negative) the project area and the direction where those impacts come from	2		
Base map should describe the project area including what is already in place (water, vegetation, infrastructure, roads, trails, soil, land shape). A useful tool is the scale of permanence	2		

The list of elements should fulfill the projects objectives. A table describing intrinsic characteristics, needs and yields of elements must be included	2		
Zones map must show the permaculture zoning according to the use necessity of each area and its elements	2		
Final design map must follow the project objectives, include the necessary elements and their relative location must be establish using the permaculture design principles.	2		
An explanation of the permaculture design principles used in the final design should be included	2		
Presentation:			
Show originality and aesthetics	2		
Presentation style: present topics in logical order, every member of the group presents similar amount of information	3		
Presentation tools (slides, maps, posters, etc): should work as a tool for presentation, text should show just key ideas, images should be use to explain content, color contrast and letter size must adequate to facilitate lecture.	3		
Report:			
Follow the general format for reports described above	2		
Include a general introduction. Include main concept and importance of permaculture design	2		
Include a summary of the design content: Project objectives, sector analysis, base map, table of elements included in the design, zones map, final design map, explanation of permaculture design principles used in the final design.	4		
Include a list of conclusions	2		
Individual indicators (6%)			
Behavior during the work in groups: shows respect and tolerance to everyone during the analysis and discussion (good attitude, harmony and respect in the teamwork) and value other members (always listen to others and their ideas, tries to keep people working well together)	3		
Presentation preparation: demonstrate knowledge assimilation (security when presenting, readjust key notes, answer questions from the group and professor)	3		

Presentation style: oral expression, stage management, eye contact	3		
Co-evaluation (4%)			
Average of the grade obtained from the other students in the same group, according to the co-evaluation rubric below.	4		

Incentive programs:

During class time, students in groups will chose a real issue they would like to improve through an incentive program (similar to CST or Blue Flag incentives explained in class). Students have to define the issue (define a problem statement), design the incentive program including: name, objective, logo, slogan, who could apply (target public), how to apply, how often, incentive description, how the incentive program impacts could be measured (describe indicators).

Rubric to evaluate incentive program design (30%)			
Indicator	Points	Obtained points	Observations
Group indicators (20%)			
Content:			
Problem statement must be clear and concrete	2		
Name must be attractive and explain the main objective of the incentive program	2		
Objective must respond to the problem (verb in infinitive)	2		
Logo and slogan must be attractive and engage stakeholders	2		
Who could apply, how to apply and how often should be clear	2		
Incentive description should be clear and describes what the applicants will receive if they rich the goals	2		
Indicators should be SMART (Specific, Measurable, Achievable, Relevant and Time bound)	2		
Presentation:			
Show originality and aesthetics	2		
Presentation style: present topics in logical order, every member of the group presents similar amount of information	3		
Presentation tools (slides, maps, posters, etc): should work as a tool for presentation, text should show just key ideas, images should be use to explain content, color contrast and letter size must adequate to facilitate lecture.	3		

Report:			
Follow the general format for reports described above	2		
Include a general introduction. Why this kind of incentives are important to achieve sustainable development. Describe the issue addressed by the incentive program	2		
Include a summary of the design content: problem statement, name, objective, logo, slogan, who could apply (target public), how to apply, how often, incentive description, indicators. The summary must be clear, concrete and comprehensive.	4		
Include a list of conclusions	2		
Individual indicators (6%)			
Behavior during the work in groups: shows respect and tolerance to everyone during the analysis and discussion (good attitude, harmony and respect in the teamwork) and value other members (always listen to others and their ideas, tries to keep people working well together)	3		
Presentation preparation: demonstrate knowledge assimilation (security when presenting, readjust key notes, answer questions from the group and professor)	3		
Presentation style: oral expression, stage management, eye contact	3		
Co-evaluation (4%)			
Average of the grade obtained from the other students in the same group, according to the co-evaluation rubric below.	4		

Sustainable cities:

During class time, students in groups, will design a sustainable city and build a city model using recyclable materials. They must take into account the three pillars of sustainable development and put in practice everything learned during the course.

Rubric to evaluate sustainable cities design (30%)			
Indicator	Points	Obtained points	Observations
Group indicators (20%)			
Content: Students must integrate the knowlegde developed during the course			
Include elements related to the three pillars and the objectives of sustainable development	4		

Include elements related to the productive sectors studied in class (conservation, tourism, agriculture, electricity, transport), giving possible solutions to different analyzed problems	3		
Include permaculture design principles	3		
Show a list of elements, explain and justify the decisions made to define the final design	3		
Presentation:			
Show originality and aesthetics	3		
Presentation style: present topics in logical order, every member of the group presents similar amount of information	3		
Presentation tools (slides, maps, posters, etc): should work as a tool for presentation, text should show just key ideas, images should be use to explain content, color contrast and letter size must adequate to facilitate lecture.	3		
Report:			
Follow the general format for reports described above	2		
Include a general introduction. Include sustainable cities main concepts and main issues to face	2		
Include a summary of the design content: explain the concepts you applied to design, including sustainable development pillars, sustainable development goals, productive sectors (conservation, tourism, agriculture, electricity, transport), permaculture design principles. Also include a list of elements and a short justification of their relative location	4		
Include a list of conclusions	2		
Individual indicators (6%)			
Behavior during the work in groups: shows respect and tolerance to everyone during the analysis and discussion (good attitude, harmony and respect in the teamwork) and value other members (always listen to others and their ideas, tries to keep people working well together)	3		
Presentation preparation: demonstrate knowledge assimilation (security when presenting, readjust key notes, answer questions from the group and professor)	3		
Presentation style: oral expression, stage management, eye contact	3		

Co-evaluation (4%)			
Average of the grade obtained from the other students in the same group, according to the co-evaluation rubric below.	4		

Co-evaluation rubric

Group work allows people to integrate knowledge, skills and attitudes necessary to learn how to work as a team and obtain the best results possible from a case or topic analysis. It is important that everyone in the group contributes to the practice and the writing of the report in a cordial, respectful, proactive and committed way. The co-evaluation reflects the effort of the group members in their work, both inside and outside the classroom, and allows students to learn to evaluate objectively. Each student evaluates each of their peers and receives an average of peer evaluations. Each student has to include more columns to the table, according to the numbers of members in the group.

Please, assess each of your collaborators according to the following scale and indicators:

Excellent 4	Very good 3	Sufficient 2	Insufficient 1
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	Team members names		
	Member 1:	Member 2:	Member 3:
Indicators	Points according to the scale	Points according to the scale	Points according to the scale
Cordiality and respect all along the assignment.			
Proactivity and commitment at all stages of the assignment.			
Participation in terms of quantity and quality of work, at all stages of the assignment.			
Each member average:			

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Chronogram

Note: In this course, key competences are transversally correlated to several topics and they are not specific to the thematic modules.

Week	Key competence	Topic	Evidence of learning
1	Analyzes the current national and international situation regarding sustainable development, considering its three pillars: economic development, social equity and conservation of ecosystems.	Welcome. Introduction to the course.	Professor's exposition
		Introduction to the tropics and Costa Rica	Professor's exposition. Participatory discussion.
2	Integrates practical, social, economic, and environmental aspects in the analysis and resolution of problems related to different productive sectors, taking into account the objectives of sustainable development.	What is sustainable development? / General concepts / Sustainable development goals.	Professor's exposition Interview
		Sustainable development goals.	Participatory discussion through generative questions Teditalk analysis
3	Builds personal criteria considering socioeconomic and environmental perspectives on the information available regarding controversial sustainability issues.	Sustainable consumption and production	Professor's exposition. Teamwork
		Waste	Documental analysis
4		Measuring SD: global statistics and indices	Professor's exposition. Teamwork
		Conservation in Costa Rica / Habitat fragmentation, biological corridors, PES	Professor's exposition. Participatory discussion.
5		Case study 1: Use of sea turtle eggs from Ostional Wildlife Refuge.	Teamwork/debate
		Conventional agriculture	Professor's exposition. Participatory discussion.
		FIELD TRIP El Tablazo: elements analysis	

6	Ability to design productive areas, which have the diversity, stability and resilience of natural ecosystems, applying the permaculture principles	Organic agriculture	Professor's exposition. Participatory discussion.
		Food and water security (4:15 pm)	Professor's exposition. Participatory discussion.
7		Soils and composting	Professor's exposition. Participatory discussion.
		Permaculture	Professor's exposition. Participatory discussion.
		FIEDL TRIP Rancho Delicioso: Permaculture Design project and presentation	Teamwork
8		Sustainable tourism. CST Blue flag	Professor's exposition. Participatory discussion.
		Design an incentive program.	Teamwork / Permaculture Design report and coevaluation
9		Incentive program presentation	Students presentation: incentive program
		Climate Change	Professor's exposition. Participatory discussion.
10		Energy production and consumption in Costa Rica	Professor's exposition. Participatory discussion. Incentive program report and coevaluation
		Case study 2: Geothermal production in Protected Area	Teamwork / debate
11		Cities of the future	Documental analysis
	Design a sustainable city	Teamwork	
12	Design presentation	Student's presentations: sustainable cities	
	Course closure	City design report and coevaluation	

General observations

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