**New Course Request**

**Indiana University**

**South Bend Campus**

Check Appropriate Boxes:  
- Undergraduate credit [✓]  
- Graduate credit [ ]  
- Professional credit [ ]

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<td>1. School/Division</td>
<td>Academic Affairs</td>
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<td>2. Academic Subject Code</td>
<td>SUST</td>
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<tr>
<td>3. Course Number</td>
<td>S361 (must be cleared with University Enrollment Services)</td>
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<td>4. Instructor</td>
<td>Serrau</td>
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<td>5. Course Title</td>
<td>Sustainability Abroad: Costa Rica</td>
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Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

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<td>6. First time this course is to be offered (Semester/Year):</td>
<td>Sp 2010</td>
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<td>7. Credit Hours: Fixed at [ ] or Variable from 1 to 6</td>
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<td>8. Is this course to be graded S-F (only)? Yes [✓] No [ ]</td>
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<td>9. Is variable title approval being requested? Yes [✓] No [ ]</td>
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Course description (not to exceed 50 words) for Bulletin publication:  
Topics announced in schedule of classes. An analysis of how sustainability is being incorporated into societies and cultures around the world. Can be conducted in the field or on campus. May be repeated for credit with a different topic.

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<td>11. Lecture Contact Hours: Fixed at [ ] or Variable from 3/Wk to 18/Wk</td>
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<td>12. Non-Lecture Contact Hours: Fixed at [ ] or Variable from [ ] to [ ]</td>
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<td>13. Estimated enrollment: [20] of which [0] percent are expected to be graduate students.</td>
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<td>14. Frequency of scheduling: [1/yr] Will this course be required for majors? [No]</td>
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<td>15. Justification for new course: [Required for new minor in Sustainability Studies]</td>
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<td>16. Are the necessary reading materials currently available in the appropriate library? [Yes]</td>
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<td>17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.</td>
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<td>18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.</td>
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<td>19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.</td>
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Submitted by:  

Department Chairman/Division Director  

Date 3/23/09

Approved by:  

NA  

Date

Dean

NA  

Date  

Chancellor/Vice-President

NA  

Date  

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**University Enrollment Services**  

**Final**—White; Chancellor/Vice-President—Blue; School/Division—Yellow;  
Department/Division—Pink; University Enrollment Services Advance—White.
COURSE GOALS

1. To use the vivid contrasts of another culture and society to deepen students' understanding of key social science concepts, including the evolution and intermingling of cultural patterns and forms; social divisions along lines of class, gender and ethnicity; the development, interaction and importance of major social institutions such as family, political economy and religion; and the dynamics of social change involved in urbanization, globalization and incorporation into the world economy.

2. To provide students with an overview of the culture and history of Costa Rican society from its indigenous origins, through its colonial period and its democratic transformation to the present, as well as to examine future possibilities.

3. To explore the human ecology of development, the interaction between people and their environment, and to explore and assess Costa Rican efforts toward sustainable development in urban and rural economies, agriculture and agribusiness, and tourism and ecotravel.

BOOKS

Reading is recommended before we depart for Costa Rica:

Insight Guides. 2007. *Costa Rica*. Langenscheidt. (any recent edition is acceptable). A guide book plus excellent information on the natural and social history of the country. Look through it to get a better sense of the breadth of the country, and then refer to it as reference for journal entries.


Orientation and Reading Packet. 2009. Includes maps, outlines, and orientation material as well as articles on Costa Rican culture, society and development, with particular attention to the environment. Read through this, then use it for reference during the trip. Specific articles are noted for journal entries.
Optional Reading:

GRADING

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<td>Journal Essays</td>
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<td>Part I</td>
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<td>Part II</td>
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PARTICIPATION

You are expected to attend and participate actively in all classes, study groups and regular field trips. Active involvement in scheduled activities is essential for getting the most from the class and the trip. Pursuing options of personal interest can also add a great deal to your experience. Full participation will consist of attending all classes and all excursions (with allowances made for health problems) and participating in discussions and question/answer periods.

JOURNAL ESSAYS

An essay journal will encompass your reading, class work, field experiences and critical reflections. Journal entries will cover all aspects of the course but allow enough flexibility to be tailored to your own interests. Entries in Part I ask you to respond to questions in assessing and reflecting the reading. A typical entry is a minimum of one typed, single-spaced page. The journal entries in Part I are due **Feb. 23** and may be submitted in paper or by email ([ssernau@iusb.edu](mailto:ssernau@iusb.edu)). I will respond with comments before we leave. I am also glad to read early entries ahead of the due date to offer comments and suggestions. Get these done early before your semester gets even busier. This will give you a solid foundation for understanding the things you will see, hear, and experience in Costa Rica, and free more of your time for enjoying the experience.

**Part I: Reading Entries. Due February 23.**

Each of the eight sections in *The Costa Rica Reader* covers an important aspect of Costa Rican life, heritage, culture and society. Read the introduction to each section carefully, then read through the articles in that section. You may find some more interesting or more accessible than
1. Birth of an Exception?  See also Insight “Introduction” p. 15-18 and “Costa Rican History” pp. 22-61. What is meant by “Costa Rican exceptionalism”? (You may have heard this term also used for the US as “American exceptionalism”.) Is Costa Rica really an exception in Central America, or in all of Latin America? How is it similar to and different from its neighbors? What makes it distinct?

2. Coffee Nation.  See also Insight pp. 116-17 on “Coffee.” In what ways did coffee production create the foundations of Costa Rican economy and society? How important is agriculture to Costa Rica?

3. Popular Culture and Social Policy.  See also Insight “Sports” pp. 97-105 and “Cooking” pp. 108-115. What insights do you get into Costa Rican culture and society from the articles? Are there aspects of daily life, work, the role of women, the use of arts and literature that interest you?

4. Democratic Enigma. How did Costa Rica develop its form of democracy? How does the political system operate? What is “enigmatic” about Costa Rican democracy?

5. The Costa Rican Dream.  See also “Central American Free Trade Zone” in the reading packet. What is the Costa Rican dream? How does it compare to the US “American Dream”? What are Costa Ricans trying to accomplish and to preserve? Has the US helped or hindered this? What new challenges have been created by CAFTA?

6. Other Cultures and Outer Reaches.  See also Insight “People of Costa Rica” pp. 67-77 and also “Caribbean Coast” and “The South” pp. 229-263. What are the bases of social and regional inequality? How is the society divided by ethnicity, race, and class? In ways are different groups separated, and in what ways does different heritage blend into a common people?

7. Working Paradise:  See also Insight “National Parks” and “Ecosystems” pp. 85-93. In packet, read Tourtellot, “Republic of Green” and “Promise and Peril”; Budowski, “Ecotourism Costa Rican Style” as well as Evans, “The Environmental Problem” and “Environmental Education” and Baker, “Conservation.” How has the environment been affected by agriculture, deforestation, urbanization and migration? How did tourism and travel come to dominate the Costa Rican economy? What types of projects have been developed? What are the current controversies over tourism and ecotravel? What is being done to protect the Costa Rican environment, and what remains to be done?

8. Tropical Surroundings: Is housing adequate for the people? By some measures, Costa Rica has the healthiest people in Latin America. How does the health and social security system
work? How important is education in Costa Rica? What are the remaining challenges? What is family and kinship like in Costa Rica? What are gender roles and inequalities like (especially in Guanacaste, where we will be): do you have a sense of an equalitarian society or of *macho* society? How are family, work and gender changing in Costa Rica? How is Costa Rican society changing? Who are the agents of that change? What are the key challenges and hopes for the future?

**Part II. Class Experience and Excursion Essays. Due April 15**

Part II of the journal will be based on our experiences and guest lectures. You can do them as we travel on a laptop, an internet café computer or you may handwrite these. If you prefer to write notes and type them up at home, that is OK, but remember that you will likely be busy with other courses after our trip and will want to do this promptly. In each entry try to bring together information and insights from your own observations, from class discussions and lectures, and from the reading.

1. **Nicoya Entry:** See “Nicoya” and “Heartland of the Chorotega” in course packet. What are your first impressions of the city of Nicoya? What do you find of interest in the culture, the setting, the pace and pattern of life, the interactions taking place? How was this city founded? How is the past still represented in what you see today?

2. **Samara Entry:** See Budowski, “Ecotourism Costa Rican Style” and *Insight* on Samara and Nosara. Samara and Isla Chora are sometimes described as one of the most beautiful beaches in the world (of course, many places make such claim). What geographic and ecological factors give this portion of the Pacific Coast its unique character? What flora and fauna and ecological relationships did you note? What are the major threats to the coastal ecology? What protections are in place or being sought?

3. **Arenal Entry:** Read *Insight* “The Northeast,” (note sections on Arenal and “mountains of fire”) and read “Volcanoes” in course packet. What geographic, geological and ecological factors make this place unique? How does the mix of volcanic activity, the lake environment and the rainforest contribute to the unique ecology? What flora and fauna and ecological relationships did you note? What new outside pressures did you notice on this environment? Is this location well protected or threatened?

4. **Monteverde Entry:** Read *Insight* “The Northwest,” section on Monteverde and Santa Elena. Note the changes in geography and the natural environment as we travel from Liberia to Monteverde. Monteverde is one of the most famous biological reserves in the Americas, and an early example of private and community preservation as well as a national effort. What historic, cultural, and ecological factors make this place unique? Is this location well protected or threatened? Would you consider it a model of ecotravel or a failed model?

5. **Nosarita Entry:** What are your impressions of this community and its leaders? What are some of the main social, economic and environmental concerns of the village elders? What are
the most pressing needs of the village and how are they being addressed? Did you feel that our project was contributing to addressing these needs? In what ways is new development helping or undermining this community? What insights into the community life did you gain from working and staying there?

6. National Parks Entry: Note workshop, read Insight, “The National Parks,” also “Conservation Ethic” and “Barra Honda” in course packet. What are some of the unique natural features preserved in Costa Rica’s parks? Having read and heard about Costa Rica’s conservation approach, and now having seen some of land, what are your impressions of its success? Costa Rica has a larger portion of its small territory protected than any other country; how did this come about? What problems remain?

7. Palo Verde Entry: Read: “Palo Verde/Dry forest reserves” as well as “Golfo de Nicoya” and “Mangroves” in packet. What geographic and ecological factors make this place unique? How does the mix of fresh and salt water contribute to the unique ecology? What flora and fauna and ecological relationships did you note? What new outside pressures did you notice on this environment? Is this location well protected or threatened? Would you consider it a model of ecotravel or a failed model?

8. Guanacaste Entry: Read Insight “The Northwest” and note workshop on parks. In some ways, the state of Guanacaste is different than other parts of Costa Rica. What geographic and ecological factors make this place unique? How does dry tropical forest differ from other environments? What flora and fauna and ecological relationships did you note? Why is this environmental zone so endangered around the world? Do you have a sense that it is well protected here, or still threatened? What social and historical factors make this place unique? What is distinct about Guanacastecos? This is a land of contrasts in terrain (a bit of Montana and a bit of Hawaii) and in the people (the Marlboro Man meets Surfer Girl): do you see this leading to tolerance and social harmony, or to ever greater social conflicts?

9. Family and Homestay Entry: What impressions do you have of Tico home and family life based on your homestay and those of your classmates? Are the homes what you expected from or were there surprises? How was your homestay family structured: what did you note about work, leisure, entertainment, meals, gender roles, children and so forth? How do these compare to the US?

10. Final Costa Rica Entry: Read Evans, “Picking up the Gauntlet” and look back at Tourtellot, “Republic of Green” and “Promise and Peril” in packet. Following ten days of intensive classes and travel in the country, how has your understanding of Costa Rica changed? Look back at your first impressions. How has your understanding of this place changed or deepened in that last two weeks -- the culture, the setting, the pace and pattern of life, the interactions taking place? Is the uniqueness of the setting being preserved? How is the pattern of life changing? Pulling together what you’ve read and what you’ve experienced, what are the prospects for sustainable development? What role do see for export agriculture (coffee, sugar, cattle, etc.), for tourism and ecotravel, for industry? Can Costa Rica maintain its emphasis on health, education and social service amidst local and global economic pressures?
GRADUATE PROJECT (S560, D514 or equivalent only)

Students taking the graduate section of this course will be expected to provide graduate-level analysis in the journal entries, to write an essay for ADP and to complete a short graduate project in consultation with me. Grading will be 25% participation, 50% journal and 25% grad projects.

Essay: Graduate students will contribute one short, polished essay to the American Democracy Project (ADP) website. Take a key idea or insight from your experiences and refine it into a brief (500-800 word) statement for the American Democracy Project Website. Contributions might be a vivid personal experience and can include a critique of US foreign policy, lessons to be learned from other societies or communities, forgotten voices that need to be heard, ways to create a sustainable good life, or other issues that emerge from this course. Write thoughtfully, respectfully and vividly for a broad audience. A photo or two may be included. This is a public statement that will be available to the campus community and to any broader audience that links to the site. Some entries could also become the basis of radio or newspaper pieces, podcasts or other forum. I will assign a due date based on your topic. Submit your essay to me by email (ssernau@iusb.edu). I will offer any pre-editing suggestions that might improve the piece. When revised, send it to sbadp@iusb.edu as a submission for possible posting.  **Due April 15.**

Project: This could be a short term paper that expands and builds on a particular topic in Costa Rica society, culture or environment or several additional journal essays. Projects can be tailored to students’ field of interest. Students in education may wish to prepare a bibliography and lesson plans for use in the classroom. Students may also undertake a visual ethnography/photo journalism project. This is not a collection of “snap-shots” but a print or electronic collection that explores an aspect of Costa Rican life and culture, presented in a form that can be shared with a wider audience. Education students can create an audio-visual classroom resource. Discuss the options with me. **Due April 30.**
Course Packet Contents

Syllabus
Itinerary
Physical Demands
Packing Suggestions
Culture Shock
Reverse Culture Shock
CAFTA
Evans, *The Green Republic*
  2. The Environmental Problem
  9. Environmental Education
     “Picking up the Gauntlet”
Tourtellot, *National Geographic Traveler*
  The Republic of Green
  Promise and Peril
Barzetti and Rovinski, *Toward a Green Central America*
  4. Budowski, Ecotourism Costa Rican Style
  1. Heckadon, Central America
Baker, Conservation
Baker, *Costa Rica Traveler*
  A Conservation Ethic
  Palo Verde
  Dry forest reserves
  Volcanoes
  Nicoya
  Golfo de Nicoya
  Mangroves
  Heartland of the Chorotega