



KULTURSTUDIER

Global Environmental Studies

STUDY GUIDE

SPRING 2024 (30 ECTS credits)

Updated 04.12.2023 (Changes may occur)

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1. Dates and Deadlines Spring 2024

<p>Self-study</p> <p>11 Dec – 31st January</p>	<p>SELF STUDY: Environment and development</p> <p>You are expected to read approx. 500 pages of literature and write a short paper of 1800 words (+/- 10%), which equals 4-5 pages. The deadline for submission of short paper is 31st January; it must be submitted by e-mail to tara@kulturstudier.no. The short paper must pass as “approved” for you to continue the study in Costa Rica. If it is not approved, you will be given the chance to improve it and re-submit while you are in Quepos</p> <p>SUGGESTED ARRIVAL IN QUEPOS: 2nd February</p>
<p>Week 1 (6) Quepos</p> <p>5 Feb – 9 Feb</p>	<p>INTRODUCTION WEEK COSTA RICA</p> <p>4 Lectures / 2 Seminar: Introducing Costa Rica</p> <p>During the first week, several guest lecturers will introduce various topics related to Costa Rican society, ecology and environmental governance providing a basis for the following 10 weeks</p> <p>Day Excursion to Manuel Antonio National Park on Friday</p>
<p>Week 2 (7) Quepos</p> <p>12 Feb – 16 Feb</p>	<p>LECTURES Module 1: Environment and development: an introduction with Tara Ruttenberg</p> <p>4 Lectures / 2 Seminars</p> <p>During the lecture weeks, students prepare for and follow the lectures and take part in seminars. They are expected to work both individually and together with the other students. Participation is compulsory.</p>
<p>Week 3 (8) Quepos</p> <p>19 Feb – 23 Feb</p>	<p>LECTURES Module 1: Environment and development: An introduction with Tara Ruttenberg</p> <p>4 Lectures / 2 Seminar</p> <p>PLANNING GROUP PAPER</p> <p>Day Excursion to Hermosa World Surfing Reserve on Thursday</p>
<p>Week 4 (9) Quepos</p> <p>26 Feb – 1 Mars</p>	<p>LECTURES Module 2: Political ecology with Tom G. Griffiths</p> <p>4 Lectures / 2 Seminar</p> <p>DEADLINE: Organizing groups for group paper by Feb 28.</p>
<p>Week 5 (10) Quepos</p> <p>4 – 8 Mars</p>	<p>LECTURES Module 2: Political ecology with Tom G. Griffiths</p> <p>4 Lectures / 2 Seminar</p> <p>Day Excursion to Fila Marucha Agroforestry project on Friday</p>

<p>Week 6 (11) Quepos and San Isidro 11 – 15 March</p>	<p>LECTURES Module 3: Environmental challenges in Costa Rica with Mauricio Sánchez and other guest lecturers</p> <p>4 lectures / 2 seminars</p> <p>1 overnight field excursion to Longo Mai and Terraba. (Wednesday-Thursday)</p> <p>12th March DEADLINE for handing in a research question, a 1200 words synopsis and outline for the group paper, plus a list of additional literature comprising at least 200 pages.</p>
<p>Week 7 (12) San Isidro and Turrialba 18– 22 March</p>	<p>LECTURES Module 3: Environmental challenges in Costa Rica with Tara Ruttenberg and other guest lecturers (Felipe Montoya and Raquel Bolaños).</p> <p>4 Lectures / 3 Seminars</p> <p>1 overnight field excursion to CATIE (Thurs-Friday).</p>
<p>Week 8 (13) San Isidro 25 March – 29 March</p>	<p>WRITING GROUP PAPER / STUDY WEEK</p> <p>Group paper of 6000 words (+/- 10%), which equals about 15 pages, on the defined topic, drawing on literature from the curriculum and 200 pages of individual/group choice</p>
<p>Week 9 (14) San Isidro 1 April – 5 April</p>	<p>WRITING GROUP PAPER</p> <p>1 Lecture</p> <p>3 Seminars</p>
<p>Week 10 (15) San Isidro 8 -12 April</p>	<p>ORAL PRESENTATION OF GROUP PAPERS</p> <p>3 Seminars</p> <p>11 April: DEADLINE FOR GROUP PAPER SUBMISSION.</p> <p>12 April: END OF PROGRAM IN COSTA RICA</p>
<p>Home exam 12 April- 3 May</p>	<p>THE INDIVIDUAL HOME EXAM ESSAY</p>

2. Introduction

This *Study Guide* is a supplement to the *Course Description*. It will give you some advice and information about the study program in Costa Rica and how to carry out the different tasks. Our intention is that it shall answer most questions about the organisation of the course, such as dates and deadlines, assignments, exams, requirements, and criteria for assessment. The course description is the property of Oslo Metropolitan University (OsloMet) and provides formalities as well as details of the academic content of the course. Here you will also find objectives and learning outcomes of the course.

Should you not find the information you are looking for, please contact us, and we will do our best to assist you. For academic questions that have not been answered in the Study Guide please contact seminar leaders on [tara@kulturstudier.no](mailto: tara@kulturstudier.no) For other inquiries, please contact the Kulturstudier office in Oslo at [mail@kulturstudier.no](mailto: mail@kulturstudier.no) or tel: +47 22358022.

3. Course Content

The overall objective of the course *Global Environmental Studies* is to generate an interdisciplinary understanding of substantive issues of global environmental challenges, in general, and in the Latin-American region, in particular.

This section provides information about the different parts of the course, as well as guidance on how the students should work in collaboration with each other, the seminar leaders, and lecturers. As a part of the course, students must complete three written assignments, details of which are provided below.

Part 1 – Self Study Period

(11th Dec – 31st Jan)

The course begins with a self-study period. In addition to gaining a general impression of the course and curriculum, the objective of the self-study is to acquire an understanding of the concepts relevant to concerns about environment and development issues. It prioritizes the emergence of the concept of “sustainable development”. Since these forms the basis of the course as a whole, you are expected to familiarize yourself with this before coming to Costa Rica. A general acquaintance with the history, culture and politics of Costa Rica and Latin American region would also be preferable, although this is not included in the formal part of the self-study period.

During this period, you must read Sachs (2015) *The Age of Sustainable Development* (see reading list below for details on how to access the text), which will give you an overview of global environment and development issues. Your understanding of this book will be tested in the short paper as well as in the introductory lectures and seminars. Because the reading load

is intense while you are in Costa Rica, it is highly recommended that you get an impression from the readings of the rest of the curriculum as well, this will indeed make your self-study in Costa Rica easier. The readings can be downloaded from the course Canvas page (see below).

Studying on your own is always a challenge. It demands discipline to set aside enough time for reading and reflection. But it also compels you to develop an independent understanding of your readings. If you have questions or need help during your self-study period, you can send your questions to one of the seminar leaders by e-mail.

Student Requirement	Assignment 1 – Short Paper	Deadline: 31th January
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Title: *What is sustainable development? From your reading of Sachs (2015) volume, The age of sustainable development, discuss some of the key characteristics of the concept and the historical conditions and problems that it responds to.*

- **Individual work due to 31th of January.**
- **1800 words (±10%)**
- **Must be marked 'approved' for student to progress in the course**

As part of the learning activity, you need to read and write a short paper about some chapters of Jeffrey Sachs (2015) book, *The age of sustainable development*. Chapters: 1, 2, 6, 7, 10, 11, 12, 13, 14.

Concepts like 'development', 'sustainability', and 'sustainable development', are complex, and central to this course. In this first assignment, we want you to identify some of the main features of the concept (and the project of achieving) sustainable development, as elaborated by Sachs. Your discussion of these should connect these with the historical conditions, and problems, that it responds to, and discuss some of the major tensions that are present within such a global project.

Important: please use proper APA 7 academic style for in-text citations, and your reference list, and follow the standard requirements for wiring an academic paper (see below).

You should start work on Assignment 1 from the beginning of the self-study period. Think of the task as one of establishing some important background and context in which to situate current questions regarding development within Costa Rica (and Latin America). What have been and are the main approaches, and from a critical perspective what are some of the major points of contestation, tensions, debate, that the text raises. You may make use of other readings from the course curriculum as

you work on your paper through the self-study period, adding to your discussion of the 'sustainable development'.

The short paper must be 1800 words (+/- 10%), which equals to 4-5 pages, and must be written in English. More detailed advice on how to write papers is given below.

The finished short paper must be submitted in the Canvas page for this course ([assignments](#)).

Part 2 – Study in Costa Rica

(5th Feb – 12th April)

A major part of the course takes place in Costa Rica. Living and studying in different cultures demands awareness. Good relations, with both locals and co- students, are essential for good working conditions. Therefore, the first seminars during week one in Costa Rica will be dedicated to introducing you to study technique skills, research ethics, and local society and culture so you can get the most out of your studies and stay while maintaining respect and sensitivity to the cultural context that you are in.

The study period in Costa Rica consists of three course modules: 1. 'Environment and development: An introduction' 2. 'Political ecology' and 3. 'Environmental challenges in Costa Rica'. These three modules are run by different lecturers, some of which are locally based and others that internationally based (see *Course Description* for further details). Studying in Costa Rica will take a variety of forms, as summarized below:

Lectures

There will generally be more lectures on Mondays and Tuesdays at UISIL, **Participation is compulsory.** The first seminar and lecture take place on **Monday 5th of February at 09:00 am.** It is essential to have read the required readings prior to each lecture.

Seminars

As study of environment and development issues is a multifaceted field, it demands multifaceted approaches. In addition to studying the curriculum through lectures, individual readings, and group work, you are expected to participate in seminars organized by the seminar leader. Here, you will have the opportunity to explore the various concepts taught in the lectures in a different and more active way. Everybody must participate in and prepare for the seminars. You will find that discussing is a highly efficient way to learn. Since any study of the environment has normative implications, it is equally important to be able to question, reflect, and criticize – both

verbally and in writing. Normally, it will occur two seminars per week: one dedicated to academic discussions and clarifications and the other related to the organization and evaluation activities.

Field excursions

Costa Rica offers many prolific arenas to explore the conjunction of social and environmental dynamics in tropical areas. To learn and take advantage of this reality, we will undertake organized field excursions during the semester. Here, you will get to investigate topics from the curriculum in a real-life context. These fieldtrips will be particularly relevant for the group paper and will be useful for finding a topic for this paper. Additionally, students might be expected to either present a short report or have an oral presentation based upon experiences from the field excursion.

Day excursion 1	Week 1: Manuel Antonio National Park
Day excursion 2	Week 3: World Surfing Reserve in Playa Hermosa
Day excursion 3	Week 5: Fila Marucha Agroforestry project
Overnight excursion 1	Week 6: Wednesday-Friday in Longo Mai and Terraba. Students will stay in a Longo Mai rural village which has some special local policies on economy, land tenure and conservation. There are several academic goals for this trip. First, students will study the extraordinary biodiversity in this area. Among other activities, several guided walks and workshops will be organized to explore the tropical rainforest and learn how to conduct small-scale farming making use of agroecological and agroforestry methods in tropical ecosystems. While staying in Longo Mai, students will also visit Terraba indigenous community to learn about land tenure, REDD+ and hydropower issues in indigenous territories.
Overnight excursion 2	Week 7 from Wednesday- Thursday at CATIE university. This university is in Turrialba, a rural city in the Caribbean side of Costa Rica. This is a world's top research institution in the field of Agrobiodiversity and Sustainable Agroforestry in tropical areas. While in CATIE, a specialist in climate smart agriculture and agroforestry will host a lecture. We will also visit the botanic gardens and seed bank of this institution

Working in groups

In addition to the lectures, group work is central to the course. Group work can be challenging, but also very rewarding. Inspiration and ideas often come because of discussions with others. In addition, the group will be useful as a forum where you can reflect upon your experiences in Costa Rica and discuss about them as they relate to the concepts and theories that you learn about. For the group to work well, we advise you to discuss expectations and make an agreement within the group on common understandings and rules of behavior. Here we suggest a few such rules:

- All group members have the right *and* obligation to participate in the activities of the group.
- All group members should be included in group-discussions, agreements, and the flow of information.
- There must be a clear division of responsibilities and tasks within the group.
- Routines must be established on how to work and when to meet.
- The group members must show basic respect for each other across diverse backgrounds and personalities.

Still, differences between group members can sometimes produce problems that prove hard to solve. In such cases, it is important that group members are open about the problems and try to sort them out. In general, be self-reflective. If conflicts reach intolerable levels despite such efforts, the group in question should consult the seminar leader who will help find solutions.

Student Requirement	Assignment 2 – Group Paper	Deadline: 11 April
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Title: *Describe, reflect upon, and discuss the chosen topic(s) critically. (Help will be given to find suitable topics)*

- **Groups of 3-5 members**
- **6000 words (±10%)**
- **40% of final Mark**

The groups will consist of 3-5 members and will be formed in the beginning of the stay in Costa Rica. The main purpose of these groups is to fulfil the group assignment, but they can also be instrumental to work together on current topics from the lectures and literature.

You should start early on to reflect upon and discuss with others what topics you find interesting for the group paper, as the various interests will be taken into consideration when the seminar leaders facilitate the group formation process. Shortly after the groups have been organized, a seminar will be held on how to write assignments and narrowing down topics for the group paper. Once you have been organized into groups you will be required to submit a 1200-word synopsis on how you intend to go about conceptualizing and writing your group paper. Final details on this, as well as the deadline for its submission will be set by the seminar leaders.

The members of each group are expected to work together and produce a common product, namely a **group paper**, which they shall submit and present by the end of the stay in Costa Rica. You will use course readings and lectures as the basis of your work. The topic must be pre-approved by the seminar leaders.

You should use the course readings and lectures as background to your group research paper. **An application of the curriculum is one of the criteria for the awarding of grades.** The groups are also expected to compile approx. 200 pages of additional literature (If you have relevant books, do not hesitate to bring them with you to Costa Rica). It is a requirement of the course that you take an active part in the researching and the writing of the group paper. If you do not take part, you will be given a warning by the seminar leader. If you still do not take an active part in the group work, the seminar leaders have the authority to fail you.

Much of the writing will require access to a computer. If you have a laptop, we recommend you bring it with you. Make sure you have an insurance that covers a possible loss of your computer, or any other valuables.

The group paper shall contain 6000 words +/- 10%, which equals to about 15 pages. You will receive an email with your candidate number and detailed information about the exams a week before the group work is due.

One internal examiner from OsloMet and one external examiner will assess the group paper, which will comprise 40% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The group paper is to be submitted to OsloMet according to deadlines and instructions you will receive from the exam administration at OsloMet.

Assistance with group paper

Although the group paper is the product of the students, you are entitled to some supervision from the seminar leaders during the writing process. To ensure progress in the writing process, you will have to commit to certain deadlines. After groups are

formed, you will have to agree on a topic for the paper. You are entitled to two reviews/ supervising advising sessions from the seminar leaders: one in the early stage of writing and one in the final stage. A draft of the paper must be handed in to the seminar leaders at least two days in advance of the review for them to have time to read and comment on the draft. Details on such procedures will be provided by the seminar leaders.

Useful Tip: At the end of this *Study Guide* there is an overview of relevant web pages that may also be useful for writing the group paper. Moreover, you will find useful secondary literature and additional sources in the document called “secondary literature”. Many of these will be useful for your group topics.

Part 3 – Home Exam

(12 April – 3 May)

Student Requirement Assignment 3 – Home Exam	12 April- 3 May
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Form: *Home exam (the assignment will entail choosing one question from two provided questions).*

- **Individual work**
- **4400 words ($\pm 10\%$)**
- **60% of final Mark**

Information about exam deadlines is published on the StudentWEB. Please re- read the information about exam submission which will be sent to your student e-mail account at OsloMet approximately two weeks before your group exam submission. OsloMet is responsible for all formalities related to exams.

When writing the final home exam, you are again on your own. You will receive questions and a candidate number from OsloMet. You will be given 2-3 questions – one from each course module – from which you **chose one**. You are expected to write an essay of 4400 words (+/- 10%), which equates to 10-12 pages, using literature from the compulsory reading list.

One internal examiner from OsloMet and one external examiner will assess the home exam. It will comprise 60% of the final mark of the study. Grades are given according to a scale ranging from A (outstanding) to F (not approved).

The home exam is to be submitted to OsloMet according to the deadlines and instructions you will receive from the exam administration at OsloMet.

4. Course Reading List

What follows is a brief overview of the main books and the three modules that the course in Costa Rica consists of. You will find a detailed list over all the literature that is on the curriculum in the **Course Description**. The Course Readers (compendium) will be made available in an Internet document before the self-study period begins. All course readings, including the required book for the self-study period and Short paper (Assignment 1), can be accessed digitally via the course Canvas Page ([QUTVGEM-1 24S Global Environmental Studies](#)) and the link to the course Pensumliste / Reading List. You will also be able to buy a printed copy of the Course Readers during the first weeks of the course in Costa Rica.

A lecture plan describing the readings and key concepts covered in each lecture will be made available to you by the seminar leaders one month before the start of each module.

Required Books

The Global Environmental Studies curriculum contains a variety of sources, books, articles, and reports. Most of this is included in the Course Reader that will be made available to you online. You can also buy a print of these in Costa Rica. In addition to the Course Readers, there are four main books that combined form a basis for your learning process.

Course books

●Benjaminsen, T. A., & Svarstad, H. (2020). *Political Ecology: A Critical Engagement with Global Environmental Issues*. Springer Nature.

●Cupples, J., Palomino-Schalscha, M., & Prieto, M. (2019). *The Routledge Handbook of Latin American Development*. Routledge.

Chapter 1, 2, 3, 4, 5, 9, 10, 13, 17, 18, 19, 20, 21, 22, 23, 27, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46

●Fletcher, R., Dowd-Urbe, B., & Aistara, G. A. (Eds.). (2020). *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica*. University of Arizona Press

●Sachs, J. (2015) *The Age of Sustainable Development*. New York: Columbia University Press. Chapters: 1, 2, 6, 7, 10, 11, 12, 13, 14

Course Structure

The course in Costa Rica is divided into three different modules of equal status.

Module 1: Environment and Development: An Introduction		
Week 2 and 3	Main Lecturer: Tara Ruttenberg	Main Books: Cupples, J., Palomino-Schalscha, M., & Prieto, M. (2019). <i>The Routledge Handbook of Latin American Development</i> . Routledge. Sachs, J. (2015) <i>The Age of Sustainable Development</i> . New York: Columbia University Press.
<p>The module will introduce students to the intersecting study areas of environment and development. By the end of the module students should be able to grasp concepts such as sustainable development, ecosystem services and the green economy, as well as some of the challenges of climate change (including climate change governance).</p>		

Module 2: Political Ecology		
Week 4 and 5	Main Lecturer: Tom Griffiths	Main Book: Benjaminsen, T. A., & Svarstad, H. (2020). <i>Political Ecology: A Critical Engagement with Global Environmental Issues</i> . Springer Nature.
<p>This module presents the students to political ecology - a critical approach to the analysis of power in relation to human-environmental dynamics. Political ecology originated in the 1970s and is centered on the idea of a “politicized environment”. Lectures and discussions in this module will trace the theoretical roots of political ecology and present some concepts of key importance to this approach. All of this will be exemplified through case studies, predominantly from Latin America, that employ a political ecology lens, exploring questions such as who the winners are and who are the losers of different environmental management practices.</p>		

Module 3: Environmental challenges in Costa Rica

Week 6 and 7	Main Lecturers: Mauricio Sánchez and Tara Ruttenberg	Main Book: Fletcher, R., Dowd-Uribe, B., & Aistara, G. A. (Eds.). (2020). <i>The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica</i> . University of Arizona Press
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This module engages with current environmental challenges and debates in Costa Rica; their historical background, local and global implications, main stakeholders, and possible future developments. The module also explores what kind of perspectives and analyses of these issues a political ecology approach can contribute with.

5. Guidance on Writing Essays

There are three written products that you shall hand in at various points of the course, namely (1) the short paper, (2) the group paper and (3) the home exam essay. The purpose is that these written products shall serve to document and stimulate your reading and understanding of the course literature and other relevant information critical reflection upon the topics in question, and familiarity with the standards of academic writing.

Although you are not expected to deliver original contributions to research, there are some basic guidelines that you must follow when writing the papers and essay. These guidelines are in accordance with normal standards for university assignments and will, in combination with the overall purpose defined above, serve as criteria for assessment. They are as follows:

a. Define the topic, approach, and structure in the introduction

Whether writing a short paper, a group paper or a home exam essay, the paper must have an introduction. Here the topic(s) are first presented. Following this, the question(s) related to the topic(s) are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the

question/s of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part;
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction; and
- a concluding part which summarizes the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

While the above points relate to all three types of written papers, a few comments need to be added that differentiate the short paper and the home exam essay on the one hand, and the group paper on the other. As for the short paper and the home exam essay, a certain topic or questions are provided. In these cases, students should be careful at the beginning of writing to make clear how the topic/question is being interpreted and how it will be discussed. In the case of the group paper, where the group define the topic(s), the seminar leaders' approval must be sought for the topic(s), literature list and disposition before the deadline.

The seminar leader is available for (limited) advice during the writing of the short paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

b. Organise the essay with a good structure

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/ paragraph/ sentence is here? If your answer is not a clear "yes", the text needs revising.

c. Discuss and conclude the results

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is *discussed* (the views/theoretical approaches and empirical examples) in relation to the topic(s) and question(s) raised in the introduction. For the group paper, it is important to discuss the theory and what you learnt in relation to your group topic(s) and the question(s) you pose in the paper. If you have used original data (interviews, questionnaire, visits to institutions, etc.), you should discuss this, reflecting on research ethics and acknowledging the limitations of your research. For all papers, you need to include a summary at the beginning, where you bring your various points together and draw some tentative conclusions based on the discussion in the paper.

d. Write clearly and with adequate references

While academic writing demands a formal style, this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing a good flow between the elements of the text.

This implies that there must be a meaningful connection between the various sentences 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 each chapter, and sometimes a section, by briefly stating what is about to be said, and how it relates to what has already been said. Furthermore, it is very important that your papers have adequate and correct citing and references (see below). It is always better to cite more than less! Submitted papers will go through electronic **plagiarism tests**, and if the program finds even a little bit of text taken from un-cited sources, the paper will fail. **A paper that is written with the help of artificial intelligence will not be considered your own original work** and will not be evaluated. The academic staff might check if papers have been written using AI with detection tools such as [GPTZero](#), or similar. If you are uncertain about how to avoid plagiarism, ask the seminar leader. You can also have a look under [this link](#)

e. Get the technicalities right

While academic writing demands a formal style, this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing a good flow between the elements of the text.

References

Citing references correctly as well as providing a correct reference list at the end of the paper, is an extremely important aspect of academic writing. Wrong or incomplete referencing can lead to plagiarism, which will not only influence your grade negatively but can have more serious consequences.

There are many different styles of referencing, and different academic institutions and traditions use different formats of citing references. As you all will be coming from many different backgrounds, you have most probably also learned different reference styles. In this course, we require that you use Harvard's Author-date style of referencing/ APA style. See here: <https://www.oslomet.no/ub/apa-referering>

Format:

You must write your document in the following format: Times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right). This gives app. 400 words on one page. Note! Remember to paginate the text (i.e. number the pages), and include front page and table of contents. Finally, stick to the stated length of the various written products:

- **The short paper: 1800 words (+/- which equals 4-5 pages.)**

- **The group paper: 6000 words (+/- which equals 15 pages.)**

- **The home exam essay: 4400 words (+/- which equals 10-12 pages.)**

Good luck!

6. Academic Staff in Costa Rica



Tara Ruttenberg

Main lecturer in Module 1 and seminar leader

E-mail: tara@kulturstudier.no

Writer, free surfer, research consultant and PhD in development studies (Wageningen University). Tara's passions include decolonizing sustainable surf tourism, exploring development alternatives for post-capitalist realities, and supporting community economies for social wellbeing in harmony with nature. Tara's work has been featured in books like the *Critical Surf Studies Reader*, *Lessons from the Eco-Laboratory: Environmental Governance and Economic Development in Costa Rica*, and *The Routledge Handbook of Latin American Development*; in peer-reviewed academic journals including *Tourism Planning & Development* and *Sport & Tourism*; at conferences including Impact Zones & Liminal Spaces, Deep Ecology of Wellness, Envision Festival, Surf + Social Good, ECHO, and the Institute for Women Surfers; as well as online and in print with *Sea Together*, *Sea Maven*, *Elephant Journal*, *The Huffington Post*, *The Inertia*, *Sunshine Surf Girls*, *Yoga Trade*, *7 Mares*, *Desert Jewels*, and more. Tara created Tarantula Surf as a platform for authentic sharing and engaging with alternative socioecological paradigms for a more beautiful world. A nomad by nature, she lives most of the time at the beach in Costa Rica



Tom Griffiths

Main lecturer in Module 2

E-mail: tom.g.griffiths@oslomet.no

Professor Tom G. Griffiths is a Professor of International Education and Development. Tom's research has two inter-related trajectories: 1) the development of world-systems analysis as a theoretical framework for engaged educational research, and 2) the study of the relationship between models of mass education and (historical, current, future) socialist projects, informed by this framework. Throughout, Tom's research has sought to explore education's potential contribution, via the preparation of engaged citizens, to the construction of a more democratic, equal, just, peaceful, and ecologically sustainable world-system.



Mauricio Sánchez H.

**Main lecturer in Module 3 and
Kulturstudier academic coordinator in
Costa Rica**

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Mauricio has been the academic coordinator of Kulturstudier programs in Costa Rica since 2021. He has also been the main lecturer in the course "Sustainability and Conservation in Costa Rica" at UISIL university in San Isidro del General, Costa Rica. He obtained a bachelor's degree in Environmental philosophy from Universidad Nacional de Costa Rica back in 2007. After having moved to Norway in 2009, he completed two master's degrees there: Master of Science in International Environmental Studies from NMBU (Norges miljø- og biovitenskapelige universitet) and one master's degree in European Languages from UiO (Universitet i Oslo). He has conducted part of his master's studies in Brazil, Costa Rica and Tanzania, focusing on the study of biocultural diversity and agrifood systems in tropical rural ecosystems.



Raquel Bolaños

Lecturer in Module 3

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Raquel is one of the founders of Movimiento Ríos Vivos de Costa Rica, member of FECON (Costa Rican Environmental Federation) and MAR (Movement of Communities Affected by Dams). Her activism motivated her to question power dynamics, and this inspired her to study a Master in Environmental Studies (MES) at York University Toronto (2020), where she focused in water defense and the use of art as a counter hegemonic tool, looking closely at the river defense movement in the south of Costa Rica as a rare example of success, since the communities were able to defeat over 17 hydroelectric projects. Her artwork is often participatory, where she facilitates a space using tools from participatory action research and popular education to support environmental and social causes through collective mural painting and documentary filmmaking. Raquel is involved in conservation initiatives. Co-taught the course Environmental Arts and Food Sovereignty at York University, and also for primary school children where she taught art, and developed environmental education workshops.

7. Internet resources

International

<http://www.unep.org/>

Website of the United Nations Environment Programme.

<http://www.undp.org/>

Website of the United Nations Development Programme.

<https://sustainabledevelopment.un.org/>

United Nations Sustainable Development Platform (with resources on the Sustainable Development Goals (SDG))

<http://www.worldbank.org/>

Website of the World Bank, a central player on the global arena, also on environmental management and environmental issues. You can also find the Bank's involvement and projects country by country. Check out Costa Rica and other west-African countries.

<http://newsroom.unfccc.int/>

United Nations Framework Convention on Climate Change (UNFCCC). Includes information on different climate agreements, meetings and processes related to global climate change governance (e.g. the Paris agreement).

<http://www.un-redd.org/>

United Nations Collaborative Programme on Reducing Emissions from Deforestation and Forest Degradation in Developing Countries. Includes information on the UN REDD programme and on REDD+ processes.

<http://www.fao.org/>

Website of the Food and Agriculture Organization of the United Nations (FAO).

<http://www.iucn.org/>

Website of the International Union for Conservation of Nature (IUCN). An authoritative international body on conservation issues, includes for example the red list of endangered species.

<http://www.iwgia.org/>

Website of the International Work Group for Indigenous Affairs (IWGIA). An international non-governmental human rights organisation that works on indigenous people's struggles for human rights, self-determination, right to territory, control of land and resources, cultural integrity and the right to development.

<https://www.oxfam.org/>

Website of OXFAM international.

<http://www.foei.org/>

Website of Friends of the Earth

International. <https://www.grain.org/>

Website of GRAIN, which is an international non-profit organisation working to support small scale farmers and social movements in struggles for community controlled and biodiversity based food systems.

<http://www.envjustice.org/>

Website of ENVJUSTICE, which is an international collaborative research project on environmental justice.

<https://www.farmlandgrab.org>

Website with news and reports on land grabbing.

Latin-America

[Economic Commission for Latin America and the Caribbean \(cepal.org\)](http://www.cepal.org)

Website with reports and investigations about economic development and poverty reduction in Latin America

[Home | 2030 Agenda in Latin America and the Caribbean \(agenda2030lac.org\)](http://agenda2030lac.org)

Resources and news about the advancement of the SDGs in Latin America.

<http://lanic.utexas.edu/>

Website with network information about Latin-America (academia, media, official, culture, travel, etc).

Costa Rica

<http://lanic.utexas.edu/la/ca/cr/>

Website with network information about Costa Rican society (academia, media, official, culture, travel, etc).