ADELPHI UNIVERSITY
SYLLABUS

The Quest for Sustainability
Peace, Human Rights, and Development in Costa Rica

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Course Number: 0960-326
Locations: Adelphi University (Garden City) and
United Nations University for Peace (Costa Rica)

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I. Course Description

This specialized, intensive, study abroad course examines and explores the interconnections that exist between contemporary peacebuilding, human rights, and sustainable development in the context of 21st century international affairs and globalization. It draws on the unique experience of Costa Rica, as one of the oldest democracies in Latin America, to illustrate the complexities of diplomacy and development in today's changing world. This hybrid course includes an on-campus study component, as well as an international expedition and fieldwork experience in Costa Rica. Course seminars, lectures, readings, and presentations will cover a wide range of related topics, such as current debates on globalization and development, controversies over human rights, and threats to international peace and justice, among others. The course aims at helping students develop the knowledge and skills necessary to understand and evaluate conflicting claims, and develop their own nuanced public policy positions and recommendations on pressing global issues and challenges related to sustainability.

In this effort, the course immerses students in the theory and practice of international affairs and globalization, and gives them the rare opportunity to study and explore these research topics at the United Nations University for Peace in Costa Rica. Prior to departure, students will complete assigned readings and will attend seminars in preparation for the international component of the course. While studying in Costa Rica, students will be required to keep a research and reflection journal, will attend lectures and seminars, and will participate in relevant site visits, experiential learning opportunities, special presentations, guest lectures, and cultural or environmental excursions. This may include visiting the Inter-American Court of Human Rights, the Doka Coffee Estate, the Costa Rican Humanitarian Foundation, and several rainforest ecosystems, as well as meeting with diplomats, academics, and/or local leaders from civil society, government, and business. Upon their return, students will participate in follow-up seminars on campus, and will develop and submit an original research project on a topic relevant to sustainable development.

II. Course Learning Goals

Upon completion of this course:

- Students will acquire the theoretical knowledge and practical skills needed to discover, explore, and analyze the interplay between human rights, peacebuilding, and sustainable development, drawing on lessons from the experience of Costa Rica, in order to develop a nuanced understanding of interdisciplinary global challenges and conduct well-informed research on these interconnected topics.

- Students will be able to identify and explain different definitions, strategies, and forms of international development, and will be able to recognize and chart the evolution of the idea of "development" as well as historical and contemporary practices, policies, activities, and externalities associated with it.

- Students will cultivate the ability to interpret, compare, contrast, summarize, categorize, and connect diverse dimensions of globalization and international affairs, and will be able to analyze and evaluate the sustainability and/or ecological impact of current socio-economic trends, patterns, and behaviors by measuring and examining global phenomena against the UN Sustainable Development Goals, among other international frameworks.

- Students will improve their capacity to understand, assess, critique, and think critically about salient public policy issues and will be able to formulate, articulate, and contribute their own positions, arguments, and/or proposals to the global debate about how to create a more sustainable world.

III. Background on UN University for Peace

Headquartered in Costa Rica, the United Nations-mandated University for Peace was established in December 1980 as a Treaty Organization by the UN General Assembly. As determined in the Charter of the University, the mission of the University for Peace is: "to provide humanity with an international institution of higher education for peace with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress, in keeping with the noble aspirations proclaimed in the Charter of the United Nations."(Excerpt from http://upeace.org)

IV. Course Requirements (in each phase)

Pre-departure: Students must complete all assigned readings and write analytical responses, and must attend and participate in all pre-departure lectures and seminars. During this stage, students will be evaluated on their attendance, preparation, participation, and written work.

In-country: Students must complete assigned readings; attend all in-country lectures, seminars, and site visits; and maintain a daily research and reflection journal documenting their in-country experiences, insights/thoughts, connections to readings, and ongoing research questions. This journal should be later used as a resource to help inform their final research papers. Students will be evaluated on their attendance, preparation, participation, and written journal work. Please note that this daily activity of journaling should be reflective, analytical, and thoughtful, and should not merely be a summary of the day's events. In order to successfully complete this requirement, students' journal work must demonstrate critical and integrative thinking; should draw connections between topics and experiences; and, should raise questions for further research.

Post-experience/Return: Students must attend and participate in all follow up seminars and discussions, during which they should demonstrate thoughtful and critical reflection about their experiences in Costa Rica. During this final phase, students should also use their journals as a foundation for their final research papers, which will be ultimately submitted at the end of the course. Students will be evaluated on their attendance, preparation, and participation in these seminars, as well as their final research paper.

V. Evaluation & Grading Breakdown

Research Project:
Students may select between the following two research project options; final projects should connect to and/or draw on knowledge, insights, experiences, research, and/or questions explored during the in-country/international portion of the course:

Option 1: Research-based Argumentative Paper
Students selecting this option are required to submit an original 10-12 research-based argumentative paper, in which they introduce and present a reasonable thesis statement that is subsequently defended and demonstrated throughout the paper with evidence. Research and writing should address salient questions/topics/dilemmas relevant to contemporary sustainable development and/or related global challenges discussed in this course. However, to successfully complete this assignment, students *must not simply summarize information.* Rather, they *must take a position and/or make a claim that can be persuasively argued* with the use and support of compelling and logical evidence, and proper citations. The paper will be evaluated on the basis of the following: quality of research, relevance of research topic and questions raised, use of citations/evidence, depth of analysis, critical/integrative thinking, structure/logic of argumentation, and mastery of writing skills. Students should begin the research process by proposing a topic they would like to explore to the professor for discussion and approval; students also will need to be in touch with the professor to further develop their thesis statement. As students conduct their research, and gather more information and evidence, they should begin to synthesize the information available and evaluate competing claims, so that they are able to articulate, present, and defend their own well-informed position, claim, or proposal (thesis statement) in the form of an argumentative paper.

Option 2: Creative Research Project
Students selecting this option may propose a creative project that may take the form of a well-researched manual, guidebook, handbook, etc. that will address a specific area of sustainable development. This research work product should do much more than merely restate information; it should first explain current challenges, and then should present and advocate research-based solutions, such as the adoption of specific changes in patterns of human/social behavior or policies, etc. *The project must contain at least as much research, analysis, and critical thinking as would be present in a traditional 10-12 page argumentative paper.* However, in this option, students have greater ability to present their research, content, and conclusions in a creative, dynamic, and/or innovative fashion, allowing for more flexibility in design and format. Such projects normally would be *between 12 and 18 pages in length.* Students pursuing this option should be in close contact with the professor to ensure that they are meeting proper research and design guidelines. The project will be evaluated on the basis of the following: quality of research, relevance of research topic and questions raised, use of citations/evidence, depth of analysis, creative/critical/integrative thinking, structure and logic of design/content, argumentation and/or use of persuasive mechanisms, and mastery of communication skills.

Participation/Attendance: Students must not only attend all class sessions, but they must also actively participate: Students must attend and participate in all pre-departure lectures and seminars; all scheduled in-country seminars, lectures, experiential learning activities, class discussions, excursions/site visits, and presentations; and, all follow-up seminars and discussions, during which they should demonstrate thoughtful and critical reflection about their experiences in Costa Rica.

Research Journal: Students will maintain a daily research and reflection journal documenting their in-country experiences, insights/thoughts, connections to readings, and ongoing research questions. This journal should be later used as a resource to help inform their final research papers. The daily activity of journaling should be reflective, analytical, and thoughtful, and should not merely be a summary of the day's events. In order to successfully complete this requirement, students' journal work must demonstrate critical and integrative thinking; should draw connections between topics and experiences; and, should raise questions for further research.

Reading Responses: Students must complete all assigned readings and write and submit analytical responses on time.

Students' final grade is calculated according to the following percentage breakdown:

Research Project	35%
Participation/Attendance	25%
Research Journal	25%
Reading Responses	15%

100%

VI. Course Outline/Readings

Assigned readings will include excerpts from the texts below, which will be made available through MOOLE and/or additional in-class handouts.*

Pre-departure Sessions (2 and ½ hours each):

Session 1 – Exploring the Meaning of Contemporary "Development"

- Galtung, Johan (1996) "15 Theses on Development Theory and Practice," *Peace by Peaceful Means: Peace and Conflict, Development and Civilization* (SAGE Publications: London).
- Havey, David (2007) "The Neoliberal State," *Brief History of Neoliberalism* (Oxford, UK: Oxford University Press).
- Easterly, William (2001) *The Elusive Quest for Growth* (MA: MIT Press).
- Stiglitz, Joseph (2006) "The Promise of Development," *Making Globalization Work* (New York: W. W. Norton & Company).

Session 2 – Globalization, Society, Human Rights: "Development" for Whom?

- Davis, Mike (2006). *Planet of Slums* (London: Verso).
- Robins, Richard (2011) "Indigenous Groups and Ethnic Conflict," *Global Problems & the Culture of Capitalism* (New York: Pearson).
- Havey, David (2007) "Uneven Geographical Developments," *Brief History of Neoliberalism* (Oxford, UK: Oxford University Press).
- Amartya, Sen (1999). *Development as Freedom* (New York: Knopf).Human Development?
- 2013-2014 United Nations Human Development Reports

Session 3 – Striking a Balance for a Sustainable Future: How Much "Development" Can the Planet Endure?

- Robbins, Paul (2012) *Political Ecology: A Critical Introduction*
- Najam, Adil, et. al (2007) *Environment and Globalization: Five Propositions* (Canada: International Institute for Sustainable Development).
- Sernau, Scott "Ecology," *Global Problems: The Search for Equity, Peace, and Sustainability* (New York: Pearson)
- Savitz, Andrew (2006) *The Triple Bottom Line* (New York: Jossey-Bass).
- "The Happy Planet Index," The New Economics Foundation.
- Robins, Richard (2011) "Environment & Consumption," Global Problems & the Culture of Capitalism (New York: Pearson).

Course readings may also include other scholarly articles from academic journals, as well as recent articles from Foreign Affairs and Foreign Policy, among other sources.

In-Country Portion (Costa Rica Itinerary Attached):

Assigned readings align with course itinerary and experiential learning activities, and include excerpts from:

- Atkins, Giles et. al (2014) *Handbook of Sustainable Development* (Northampton, MA: Edgar Elgar Publishing).
- Salzman, James (2013). *Environmental Law and Policy, 4th edition* (New York: Foundation Press).
- Hayden, Patrick (2001). *Philosophy of Human Rights: Readings in Context* (New York: Paragon Issues in Philosophy).
- Stiglitz, Joseph (2003). *Globalization and Its Discontents* (New York: Norton).
- Stiglitz, Joseph (2006) *Making Globalization Work* (New York: W. W. Norton & Company).
- Sernau, Scott (2012). *Global Problems: The Search for Equity, Peace, and Sustainability* (New York: Pearson).
- Robins, Richard (2011) *Global Problems & the Culture of Capitalism* (New York: Pearson).
- Galtung, Johan. "Violence, Peace, and Peace Research, *Journal of Peace Research*, Vol. 6, No. 3 (1969), 167-191.
- Bodley, John (2014). *Victims of Progress, 6th edition* (New York: Rowman & Littlefield Publishers).

Sessions Upon Return:

Students will be required to attend two debrief sessions, as a class, and are also required to make at least one individual appointment with the professor to discuss progress on their sustainability research project. All final papers should be submitted to the Writing Center before being submitted in final draft.

*Please note that the professor reserves the right to edit or amend the syllabus as needed to better address student needs and learning outcomes. Additionally, please be aware that the actual guest speakers, presentations, and site visits in Costa Rica may vary due to speaker availability, reservations, timing, scheduling, and weather conditions, etc., which are beyond the control of Adelphi University. Thank you.

VII. Adelphi Academic Policies

Adelphi University Honor Code
"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals."

The Code of Academic Honesty
The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Adelphi University's Grading Scale

Letter	Grade Points (per credit hour)	Quality Range
A+	4.0	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by student.
A	4.0	
A–	3.7	
B+	3.3	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.
B	3.0	
B–	2.7	
C+	2.3	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.
C	2.0	
C–	1.7	
*D+	1.3	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by student.
*D	1.0	
*D–	0.7	
F	0.0	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student. The student may be eligible for dismissal following a departmental review.