Center for Ecological Living and Learning (CELL)

Middle East Program Courses

Course credit is offered through Lesley University in Cambridge, Massachusetts for the following CELL courses:

Course Title: **History and Politics of the Arab-Israeli Conflict** (LINTD 3000 level – Lesley University)

Course Description:
The ongoing struggle between Israelis and Palestinians is the longest running and one of the most controversial, complex, and confusing. Although the media report endlessly on the conflict, they rarely provide the greater historical and political context, without which we cannot answer basic questions. These include, “Why are they fighting? How did Israel come to be? What happened to the Arabs? Why have no peace plans succeeded? Whose land is it, anyway? Is it a religious conflict or a real estate issue?”

Beginning at the inception of the Israeli-Palestinian conflict, we will use the historian’s and political scientists’ toolboxes-- the sequences of action and time, the study of events, the role of political power--to elucidate its complexities. We will link our growing understanding of the origins and causes of the conflict to the present through on-site visits to historic sites. In addition, we will hear from guest speakers from all political perspectives to help us appreciate the constraints, problems, personalities, and complications of today. As Professor Tessler commented in his introduction to *A History of the Israeli-Palestinian Conflict*, "the Israeli-Palestinian conflict is not a struggle between good and evil but rather a confrontation between two peoples who deserve recognition and respect, neither of whom has a monopoly in behavior that is praiseworthy or condemnable."

Course Discipline: History; Political Science– 3 credits
Total number of classroom/contact hours: 45 – 50

Faculty Name: Janessa Gans Wilder, M.A.; Host country instructors and speakers from area universities and organizations.
Course Prerequisites: Recommended – introductory history and political science courses
Course Objectives/Outcomes:

By the completion of this course, students will:

- Understand the primary issues, actors, and terminology at play in the Arab-Israeli conflict.
- Develop an understanding of the historical, religious, and cultural context for current issues.
- Challenge what and how we think about, and interact with, the Middle East.
- Interpret the past by observing patterns and cause-and-effect relationships over time;
- Research and analyze complex and often contradictory information on the Arab-Israeli conflict;
- Communicate fluently both orally and in writing;
- Embrace cultural diversity and emphasizing global outreach by learning to operate outside the context of one’s own place;
- Define ethical values by studying how both Israelis and Palestinians have confronted and dealt with moral and ethical issues.

Main Texts (excerpts from):


Bibliography


“Revisiting the UNGA Partition Resolution,” *Journal of Palestine Studies*, Vol. 27, No. 1
Lesser Plan: Course Outline

Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course goals, course activities, orientation in US/Introduction in Tel Aviv</td>
<td>Student Goal Setting and Sharing; Team Building Activities;</td>
</tr>
<tr>
<td>2</td>
<td>West Bank. Geography, Ethnicity, Conceptual Overview; issues of identity, perspective, and bias.</td>
<td>Selected Readings from Smith, Charles D. Palestine and the Arab-Israeli Conflict. Journaling on prompts; Geography Quiz</td>
</tr>
<tr>
<td>3</td>
<td>(West Bank.) The Middle East context. Principal actors with stakes in the Middle East.</td>
<td>Selected Readings from Smith, Charles D. Palestine and the Arab-Israeli Conflict.; Journals</td>
</tr>
<tr>
<td>4</td>
<td>(West Bank.) Arab and Jewish nationalisms: an overview.</td>
<td>Selected Readings from Tolan, Sandy. The Lemon Tree.; Journals; Geography Quiz</td>
</tr>
<tr>
<td>5</td>
<td>West Bank. British Mandate of Palestine: Key Terms: Ottoman Empire, British Mandate, Zionism, partition</td>
<td>Selected Readings from Lacqueur, Walter and Rubin,</td>
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<td>Week</td>
<td>Activity</td>
<td>Readings</td>
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<tr>
<td>8</td>
<td>Touring in Galilee and Northern Israel. Israel’s political cleavages and fractured political system.</td>
<td>Selected readings from Smith, Charles D. <em>Palestine and the Arab-Israeli Conflict.</em> Journals; paper option 2.</td>
</tr>
<tr>
<td>11</td>
<td>Volunteering with Friends of the Earth Middle East/Jordan; speakers.</td>
<td>Final paper 3 on failure of the peace process; peer editing of papers</td>
</tr>
<tr>
<td>12</td>
<td>Where will we go from here: Is peace possible? Current context of peace talks.</td>
<td>Presentations of final papers; Pods and whole group debriefing exercises</td>
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</tbody>
</table>

**Student Evaluation Process:**

**Student Attendance Policy:**
This is a discussion-based, participatory class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

Grades:

Journal responses to readings and field experiences 20%
Class participation/community building/participation in on-site visits and lectures 20%
Quizzes 15%
Papers: 30%
Presentation 15%

Journal – 20% of course grade

The journal provides an opportunity for you to critically reflect on the course readings, class discussions, and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. You might find it helpful to write quotations from your reading that you found interesting or important; and then explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities. The critical thinking process will be explained in greater detail at the beginning of the course, and the journal will be used as a vehicle to demonstrate how you are analyzing issues, synthesizing new concepts, exploring questions, and making discoveries.

You will write at least one journal entry for each class meeting (minimum 2 to 3 pages per entry). Your instructor(s) will give examples of what they expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Note: A rubric is a scoring guide that you will use to evaluate what you are learning based on the sum of
a full range of criteria rather than a single numerical score. Students and the instructors develop the rubrics together. By developing rubrics, you will clearly understand the evaluation criteria for all assignments and will be able to use the rubric throughout the writing process (e.g. prewriting, writing, and revising). Students will then use the rubric to score their final written assignment that they turn in for grading. The instructor(s) will also use the same rubric for grading the individual student assignments. If a discrepancy exists between the grade a student assigns to her/his work and the grade an instructor assigns, a conference will be scheduled between the student and instructor to resolve the disparity. Specific information on rubrics will be shared during the first week of class.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why.

Class participation/community building – 20% of course grade

Each class member will be evaluated on how effectively s/he participates in class discussions and in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

Papers – 30% of course grade

Since the evaluation in this course is based on written submissions and oral presentation and participation rather than through quizzes and exams, the papers presented will enable the instructors to evaluate the learning and progress of students on the subjects explored in this course. Papers will emphasize content, clarity, and academic tone. Be sure to accurately cite sources and use an academic writing style.
Paper 1: Respond to the following prompt: “In what way do the two perspectives of the history surrounding the events of 1948 differ? What effect does this have on our present understanding? What is a possible solution for an accurate rendering in your view?

Paper 2: You can choose to write on Israel’s fractured political system or the implications of a divided Palestinian leadership, with the rise of Hamas.

Paper 3: Write an analytical piece describing the key reasons for the failures of Israeli-Palestinian peace accords.

Presentation: The content of your final presentation will be based on your final paper on the key reasons for the failure of peace accords to solve the dilemma in Israel-Palestine.

Your presentation will be graded on the following components:

- Delivery (voice level, articulation, vocabulary, eye contact, poise)
- Organization (completed within designated time limit, easy to follow)
- Content (accuracy of information, selection of information included, value-added material)
- Creativity (is presentation lively and interesting to follow)
- Strength of Information Utilized (use of scholarly sources and other appropriate “official” sources of information)

Plagiarism and Cheating:

Plagiarism is defined as the conscious use of a source with the intent to deceive. The source may be either a published piece of material or the work of another student. All work assigned must be your own work. Plagiarism is grounds for failing the course.

Cheating is defined as not doing your own work. This includes behavior such as submitting the same or very similar written work as another student, copying another student's answers on a test, etc. The consequence of cheating is failing the course.

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Course Title: Country Studies of Israel-Palestine (LINTD 3000 level – Lesley University)

Course Description: The course Country Studies of Israel-Palestine is an on-site course that provides an interdisciplinary review of contemporary issues in three countries of the Levant region: Israel, Palestinian Territories, and Jordan. The first-hand survey will
include home stays, touring, and study to understand the geography, culture, language, religion, economics, foreign relations, environment, the arts, etc.

Course Discipline: History; Political Science– 3 credits
Total number of classroom/contact hours: 45 – 50

Course Prerequisites: Recommended – introductory sociology and/or language courses

Course Objectives/Outcomes:
- To gain wide exposure to the rich religious, cultural, and historical sites of Israel, Palestine, and Jordan.
- To define present-day Israel-Palestine cultural identity in light of the multiple cultural, religious, and geographic currents that have shaped and continue to shape it.
- To understand semitic cultural traditions, including the Arabic and Hebrew languages, cooking and dance.
- To directly participate in and experience a region and its peoples that dominate today’s news headlines.
- To learn and put into practice the skills of traveling and living in a culture other than your own as a compassionate, culturally sensitive, responsible participant-observer and bridge-builder.
- To develop an informed understanding of contemporary and historical Israeli-Palestinian-Jordanian society.

Main Texts (excerpts from):

Bibliography


Lesson Plan: Course Outline

Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.
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<tr>
<td>1</td>
<td>Course goals, course activities, orientation in US/Introduction in Tel Aviv</td>
<td>Student Goal Setting and Sharing; Team Building Activities;</td>
</tr>
<tr>
<td>3</td>
<td>(West Bank.) Arab-Islamic Civilization: Arab Family and Customs</td>
<td>Selected Readings from Nydell, Sabini, and Baker; Journals; final project chosen.</td>
</tr>
<tr>
<td>7</td>
<td>(Jerusalem.) Judaism and Jerusalem, the divided city.</td>
<td>Selected readings from Rosovsky and Wasserstein, <em>Jerusalem, a Divided City</em>. Journals and small group sharing;</td>
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<td>8</td>
<td>Touring in Galilee and Northern Israel. Judaism</td>
<td>Selected readings from Murphy-O’Connor; Journals.</td>
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<td>9</td>
<td>Volunteering with Friends of the Earth Middle East, Auja; speakers. Culture and sites.</td>
<td>Journal writing; sharing of journal responses.</td>
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<td>10</td>
<td>Volunteering with Arava Institute, southern Israel, speakers. Culture of a kibbutz.</td>
<td>Journals; sharing of journal responses.</td>
</tr>
<tr>
<td>11</td>
<td>Volunteering with Friends of the Earth Middle East/Jordan; speakers.</td>
<td>Presentations and written product on final project due.</td>
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<td>12</td>
<td>Wrap-up of Culture Studies course.</td>
<td>Pods and whole group debriefing exercises</td>
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**Student Evaluation Process:**

Student Attendance Policy:
This is a discussion-based, participatory class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore,
students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

Grades:

Your grade for this course will be assessed taking into account the following methods, activities, and criteria.

- Briefings, guest lectures, and seminar discussions
- Site visits and travel
- Conversations, social interaction and interviews with friends and cultural informants.
- Keen observation: noticing and recording what you notice
- Reflection: making meaning of what you observe and learn through thoughtful analysis, including contextualizing, making connections and comparisons, and asking lots of questions.

Assessment:

Journal responses to readings and field experiences 40%
Class participation/community building/participation in on-site visits and lectures 40%
Project 20%

Journal – 40% of course grade

Journal entries will be based on the above methods and activities: briefings, guest lectures, and seminar discussions; site visits and travel; conversations, social interaction and interviews with friends and cultural informants; keen observation: noticing and recording what you notice; reflection: making meaning of what you observe and learn through thoughtful analysis, including contextualizing, making connections and comparisons, and asking lots of questions.

The journal provides an opportunity for you to critically reflect on the course readings, class discussions, and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning.
You might find it helpful to write quotations from your reading that you found interesting or important; and then explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities. The critical thinking process will be explained in greater detail at the beginning of the course, and the journal will be used as a vehicle to demonstrate how you are analyzing issues, synthesizing new concepts, exploring questions, and making discoveries.

You will write at least one journal entry for each class meeting (minimum 2 to 3 pages per entry). Your instructor(s) will give examples of what they expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Note: A rubric is a scoring guide that you will use to evaluate what you are learning based on the sum of a full range of criteria rather than a single numerical score. Students and the instructors develop the rubrics together. By developing rubrics, you will clearly understand the evaluation criteria for all assignments and will be able to use the rubric throughout the writing process (e.g. prewriting, writing, and revising). Students will then use the rubric to score their final written assignment that they turn in for grading. The instructor(s) will also use the same rubric for grading the individual student assignments. If a discrepancy exists between the grade a student assigns to her/his work and the grade an instructor assigns, a conference will be scheduled between the student and instructor to resolve the disparity. Specific information on rubrics will be shared during the first week of class.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why.

Class participation/community building/participation in on-site visits and lectures, as well as engagement, interest and culturally sensitive behavior - 40% of course grade

Each class member will be evaluated on how effectively s/he participates in class discussions and in groups, as well as the engagement, interest and culturally sensitive behavior s/he brings to the
activities. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

Project – 20% of course grade.

Project on an approved topic of your choice, based on at least 4 interviews with cultural informants holding varying perspectives and 8-10 hours of academic background research conducted on campus (notes and works consulted in MLA format to be submitted). Results to be presented to the group in an oral presentation (length 15 minutes). Your accompanying written product can be either a detailed speaking outline or a 3 page summary (12 pt., double-spaced). You are welcome to be creative in your presentation mode as long as you substantively teach the class about your topic, incorporating what you learned from your research and interviews.

Plagiarism and Cheating:

Plagiarism is defined as the conscious use of a source with the intent to deceive. The source may be either a published piece of material or the work of another student. All work assigned must be your own work. Plagiarism is grounds for failing the course.

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Course Title: Peace and Sustainability in Israel-Palestine (LINTD 3000 level – Lesley University)

Course Description:

(Interdisciplinary course designed to fulfill Interdisciplinary, Sociology, or Ecology requirements – 3 credits)

This course explores the principles and integral relationship of peace and sustainability in Israel-
Palestine. Students will examine readings on both sustainability and peace generically and specifically to Israel-Palestine. They will look at the choices they are making in their own lives and how they impact both peace and sustainability. They will also look at current efforts in the region to build peace and a sustainable future and have an opportunity to learn more about these efforts through field trips and service opportunities. They will go on to examine the relationship between peace and sustainability, culminating in their own vision of a future of peace and sustainability in the region. Students will have ample opportunity to apply what they are learning in the classroom to real-life peace and sustainability projects (these projects will be coordinated with students’ service-learning course).

The culminating project of this class is the development of individual community sustainability/peace action plans that will enable students to engage creative solutions for a peaceful sustainable future on their campuses or in their communities back home. Students design this action plan in cooperation with their instructor (see information below under grading criteria).

Course Discipline: Soc.; Human Ecology; or IST – 3 credits
Total number of classroom/contact hours: 45 – 50
Course Prerequisites: Recommended – introductory sociology course

Course Objectives/Outcomes:

By the completion of this course, students will:

- Understand the principles of peace building and nonviolent resistance.
- Understand past and current peace building efforts in Israel-Palestine.
- Understand the principles of sustainability.
- Understand past and current efforts in the region to build a sustainable future.
- Understand the relationship between peace and sustainability.
- Frame an individual statement defining peace, sustainability, the relationship of the two, and a vision for creating peace and a sustainable future in Israel-Palestine.
- Demonstrate a commitment to implementing what they have learned during the semester program into their own lives (e.g. through their individual action plans).

Main Texts (excerpts from):


Bibliography (Optional readings):


Lesson Plan: Course Outline

Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

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<td>Course goals, course activities, orientation in US/Introduction in Tel Aviv</td>
<td>Student Goal Setting and Sharing; Team Building Activities; Selected Readings from <em>Nonviolence: twenty-five lessons</em>; Journaling on Prompts; students choose book for book report</td>
</tr>
<tr>
<td>2</td>
<td>West Bank. Peace through nonviolence.</td>
<td>Selected Readings from <em>Nonviolence: twenty-five lessons</em>; Journals; Paper on Peace</td>
</tr>
<tr>
<td>4</td>
<td>West Bank. Sustainability</td>
<td>Selected Readings from <em>Choices for Sustainable Living</em>; Journals</td>
</tr>
<tr>
<td>5</td>
<td>West Bank. Sustainability.</td>
<td>Selected Readings from <em>Choices for Sustainable Living</em>; Journals; Paper on Sustainability</td>
</tr>
<tr>
<td>6</td>
<td>West Bank. Peace building in Israel/Palestine</td>
<td>Readings on Peace building in Israel/Palestine; Journals</td>
</tr>
<tr>
<td>7</td>
<td>West Bank. Peace building in Israel/Palestine</td>
<td>Readings on Peace Building in Israel/Palestine; Journals and small group sharing; Selected readings from <em>Educating for a culture of social and ecological peace</em>; Journals; Paper on Peace and Sustainability in the region</td>
</tr>
<tr>
<td>8</td>
<td>Touring in Gallilee and Northern Israel. Relationship of peace and sustainability.</td>
<td>Finishing and sharing of book reports; work on action plans; Sharing of Journal Responses</td>
</tr>
<tr>
<td>9</td>
<td>Volunteering with Friends of the Earth Middle East, Auja; speakers; Peace and sustainability initiatives.</td>
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<tr>
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<td>Volunteering with Arava Institute, southern Israel, speakers; Peace and sustainability initiatives.</td>
<td>Finishing and sharing of book reports; work on action plans; sharing of journal responses</td>
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<tr>
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<td>Volunteering with Friends of the Earth Middle East/Jordan; speakers; Peace and sustainability initiatives.</td>
<td>Finishing and sharing of book reports; work on action plans; sharing of journal responses; Revision of papers from course based on experience in the Middle East; peer editing of papers</td>
</tr>
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<td></td>
<td>Where will we go from here: What have we learned from our host country and culture? How has it changed us? Personal philosophy of sustainability and peace and how we will put them into action.</td>
<td>Sharing of action plans and final papers; Pods and whole group debriefing exercises</td>
</tr>
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</table>

**Student Attendance Policy:**

Learning is not a spectator sport. This is a **participatory** class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

**Grades:**

- Journal responses to readings and field experiences: 20%
- Class participation/community building: 20%
- Oral and written book report: 10%

**Papers:**

- Defining Sustainability: 10%
- Defining Peace: 10%
- Vision of Peace and Sustainability in Region: 15%
- Development of a peace/sustainability through community action plan: 15%
Journal – 20% of course grade

The journal provides an opportunity for you to critically reflect on the course readings, class discussions, and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. You might find it helpful to write quotations from your reading that you found interesting or important; and then explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities. The critical thinking process will be explained in greater detail at the beginning of the course, and the journal will be used as a vehicle to demonstrate how you are analyzing issues, synthesizing new concepts, exploring questions, and making discoveries.

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Class participation/community building – 20% of course grade

Each class member will be evaluated on how effectively s/he participates in class discussions and in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

Oral and Written Book Report – 10% of course grade

Each student will choose a book pertinent to the subject of this course and will do both a written and an oral report on the book. A rubric will be developed during the beginning of the semester regarding the criteria for evaluation. Sharing with the group what you have learned from the book chosen, enriches the learning of the entire group.

Papers – 35% of course grade

Since the evaluation in this course is based on written submissions and oral presentation and participation rather than through quizzes and exams, the papers presented will enable the instructors to evaluate the learning and progress of students on the subjects explored in this course. The first two papers regarding peace and sustainability will express the students understanding of the subjects as well as his/her own personal definition statements. The final paper presents the student’s synthesized understanding of the relationship of peace and sustainability, and his/her vision for peace and sustainability in the region.

Sustainability/Peace Action Plans – 15% of course grade

*Problems cannot be solved by the same level of thinking that created them.* (Albert Einstein)

The *Sustainability/Peace Action Plan* provides an opportunity for students to synthesize what they have learned during their semester program and to become leaders in promoting peace and sustainability back home. They will design a plan they can implement at home to promote peace and/or sustainability.
Students can be powerful agents of change in our society and have the potential to make a tremendous contribution to a sustainable and peaceful future. The classroom presents an ideal opportunity to introduce students to new ideas, raise awareness of problems, stimulate them to think critically about issues and challenge them to take action on projects that promote change. It is essential, however, that students reconnect to the world around them, so that they can develop a meaningful and respectful relationship with the global environment. In the classroom, they acquire the knowledge and academic skills to understand the issues. Through action plans and projects, students apply their knowledge to the real world and learn that their efforts can make a difference.

The development of student action plans will enable students to engage creative, solutions on their campuses or in their communities back home. Students design their own sustainability/peace action plan in cooperation with their instructor.

Plagiarism and Cheating:

Plagiarism is defined as the conscious use of a source with the intent to deceive. The source may be either a published piece of material or the work of another student. All work assigned must be your own work. Plagiarism is grounds for failing the course.

Cheating is defined as not doing your own work. This includes behavior such as submitting the same or very similar written work as another student, copying another student's answers on a test, etc. The consequence of cheating is failing the course.

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Course Title: Peace and Sustainability in Community in Israel-Palestine

Course Description:
This service-learning course challenges students to apply what they are learning in their academic courses to real-life sustainability and peace issues and practices in the communities where they are living or visiting. Students work hand-in-hand with community partners to create appropriate and innovative solutions to environmental, economic, cultural, and social challenges facing a community’s efforts to living sustainably and peacefully.
Specific service-learning projects will be driven by the needs of the local communities and the interests of individual students. Examples of possible service-learning projects include: volunteering at a refugee camp and working with Friends of the Earth Middle East and the Arava Institute to make peace while engaged across borders with sustainability initiatives. Through structured reflection exercises and journaling, students explore how the principles of sustainability and peace can be applied.

The culminating project of this class is the development of individual community sustainability/peace action plans that will enable students to engage creative solutions for a peaceful sustainable future on their campuses or in their communities back home. Students design this action plan in cooperation with their instructor (see information below under grading criteria).

**Course Discipline:** The interdisciplinary nature of this course enables it to be designated as a Sociology, Global Studies, Sustainability Studies, International Studies, International Development, or Interdisciplinary Studies course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

**Total number of classroom/contact hours:** 45 – 50 - (3 credits)

**Course Prerequisites, if applicable:** Freshman Composition, (Suggested: Introduction to Sociology or Introduction to Psychology or other social science course)

**Course Objectives/Outcomes:** By the end of the semester, students will be able to articulate what they have learned about service-learning and sustainability and peace in community. Through a variety of readings, service projects, guest speakers, and reflective journal exercises, they will be able to analyze how communities can become sustainable and work toward peace. By the completion of this course, students will:

- Recognize the significance of their contributions to the community, thereby increasing a sense of personal social responsibility.
- Reflect critically and creatively on their service experience and describe their philosophy of building, sustainability and peace in community.
- Develop an understanding of the basic principles of sustainability and peace building and the importance of community in achieving these goals.
• Demonstrate a commitment to implementing what they have learned during the semester program into their own lives (e.g. through their individual action plans).
• Develop an ability to listen open-mindedly and with a sense of caring for others.
• Develop an understanding of the interdisciplinary nature of issues facing their host country and host community and an appreciation for the power of imaginative resolve.

Texts (required readings)


Bibliography (optional readings)


## Lesson Plan: Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course goals, course activities. The role of service-learning in understanding culture, community, family, and self.</td>
<td>Student Goal Setting and Sharing; Team Building Activities;</td>
</tr>
<tr>
<td>2</td>
<td>Living Where You Live; The Sense of Place; The Spirit of Place</td>
<td>Ch. 1 Discovering a Sense of Place; Journaling on Prompts – Students research service-projects</td>
</tr>
<tr>
<td>3</td>
<td>The Land Ethic; Homeplace; Notes on Living Simply in the City; Students review various Service-Learning projects</td>
<td>Ch. 2 Responsibility to Place; Journals and pod exercises; Students submit plans for service-learning projects</td>
</tr>
<tr>
<td>4</td>
<td>Where Currents Merge; Valley of the Long Grasses; Students begin Service-Learning Projects and continue for rest of semester</td>
<td>Ch. 3 Knowing Your Bioregion; Journals; Individual sharing on The Impossible Will Take A While</td>
</tr>
<tr>
<td>5</td>
<td>Bioregionalism; Green Cities; Gardening at the Seam; Economics for the Community of Life.</td>
<td>Ch. 4 Living in Place; Journals w/ student generated prompts</td>
</tr>
<tr>
<td>6</td>
<td>Mapping the Biosphere; Mapping the Sacred Places</td>
<td>Ch. 5 Mapping Your Place; Journals</td>
</tr>
<tr>
<td>7</td>
<td>The Web of Life; Back to We; To Learn the Things we need to Know; Neighborhood Connections</td>
<td>Ch 6 Building Local Community; Journals and small group sharing</td>
</tr>
<tr>
<td>8</td>
<td>Making a Difference; The Power of One; Letherbacks</td>
<td>Ch. 7 Empowerment; Journals</td>
</tr>
<tr>
<td>10</td>
<td>The Impossible Will Take A Little While; First Draft of Community Sustainability Action Plan</td>
<td>Reading: The Impossible Will Take a Little While; Draft of Action plan</td>
</tr>
<tr>
<td>11</td>
<td>The role of community in achieving sustainability: Principles of sustainability III: Complete final draft of action plan</td>
<td>Sharing of Personal Action Plans</td>
</tr>
<tr>
<td>12</td>
<td>Where will we go from here: What have we learned from our host country and culture? How has it changed us? Personal philosophy of sustainability; Promises ahead.</td>
<td>Sharing of Service-Learning Experiences/Projects; Pods and whole group debriefing exercises</td>
</tr>
</tbody>
</table>
Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:**
Learning is not a spectator sport. This is a participate class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

**Grades:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Service-learning site participation</td>
<td>50%</td>
</tr>
<tr>
<td>Development of a sustainability through community action plan</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grading Criteria:**

**Journal** – 30% of course grade

The journal provides an opportunity for you to critically reflect on the course readings, class discussions, and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. You might find it helpful to write quotations from your reading that you found interesting or important; and then explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities. The critical thinking process will be explained in greater detail at the beginning of the course, and the journal will be used as a vehicle to demonstrate how you are analyzing issues, synthesizing new concepts, exploring questions, and making discoveries.

You will write at least one journal entry for each class meeting (minimum 2 to 3 pages per entry). Your instructor(s) will give examples of what they expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Note: A
rubric is a scoring guide that you will use to evaluate what you are learning based on the sum of a full range of criteria rather than a single numerical score. Students and the instructors develop the rubrics together. By developing rubrics, you will clearly understand the evaluation criteria for all assignments and will be able to use the rubric throughout the writing process (e.g. prewriting, writing, and revising). Students will then use the rubric to score their final written assignment that they turn in for grading. The instructor(s) will also use the same rubric for grading the individual student assignments. If a discrepancy exists between the grade a student assigns to her/his work and the grade an instructor assigns, a conference will be scheduled between the student and instructor to resolve the disparity. Specific information on rubrics will be shared during the first week of class.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why.

**Service-Learning Site Participation - 50% of the course grade**

Service-learning provides opportunities to:

1. apply what you are learning in the classroom to real-life problems and issues facing your host community
2. become fully immersed in the culture of your host community
3. create an environment in which knowledge emerges and is shared through the collaborative work within a group of people
4. increase interpersonal skills and improve effective teamwork.

Service-learning activities provide opportunities for students to apply what they are learning about sustainability and peace during their academic studies to real-life solutions in the communities in which they are working and living. Grading of service-learning activities is often more effective if part of the grade is based on an evaluation of the team's work and part of the grade is based on an evaluation of the individual student's contribution. Therefore, as a class, we
will develop an evaluation rubric that will assess both individual and group learning. Developing course evaluation criteria and rubric(s) is an important learning goal of this course.

**Sustainability/Peace Action Plans** – 20% of course grade

*Problems cannot be solved by the same level of thinking that created them.* (Albert Einstein)

The *Sustainability/Peace Action Plan* provides an opportunity for students to synthesize what they have learned during their semester program and to become leaders in promoting peace and sustainability back home.

Students can be powerful agents of change in our society and have the potential to make a tremendous contribution to a sustainable and peaceful future. The classroom presents an ideal opportunity to introduce students to new ideas, raise awareness of problems, stimulate them to think critically about issues and challenge them to take action on projects that promote change. It is essential, however, that students reconnect to the world around them, so that they can develop a meaningful and respectful relationship with the global environment. In the classroom, they acquire the knowledge and academic skills to understand the issues. Through action plans and projects, students apply their knowledge to the real world and learn that their efforts can make a difference.

The development of student **action plans** will enable students to engage creative, solutions on their campuses or in their communities back home. Students design their own sustainability/peace action plan in cooperation with their instructor.

************

**Course Title:** Crossroads Thinking: Skills for the 21st Century

**Course Description:** This course grounds students in a new and interdisciplinary way of thinking. By combining elements of the critical and creative process, *crossroads thinking* helps students to develop purposeful analysis, imaginative idea generation, and critical evaluation. The crossroads thinking process develops skills in questioning, imagining possibilities, exploring opportunities, analyzing alternatives, and synthesizing and evaluating thought. Students learn how to identify the elements of thought and how to apply criteria for evaluating their (and other’s) reasoning. Through a variety of course
activities, students identify essential intellectual traits, question long-held assumptions or biases, evaluate ideas, reason honestly and open-mindedly, problem-solve, and form objective conclusions. Students learn that “things are not always as they seem,” and they develop the capacity and skill to be able to examine thought from different points of view (e.g. cultural, political, social, economic, scientific, artistic, gender-based, multi-age-based, spiritual, philosophical, historical, empathetic, and integrated perspectives). This course will stretch both the depth and breadth of your thinking.

Note: The skills students learn in this course are infused across the curriculum (i.e. applied in all of the courses and activities that students participate in during the semester program).

**Course Discipline:** English, Philosophy, Sociology, Interdisciplinary Studies

Note: The interdisciplinary nature of this course enables it to be designated as an English, Philosophy, Sociology, or Interdisciplinary course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

**Total number of classroom/contact hours:** 45 – 50 (3 credits)

**Course Prerequisites:** Freshman Composition; Suggested: An introduction to a Social Science course

**Course Objectives/Outcomes:** By the completion of this course, students will:

- Demonstrate an ability to synthesize elements of both creative and critical thinking.
- Demonstrate an understanding of universal intellectual standards and an ability to apply these standards to improving their own thinking.
- Demonstrate an ability to analyze the logic of an argument presented orally or in writing.
- Demonstrate an ability to frame clear, precise questions.
- Demonstrate an ability to analyze problems both critically and creatively.
- Demonstrate an understanding of the interdisciplinary nature of knowledge and of issues facing the world today.
- Demonstrate an ability to look at an issue from multiple perspectives and multiple points of view as part of the process of reaching sound conclusions.
Required readings:


Bibliography (optional readings):

In addition to the required readings above, students might also be interested in the following optional readings:


Lesson Plan: Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Content Covered</th>
<th>Course Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Course Introduction and Outline What is Critical Thinking? Why thinking hasn’t been taught.</td>
<td>Critical Thinking Concepts and Tools pp 1-10; Small group controversial issues discussions.</td>
</tr>
<tr>
<td>Four</td>
<td>Analyzing the logic of an article. How to think within the ideas of a subject. How to figure out the structure of a subject.</td>
<td>How to Study and Learn pp 4 – 13. Journal: “10 Ideas for Becoming a Master Student” Quiz on CT Concept and Tools</td>
</tr>
<tr>
<td>Nine</td>
<td>Analytical Thinking: First steps.</td>
<td>Analytic Thinking pp 2 - 17.</td>
</tr>
<tr>
<td>Ten</td>
<td>Using Analysis to Figure out the Logic of Anything. Analyzing problems, evaluating reasoning. Analyzing the logic of human emotions.</td>
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<td>----------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Eleven</td>
<td>Taking Your Understanding to a deeper Level. Analyzing and assessing your thinking: assumptions and beliefs; Concepts, ideas, and theories; Points of view and perspectives; Implications and consequences</td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>Critical Thinking Application, students apply the critical thinking processes they have learned in this course to an analysis of the major social, political, and environmental issues facing the host country.</td>
<td></td>
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<tr>
<td></td>
<td>Journal: “Entry using rubric developed in class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytic Thinking pp. 18 - 36. Group exercise – analyzing problems/issues facing host country - bring to class an issue facing host country. Final CT Quiz done in small groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytic Thinking pp. 37 – 47. Goals, purposes, or objectives. Questions, problems and issues. Inferences, interpretations, and conclusions. Sharing of journal entries – small and whole group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journals: students respond to writing prompts on key issues. Discussions and debrief sessions provide opportunities to share critical thinking journal discoveries.</td>
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</tr>
</tbody>
</table>

Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:**

Learning is not a spectator sport. This is a participatory class. Students are expected to take responsibility for their own learning. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting.

**Grades:**

| Group Interaction and Class Participation | 25% |
4 Written Assessments 25%

Journals, including critical thinking reflection exercises 25%

Collaborative critical thinking activities 25%

Grading Criteria:

Group Interaction and Class Participation equals 25% of the course grade.

Each class member will be evaluated on how effectively they participate in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

Written Assessments (“Quizzes”) equal 25% of the course grade

There will be 5 written assessments during the semester (see the course schedule above for dates). Tests will be primarily essay or short answer style and will cover the readings, lectures, and class discussion and activities. All tests are open book, and you can use notes, journals and previous essays to help you. Note: the major goal of these written assessments (“tests”) is to provide an opportunity for you to demonstrate what you are learning about the material, to synthesize key concepts, and to construct your own meaning. Therefore, all “tests” discourage memorizing information (i.e. lower order thinking) and encourage an ability to analyze, synthesize, evaluate, and construct your own meaning (i.e. higher order thinking).

Journal
The journal provides an opportunity for you to critically reflect on your course activities and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. Journal entries are recorded on loose-leaf paper or in a journal notebook. You might want to keep your journal in a double-entry format. First you will write quotations from your reading that you found interesting or important; next you will explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities.
You will write at least one journal entry for each class meeting. I will give an example of what I expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Journals are worth 25% of your final grade.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. This may include discussions of your emotional responses, contemplation of political implications, reflections on faith and morality, or any topics that move you.

Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why. Let your thoughts roam freely and be candid in your writing.

**Collaborative Critical Thinking Activities and Presentations**

Collaborative learning exercises are worth 25% of the course grade, and provide opportunities to:

1. create an environment in which knowledge emerges and is shared through the collaborative work within a group of students

2. develop higher-level reasoning and thinking skills

3. generate a greater diversity of ideas and increase creative thinking

4. increase interpersonal skills and improve effective teamwork.

Some examples of collaborative learning activities, include:

**Panel discussion:** A small group of students give a short presentation and then answer questions from another panel of students who have prepared for this activity.

**Case study:** a group of students is given a narrative description of a problematic situation and then asked to identify or solve the problem.
**Action maze:** a group of students is given a description of an incident that requires critical analysis, synthesis, evaluation, and action. The students are then given a list of two to four alternative actions, as the students make decisions about what actions to take they are directed further in the action maze to find out the consequences of their decisions and, perhaps, what the next set of alternative questions or actions is.

**Students as teachers:** a group of students develops the presentation of a course topic for the rest of the class, perhaps posing one or more interesting questions for class discussion.

**Formal debate:** students are divided into teams to present opposing viewpoints; some students may act as participants or judges.

Grading of collaborative learning activities is often more effective if part of the grade is based on an evaluation of the team's work and part of the grade is based on an evaluation of the individual student's contribution. Therefore, as a class, we will develop an evaluation rubric that will assess both individual and group learning. Developing course evaluation criteria and rubric(s) is an important learning goal of this course.

**Plagiarism and Cheating:**

Plagiarism is defined as the conscious use of a source with the intent to deceive. The source may be either a published piece of material or the work of another student. All work assigned must be your own work. Plagiarism is grounds for failing the course.

Cheating is defined as not doing your own work. This includes behavior such as submitting the same or very similar written work as another student, copying another student's answers on a test, etc. The consequence of cheating is failing the course.

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**Center for Ecological Living and Learning (CELL)**

**Central America Program Courses**

**Course Title:** Crossroads Thinking: Problem Solving for the 21st Century (See course description under Middle East Program above)
Course Title: Human Ecology: Relations between the Human Community and the Environment (LINTD 3700)

What is Human Ecology:

Human Ecology is the interdisciplinary study of the relationships between the human community and its environment. It crosses traditional academic and scientific boundaries – integrating scientific, sociological, political, economic, behavioral, and ethical functions in understanding human relationships to the environment. Human ecology stresses the application of ecological principles to the solution of human-engendered environmental problems. Human ecology is a dynamic field that is becoming much more global in its concerns and investigations. It has expanded from human impact on local and regional issues such as water pollution, solid waste management, and urbanization to such problems as global population growth, climate change, loss of biodiversity, ocean pollution, famine, and loss of tropical rain forests.

Course Description:

This course provides students with an understanding of how ecological systems work, how the structure and function of these systems is altered by human activity, and how we can minimize our impact on these systems. Emphasis is on humans as members of ecosystems and how human activities influence other living organisms and the environment. The course is designed to help students understand the relationships between the principles of ecology and human environmental decision making.

Although this course has a global focus, students will also learn about specific human and ecological issues facing the people and environments in Costa Rica and Nicaragua.

Course Activities:

The course will explore world views, not just as cultural sensitivity training, but also as ecological understanding of habitat destruction and the effects of human behavior on the earth’s health and well-being.
The course develops *systems thinking* as an essential component in understanding human-ecological relationships. A systems approach to thinking provides a powerful tool for understanding the human impact on ecological systems and for developing imaginative interventions.

Active learning activities allow students to experience first hand the complexity of human-ecological interactions and the challenges of managing them sustainably. Course content is presented through lectures, pod exercises, guest speakers, provocative readings, discussions, and field-studies. Additionally, this course encourages students to examine the effects of their own behavior on the systems around them and the constraints that those systems in turn place on the range of choices open to the student.

During a series of field studies (i.e. field trips to local sites where students observe first hand the environmental impact of humans and the creative solutions people are designing to live more in harmony with their environment), students will apply some of the concepts they are learning in the classroom to real-life issues in their host country. Students will: 1) prepare research questions prior to the field study; 2) research their questions during the field study; and 3) upon returning from the field study, provide written summaries of their field study for critique by their instructor.

All course activities are orchestrated by the instructor (e.g. through learning prompts, material presented, etc.), but students are encouraged to develop their own specific research and journal questions that will enable them to probe deeper into the material presented by their instructor. In addition, several guest speakers (“local experts”) will address specific topics during the semester through classroom lecture and field trip formats.

**Course Discipline** (GEOG 315; BIO 315, ECOL 315, or IST (Interdisciplinary Studies) 315 – 3 credits

Note: The interdisciplinary nature of this course enables it to be designated as a Biology, Geography, Ecology, or Interdisciplinary Studies course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

**Total number of classroom/contact hours:** 45 - 50
Course Prerequisites, if applicable: Freshman Composition; Introductory Biology, Geology, or Environmental Science

Course Objectives/Outcomes:
By the completion of this course, students will:

- Understand the principles of how ecological systems function.
- Understand how the structure and function of ecological systems is altered by human activity.
- Understand what can be done to minimize our impact upon ecological systems.
- Understand how to formulate human ecological questions and design methods that study these questions.
- Understand how to apply systems thinking to an analysis of environmental problems and to generating imaginative solutions.
- Develop skill at analyzing, synthesizing, evaluating, and constructing their own meaning (i.e. higher order thinking).

Text (required readings):


Selected (required) readings from:


Lesson Plan: Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Human Ecology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction, course goals, critical inquiry, systems thinking process, journals and discovery questions, Tragedy of the Commons article and summary.</td>
<td>Ch. 1 and Tragedy of Commons (reflective journal entries, systems thinking - ST -exercises)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>2</td>
<td>Multi- and Inter-disciplinary science, lessons from the past. Regional issues facing Central America, global issues facing world</td>
<td>Q &amp; A Pod exercises, journal entries on ST prompts</td>
</tr>
<tr>
<td></td>
<td><strong>The Science of Ecology</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>From species to ecosystems and biomes. Abiotic factors and climate. Trophic levels, food webs and energy flow in ecosystems. Limiting factors, tolerance limits.</td>
<td>Ch. 2; Quiz 1; journal entries; field trip to local rain forest habitat</td>
</tr>
<tr>
<td>4</td>
<td><strong>First Exam (50% individual and 50% pod completed)</strong></td>
<td>Field trip summary on rain forest habitat due</td>
</tr>
<tr>
<td></td>
<td>Ecosystem services &amp; functions: energy flow, matter cycling, diversity and communities</td>
<td>Ch. 3; Web of Life reading; journal entry on web of life; field trip illustrating web of life</td>
</tr>
<tr>
<td>5</td>
<td>Communities in transition. Disturbance and succession. Species interactions. Selection, adaptation and evolution.</td>
<td>Ch 4 (p.94-101). Ch 5; Quiz 2; journal - species adaptation</td>
</tr>
<tr>
<td></td>
<td><strong>Human Ecology and Stressed Populations</strong></td>
<td>Web of Life Field Summary due</td>
</tr>
<tr>
<td>6</td>
<td>Population growth. Human populations, demography and limits to growth.</td>
<td>Ch. 6 and Biologic article; journal entry on human population; class pod activities</td>
</tr>
<tr>
<td>6</td>
<td>Addressing the population problem. Food, hunger, and nutrition. Green revolution, bioengineering.</td>
<td>Ch. 7, 10; journal on how to curb population growth – fiction or fact</td>
</tr>
<tr>
<td>7</td>
<td><strong>Second Exam (50% individual and 50% pod completed)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Renewable Resources</strong></td>
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<tr>
<td>7</td>
<td>Soils, land use, and soil conservation. Pests, pesticides and agricultural non-point source pollution.</td>
<td>Ch. 8 and Biomimicry article; journal entries on land use</td>
</tr>
<tr>
<td>8</td>
<td>Water resources. Human water use and the hydrologic cycle. Wetlands, lakes and reservoirs. Water pollution essentials. Alternative treatment.</td>
<td>Ch. 9, 18 and Biomimicry article; Wetland Field Study; Quiz 3</td>
</tr>
<tr>
<td>9</td>
<td>Biodiversity, tropical rainforests, alien invaders.</td>
<td>Ch. 11; Wetland Field Study due;</td>
</tr>
<tr>
<td>10</td>
<td>Ecosystems as resources, land management, fisheries and forests.</td>
<td>Ch. 12; journal entry on land use management</td>
</tr>
<tr>
<td>11</td>
<td><strong>Third Exam (50% individual and 50% pod completed)</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Energy, Atmosphere and Climate Change</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Energy and power. Sources and uses. Final project presentations (in pods)</td>
<td>Ch. 13; Field Trip on renewable energy; journal – future power</td>
</tr>
</tbody>
</table>
Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:**

Learning is not a spectator sport. This is a *participatory* class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

**Grades:**

- Quizzes and exams on readings and lectures: 40%
- Field trips and summaries: 20%
- Journal entries (responding to ecological questions): 30%
- Small group research project: 10%

**Grading Criteria:**

*Written Assessments (Quizzes and Tests)* - 40% of course grade

There will be 6 written assessments during the semester (see the course schedule above for dates). Tests will be primarily essay or short answer style and will cover the readings, lectures, and class discussions and activities. All tests are open book, and you can use notes, journals and previous essays to help you. **Note:** the major goal of these written assessments ("tests") is to provide an opportunity for you to demonstrate what you are learning about the material, to
synthesize key concepts, and to construct your own meaning. Therefore, all “tests” discourage memorizing information (i.e. lower order thinking) and encourage an ability to analyze, synthesize, evaluate, and construct your own meaning (i.e. higher order thinking).

Field Trips and Summaries

Field study learning activities are worth 20% of the course grade, and provide opportunities to:

1. apply the theoretical knowledge learned in the classroom to real life human and ecological issues facing Honduras, Costa Rica and Nicaragua
2. develop higher-level reasoning and thinking skills
3. gain practice in employing systems thinking and the scientific method
4. increase interpersonal skills and improve effective teamwork.

The field trips provide systemic investigations of local conditions. They provide an opportunity for students to see first hand some of the practical applications of the theoretical concepts they are learning in the classroom. For example, during the 11th week, students will be learning about renewable energy and alternative power generation. The field trip that week will illustrate how rural villages are using solar power to electrify buildings and run pumps for drip irrigation systems. The students will then submit a two page summary on a critical thinking prompt provided by the instructor or developed by the student and approved by the instructor.

Journal - 30% of course grade

The journal provides an opportunity for you to critically reflect on your course activities and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. Journal entries are recorded on loose-leaf paper or in a journal notebook. You might want to keep your journal in a double-entry format. First you will write quotations from your reading that you found interesting or important; next you will explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities.
You will write at least one journal entry for each class meeting. Your instructor will give an example of what s/he expects from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. This may include discussions of your emotional responses, contemplation of political implications, reflections on faith and morality, or any topics that move you.

Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why. Let your thoughts roam freely and be candid in your writing.

**Small group research project** - 10% of course grade

Students will work in Pods (a small group of 4 to 5 students) and prepare a final project focusing on the effects of personal behavior on human and ecological systems around them and the constraints that those systems in turn place on the range of choices open to the student. Each class member will be evaluated on how effectively they participate in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

**Plagiarism and Cheating:**

Plagiarism is defined as the conscious use of a source with the intent to deceive. The source may be either a published piece of material or the work of another student. All work assigned must be your own work. Plagiarism is grounds for failing the course.

Cheating is defined as not doing your own work. This includes behavior such as submitting the same or very similar written work as another student, copying another student's answers on a test, etc. The consequence of cheating is failing the course.
Course Title: Language and Culture of Costa Rica and Nicaragua (LINTD 2003 – Lesley University)

Course Description:
This course provides students with a thorough overview of: 1) the society, history, and culture of Nicaragua or Costa Rica; 2) the complex challenges of conservation and development facing the people of this region; and 3) the language of the region. Students gain an understanding of the sociocultural context of their host country, discuss differences, and compare these differences to their own country. Students live with a host family, travel to various sites, and engage in discussions, lectures, reflective writing, and sustainable-practices service work.

Course Discipline - SOC 4115; SPA 2110 (Conversational Spanish); or IST 4335 – 3 credits

Note: The interdisciplinary nature of this course enables it to be designated as a Sociology, Spanish Language, or Interdisciplinary Studies course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

Total number of classroom/contact hours: 45 – 50 (3 credits)

Course Prerequisites, if applicable:
Freshman Composition; Introductory Biology, Geology, or Environmental Science; (Optional: Some Spanish language experience would enhance a student’s experience, but this is not required).

Course Objectives/Outcomes: By the completion of this course, students will:

- Be able to converse, at a basic level in Spanish (i.e. be able to open and close a basic conversation with their host family and understand key Spanish vocabulary used in their service-learning projects). Those students who begin the semester with prior Spanish experience will significantly build upon their language foundation.
- Understand how the culture, history, and language of these three Central American countries has helped to shape a contemporary environmental and social ethos.
- Understand the societal norms and values that influence sustainable development in Costa Rica, Honduras, and Nicaragua.
- Understand the differences of their host country, be able to explain these differences in terms of the cultural and historical factors that have helped to shape the countries, and be able to compare these differences to their own country.

**Main Text:**
Marinelli, J. and Oramas, M. *Avenidas: Beginning a Journey in Spanish*. Heinle (Thompson Learning), University of South Carolina.


Booth, J et al; *Paths to Democracy and the Political Culture of Costa Rica, Mexico and Nicaragua in Political Culture and Democracy in Developing Countries*; edit Larry Diamond; 1999.


**Bibliography (Optional readings):**


Lesson Plan: Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Course Introduction</strong> – 2 week language and culture immersion experience at beginning of semester (4 hours per day x 4 days per week x 2 weeks = 32 hours of intensive language immersion)</td>
<td>Spanish Lessons 1, 2, 3, 4 – Avenidas; History of Costa Rica/Nicaragua – Quiz 1</td>
</tr>
<tr>
<td>2</td>
<td>Course goals, course activities. The role of language in understanding culture. Community and culture; History of the region.</td>
<td>Spanish Lessons 5, 6, 7, 8 – Avenidas; Readings – Ticos; journal entries; Quiz 2</td>
</tr>
<tr>
<td>3</td>
<td>The language of Costa Rica and Nicaragua, The importance and role of family; Sociocultural issues</td>
<td>Spanish Lesson 9; Journals and pod exercises</td>
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<td>4</td>
<td>Socio-Ecological issues: The role of the environment in shaping culture (during weeks 3 through 14, students will meet for 1.5 hours per week in a formal classroom setting)</td>
<td>Spanish Lesson 10; journal entry on effects of globalization; Quiz 3</td>
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<td>5</td>
<td>The effects of globalization on tropical cultures and environments</td>
<td>Spanish Lesson 11; Pod exercises</td>
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<td>6</td>
<td>Social customs: Community social conditions, Cultural social conditions</td>
<td>Spanish Lesson 12; Test 1</td>
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<td>7</td>
<td>Music and dance and forces that shape the art of this region of the world</td>
<td>Spanish Lesson 13; Oral presentations</td>
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<td>8</td>
<td>Agriculture, farmers, families, and the relationship people have with land</td>
<td>Spanish Lesson 14; Quiz 4</td>
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<tr>
<td>9</td>
<td>Agriculture, farmers, families, and the relationship people have with land</td>
<td>Spanish Lesson 15; Pod exercises</td>
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<td>10</td>
<td>The role and importance of rain forests to the people and culture of Nicaragua and Costa Rica</td>
<td>Spanish Lesson 16; Quiz 5; Journals – Designing with nature in mind</td>
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<tr>
<td>11</td>
<td>Social structure: designing for sustainability; The ecology of urban environments in developing countries;</td>
<td>Spanish Lesson 17; journal entry on building a new economy</td>
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<tr>
<td>12</td>
<td>Building a New Economy: The future global economy and its impact on Nicaragua and Costa Rica</td>
<td>Spanish Lesson 18; Test 2;</td>
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<tr>
<td></td>
<td>The politics of scarcity and abundance: what is sustainable environmentally, culturally, politically, socially? Where will we go from here: What have we learned from our host country and culture? How has it changed us? Promises</td>
<td></td>
</tr>
</tbody>
</table>
Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:** Learning is not a spectator sport. This is a participatory class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

**Grades:**

**CULTURE and SOCIETY**
- Journal: 10%
- Costa Rica or Nicaragua report: 10%
- Exams (2): 15%
- Quizzes (2): 15%

**SPANISH LANGUAGE**
- Class participation and use of Spanish: 10%
- Homework Exercises: 10%
- Oral Presentations: 10%
- Quizzes (4): 20%

**Quizzes and Tests** – 50% of course grade

There will be 8 written assessments during the semester (see the course schedule above for dates). Four written assessments per module will be given and will cover the readings, lectures, class discussions, and activities. All tests are open book, and you can use notes, journals and previous essays to help you. **Note:** the major goal of these written assessments (“tests”) is to provide an opportunity for you to demonstrate what you are learning about the material, to
synthesize key concepts, and to construct your own meaning. Therefore, all “tests” discourage memorizing information (i.e. lower order thinking) and encourage an ability to analyze, synthesize, evaluate, and construct your own meaning (i.e. higher order thinking).

**Journal** – 10% of course grade

The journal provides an opportunity for you to critically reflect on the course readings, class discussions, and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. Journal entries are recorded on loose-leaf paper or in a journal notebook. You might want to keep your journal in a double-entry format. You might find it helpful, for example, to write quotations from your reading that you found interesting or important; and then explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities. The critical thinking process will be explained in greater detail at the beginning of the course, and the journal will be used as a vehicle to demonstrate how you are analyzing issues, synthesizing new concepts, exploring questions, and making discoveries.

You will write at least one journal entry for each class meeting (minimum 2 to 3 pages per entry). Your instructor(s) will give examples of what they expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Note: A rubric is a scoring guide that you will use to evaluate what you are learning based on the sum of a full range of criteria rather than a single numerical score. Students and the instructors develop the rubrics together. By developing rubrics, you will clearly understand the evaluation criteria for all assignments and will be able to use the rubric throughout the writing process (e.g. prewriting, writing, and revising). Students will then use the rubric to score their final written assignment that they turn in for grading. The instructor(s) will also use the same rubric for grading the individual student assignments. If a discrepancy exists between the grade a student assigns to her/his work and the grade an instructor assigns, a conference will be scheduled between the student and instructor to resolve the disparity. Specific information on rubrics will be shared during the first week of class.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing
about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why.

**Class participation** – 10% of course grade

Each class member will be evaluated on how effectively s/he participates in class discussions and in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere.

**Oral Presentations**: - 10% of course grade

Students will work in pods (small groups of 3 to 5 students) throughout the semester and will be responsible for presenting several short oral reports on various topics (as a group in Spanish). More specific detail on this will be given to students during their course introduction. An oral report rubric will be developed during the beginning of the semester that provides information on the use of Spanish language and required presentation criteria for the oral reports.

**Costa Rica or Nicaragua Country Report** – 10% of course grade

Students will submit a country report at the end of the semester that compares/contrasts what they have learned about their host country, including: its language and culture; social, political, economic, religious, and environmental systems with their own country. The report should be 6 to 10 pages typed and follow standard MLA or APA formatting style. Specific information on the report will be provided to students during the course orientation.

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Course Title: Sustainability: Secrets of Simplicity  (**LINTD 3699** – Lesley University)

Course Description:
This survey course examines the field of sustainability and explores creative ways to build sustainable communities. We look at innovative strategies and programs currently being implemented in the U.S. and in Central America to proactively address issues threatening global sustainability. The focus of this class is to examine the choices we make and to look at how to incorporate sustainable practices into our lives. Students also explore the principles of voluntary simplicity and the relationship of these principles to sustainability. In addition to thought-provoking readings and lively class discussions, students also explore, through experiential and service-learning, an understanding of and appreciation for the work of several internationally recognized community development/sustainability organizations, including: Heifer International, Habitat for Humanity, Grupo Fenix, Association ANAI, and Kekoldi.

Course Activities:

Course content is presented primarily through teacher facilitated instruction, including: small-group exercises, provocative readings, questioning, discussions, journaling and reflection, guest speakers, field-studies, and service-learning. While living and working with community partners, students have ample opportunities to observe first hand the creative solutions people are designing to live more in harmony with their environment. Students will apply some of the concepts they are learning in the classroom to real-life situations they face living in their host communities. In addition, several guest speakers (“local experts”) will address specific topics during the semester through classroom lecture and field trip formats. At the end of the course, students write a paper clarifying their personal philosophy and vision of sustainability.

Course Discipline: SOC 320; ECOL 320, ENS 320, Development Studies 320, or IST (Interdisciplinary Studies) 320 – 3 credits

Note: The interdisciplinary nature of this course enables it to be designated as a Sociology, Ecology, Environmental Science, Development Studies, or Interdisciplinary Studies course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

Total number of classroom/contact hours: 45 – 50 (3 credits)

Course Prerequisites, if applicable: Freshman Composition; Suggested: Introductory Biology, Geology, or Environmental Science; Introduction to Sociology or other Social Science course
**Course Objectives/Outcomes:** By the completion of this course, students will:

- Understand the principles of sustainability and voluntary simplicity.
- Understand the interplay between human and ecological systems.
- Examine the choices they make and explain how to incorporate sustainable practices into their own lives in specific and practical ways.
- Understand how to formulate ecological questions and design methods that study these questions.
- Develop a personalized vision of sustainability.
- Understand how to apply *systems thinking* to an analysis of environmental problems and to generating imaginative solutions.
- Develop skill at analyzing, synthesizing, evaluating, and constructing their own meaning (i.e. higher order thinking via our Crossroads Thinking methodology).

**Text (required readings):**


Association ANAI Website: [www.anai.cr.org](http://www.anai.cr.org), 2006.


Grupo Fenix Website: [www.grupofenix.org](http://www.grupofenix.org), 2006.


**Note:** The Center for Ecological Living and Learning (CELL) has an agreement with the Northwest Earth Institute to use their materials as part of our semester curriculum.

**Selected readings from:**


Lesson Plan: Course Outline

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<tr>
<th>Session</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Introduction to Sustainability: Secrets of Simplicity</strong></td>
<td>Ch. 1 A Call to Sustainability (reflective journal entries, systems thinking – ST – exercises developed with students)</td>
</tr>
<tr>
<td></td>
<td>Introduction, course goals, critical inquiry, systems thinking process, journals and discovery questions, Definitions of <em>Sustainability</em>; Introduction to Heifer International.</td>
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<tr>
<td><strong>2</strong></td>
<td>Design Ecology: Ethics and the Making of Things; The Natural Step; Laws of the Earth and Laws of Economics; Heifer’s CornerStones for Sustainable Development.</td>
<td>Ch. 2 Ecological Principles; Plan B Ch. 1; Heifer CornerStones; Q &amp; A - Pod (small group) exercises, journal entries on ST prompts and Plan B</td>
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<td></td>
<td>Ecological Footprint; Working for the Planet in the Neighborhood; Cities of Exuberance; Introduction to Habitat for Humanity.</td>
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<tr>
<td><strong>3</strong></td>
<td><em>First Quiz</em> – Lester Brown’s Plan B – A Civilization in Trouble</td>
<td>Take home essay quiz</td>
</tr>
<tr>
<td></td>
<td>Money vs Life; Natural Capitalism; If GDP is Up, Why is America Down? Can we <em>grow</em> an economy while living sustainably? Is growth and sustainability compatible?</td>
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<tr>
<td><strong>4</strong></td>
<td>The Great Hunter Gatherer Continuum; Community Supported Agriculture – Rediscovering Community.</td>
<td>Ch. 4 Sustainable Business and Economy; Plan B Eradicating Poverty, Stabilizing Population – Journal entries and pod sharing – Guest Speaker 2 page summary</td>
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<tr>
<td><strong>5</strong></td>
<td>Excess: Are We Shopping Our Planet to Death?; What do we Need? From Excess to Enough</td>
<td>Ch. 5 Sustainable Food; Plan B Feeding 7 Billion Well - Journals</td>
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<tr>
<td><strong>6</strong></td>
<td><em>Second Quiz</em> (half of the quiz is done individually and half is completed in pods – small groups); Introduction to Grupo Fenix.</td>
<td>Lester Brown’s Plan B – Restoring the Earth Essay; Grupo Fenix website reading</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The Obligation of Care; Building Green Community on a</td>
<td>Ch. 7 Sustainable Living;</td>
</tr>
</tbody>
</table>
Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:**

Learning is not a spectator sport. This is a **participatory** class. Student participation in class is important not only to their own success, but also to the success of their classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for work missed while absent.

**Grades:**

Quizzes on Plan B readings  
30%
Journal entries (responding to individual and group questions/prompts) 30%

Personalized Vision of Sustainability Paper and Presentation 20%

Guest Speakers/Lecture Summaries 10%

Group Involvement/Participation 10%

Grading Criteria:

Quizzes - 30% of course grade

There will be 3 quizzes during the semester (see the course schedule above for dates). Quizzes will be primarily essay or short answer style and will primarily cover the Plan B readings. Quizzes are open book, and you can use notes, journals and previous essays to help you. Note: the major goal of these written assessments is to provide an opportunity for you to demonstrate what you are learning about the material, to synthesize key concepts, and to construct your own meaning. Therefore, all “assessments” discourage memorizing information (i.e. lower order thinking) and encourage an ability to analyze, synthesize, evaluate, and construct your own meaning (i.e. higher order thinking).

Journal - 30% of course grade

The journal provides an opportunity for you to critically reflect on your course activities and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. Journal entries are recorded on loose-leaf paper or in a journal notebook. You might want to keep your journal in a double-entry format. First you will write quotations from your reading that you found interesting or important; next you will explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities.

You will write at least one journal entry for each class meeting. I will give an example of what I expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. This may include
discussions of your emotional responses, contemplation of political implications, reflections on faith and morality, or any topics that move you.

Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perception, questions and ideas about how you are thinking and growing and why. Let your thoughts roam freely and be candid in your writing. Note: Students are not graded on the Northwest Earth Institute materials.

**Personalized Vision of Sustainability Paper and Presentation** - 20% of course grade

Students write a final personalized vision of sustainability paper (3 to 5 pages) that synthesizes their own philosophy of sustainability, including specific action strategies they plan to employ in their personal lives once back at home. Students, in collaboration with the instructor, will develop the criteria for evaluation of the paper and the presentation, including the evaluation rubric.

**Guest Speaker/Lecture Summaries** – 10% of course grade

Guest Speakers/Lecturers provide opportunities to:

1. share local knowledge and specific expertise with students

2. apply the theoretical knowledge learned in the classroom to real-life examples in Iceland

3. challenge students to develop critical questioning, thinking, and listening skills

Guest speakers provide opportunities for students to learn about the practical applications of the theoretical concepts they are learning in the classroom. Following a guest lecture, Students submit a two page summary on a critical thinking prompt provided by the instructor or developed by the student and approved by the instructor.

**Group Participation** - 10% of course grade
Each class member will be evaluated on how effectively they participate in groups. Group membership is an active role, hence the evaluation will be based on observable contributions to the group. Group members will evaluate every member’s participation (including their own) using an evaluation rubric that the class develops during the first part of the course. With that in mind, each member should practice effective group cooperation in a team-oriented atmosphere. Note: Students are not graded on the discussions of the Northwest Earth Institute materials.

************

Course Title: Service Learning: Sustainability Through Community (LINTD 3707 – Lesley University)

Course Description:

This course challenges students to apply what they are learning in their academic course work (e.g. about human and ecological issues facing Costa Rica, Honduras, and Nicaragua) to real-life sustainable solutions being adopted by their host communities. Students work hand-in-hand with community partners to create appropriate and innovative solutions to environmental, economic, cultural, and social challenges facing communities in this region of the world.

Specific service-learning projects will be driven by the needs of the local community and include the participation of students, members of the community who are involved in the projects, host country partnering organizations, and the instructors. Through structured reflection exercises and journaling, students will constantly evaluate their progress, examining how theory relates to their real world experience in the community.

Students also develop individual environmental action plans that will enable them to engage creative, environmental solutions on their campuses or in their communities back home. Students design an individual stewardship action plan in cooperation with their instructor (see information below).

Course Discipline - Sociology, Global Studies, International Studies, International Development, or Interdisciplinary Studies - 3 credits

Note: The interdisciplinary nature of this course enables it to be designated as a Sociology, Global Studies, International Studies, International Development, or
Interdisciplinary Studies course. This optimizes flexibility for students to transfer college credits into their individual courses of study and institutional requirements.

**Total number of classroom/contact hours:** 45 – 50

**Course Prerequisites, if applicable:** Freshman Composition, (Suggested: Introduction to Sociology or Introduction to Psychology)

**Course Objectives/Outcomes:** By the end of the semester, students will be able to articulate what they have learned about service-learning and sustainability through community. Through a variety of readings, service projects, guest speakers, and reflective journal exercises, they will be able to analyze how communities can become sustainable. By the completion of this course, students will:

- Recognize the significance of their contributions to the community, thereby increasing a sense of personal social responsibility.
- Reflect critically on their service experience and describe their philosophy of building community.
- Develop an understanding of the basic principles of sustainability and the importance of community in achieving sustainability.
- Demonstrate a commitment to implementing what they have learned during the semester program into their own lives (e.g. through their individual action plans).
- Develop an ability to listen open-mindedly and with a sense of caring for others.
- Develop an understanding of the interdisciplinary nature of issues facing their host country and host community and an appreciation for the power of imaginative resolve.

**Texts** (required readings)


**Bibliography** (optional readings)


**Lesson Plan: Course Outline**

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<td>1 &amp; 2</td>
<td>Two week orientation to Heifer International and Habitat for Humanity: Complete immersion experience.</td>
<td>Heifer Ranch in Arkansas and Habitat Affiliate in Mississippi.</td>
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<tr>
<td>3</td>
<td>Living Where You Live; A Sense of Place; The Spirit of Place</td>
<td>Ch. 1 Discovering a Sense of Place; Journaling on Prompts – Students research service-projects</td>
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<td>4</td>
<td>The Land Ethic; Homeplace; Notes on Living Simply in the City; Students review various Service-Learning projects</td>
<td>Ch. 2 Responsibility to Place; Journal prompts on Readings: Harrow – What Can I do?</td>
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<td>5</td>
<td>Where Currents Merge; Valley of the Long Grasses; Students begin Service-Learning Projects and continue for rest of semester</td>
<td>Ch. 3 Knowing Your Bioregion; Journals; Individual sharing on The Impossible Will Take A While</td>
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<td>6</td>
<td>Bioregionalism; Green Cities; Gardening at the Seam; Economics for the Community of Life.</td>
<td>Ch. 4 Living in Place; Journals w/ student generated prompts</td>
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<td></td>
<td>Mapping the Bioshpere; Mapping the Sacred Places</td>
<td>Ch. 5 Mapping Your Place; Journals</td>
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<td>7</td>
<td>The Web of Life; Back to We; To Learn the Things we need to Know; Neighborhood Connections</td>
<td>Ch 6 Building Local Community; Journals and small group sharing</td>
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<td>8</td>
<td>Making a Difference; The Power of One; Letherbacks</td>
<td>Ch. 7 Empowerment; Journals</td>
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<td>10</td>
<td>The Impossible Will Take A Little While; First Draft of Community Sustainability Action Plan</td>
<td>Reading: The Impossible Will Take a Little While; Draft of Action plan</td>
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<tr>
<td>11</td>
<td>The role of community in achieving sustainability: Principles of sustainability III: Complete final draft of action plan</td>
<td>Sharing of Personal Action Plans</td>
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<tr>
<td>12</td>
<td>Where will we go from here: What have we learned from our host country and culture? How has it changed us? Personal philosophy of sustainability; Promises ahead.</td>
<td>Sharing of Service-Learning Experiences/Projects; whole group debriefing exercises</td>
</tr>
</tbody>
</table>

Note: This course will meet for a minimum of 3 hours per week (45 hours per semester). In addition, there is an expectation of 2 hours of homework for each classroom hour.

**Student Attendance Policy:**

Learning is not a spectator sport. This is a participatory class. Your participation in class is important not only to your own success, but also to the success of your classmates. Therefore, students are expected to attend every class session. If you are ill or there are other extenuating circumstances that prevent you from attending class, it is your responsibility to let the instructor know as soon as possible and to make arrangements regarding any make-up work. All make-up work must be turned in at the next scheduled class meeting. Unexcused absences will result in a zero for all work missed while absent.

**Grades:**

- Journals 30%
- Service-learning site participation 50%
- Development of student environmental stewardship action plans 20%

**Grading Criteria:**
Journal – 30% of course grade

The journal provides an opportunity for you to critically reflect on your course activities and on your growth as a critical thinker. Your journal includes both structured journal topics/prompts as well as spontaneous opportunities to reflect on what you are learning. Journal entries are recorded on loose-leaf paper or in a journal notebook. You might want to keep your journal in a double-entry format. First you will write quotations from your reading that you found interesting or important; next you will explain why each quotation that you cited captured your attention, or explore questions/prompts provided by the instructor or your classmates. This format is an excellent way to help you to develop the higher order critical thinking skills needed for the written assessments and class discussions/activities.

You will write at least one journal entry for each class meeting. I will give an example of what I expect from a journal entry, and we will develop (as a whole class activity) an assessment rubric early in the semester. Journals are worth 25% of your final grade.

Remember, the journal you keep is reflective in nature rather than descriptive. Write about your feelings and reactions to the writing prompts and to what you are learning. This may include discussions of your emotional responses, contemplation of political implications, reflections on faith and morality, or any topics that move you.

Entries should contain a wide range of possibilities, including but not limited to: raising questions, offering criticism, constructing social policy, imagining possibilities, relating observations, theorizing about an issue, etc. To be effective, the journal must not be a mere listing of events. It should be a means for you to provide focus to your experience and to your thinking, so use it as such. Describe your feelings, perceptions, questions and ideas about how you are thinking and growing and why. Let your thoughts roam freely and be candid in your writing.

Service-Learning Site Participation - 50% of the course grade

Service-learning provides opportunities to:

1. apply what you are learning in the classroom to real-life problems and issues facing your host community

2. become fully immersed in the culture of your host community
3. create an environment in which knowledge emerges and is shared through the collaborative work within a group of people

4. increase interpersonal skills and improve effective teamwork.

Some examples of service-learning opportunities include:

- Assisting in the design, construction, and installation of solar electric systems in rural villages, schools, etc.
- Assisting in the construction, installation, and monitoring of biodigesters that produce free, renewable fuel.
- Assisting a women’s cooperative in becoming economically and environmentally sustainable.
- Assisting a local village in developing sustainable organic farming practices.
- Assisting in the conservation of endangered sea turtles, etc.

Grading of service-learning activities is often more effective if part of the grade is based on an evaluation of the team's work and part of the grade is based on an evaluation of the individual student's contribution. Therefore, as a class, we will develop an evaluation rubric that will assess both individual and group learning. Developing course evaluation criteria and rubric(s) is an important learning goal of this course.

Environmental Stewardship Action Plans – 20% of course grade

Problems cannot be solved by the same level of thinking that created them. (Albert Einstein)

The Environmental Stewardship Action Plan provides an opportunity for students to synthesize what they have learned during their semester program and to become leaders in promoting environmentally sustainable practices back home.

Students can be powerful agents of change in our society and have the potential to make a tremendous contribution to a sustainable future. The classroom presents an ideal opportunity to introduce students to new ideas, raise awareness of problems, stimulate them to think critically about issues and challenge them to take action on projects that promote change. It is essential, however, that students reconnect to the world around them, so that they can develop a meaningful and respectful relationship with the global environment. In the classroom, they acquire the knowledge and academic skills to understand the issues. Through action plans and
projects, students apply their knowledge to the real world and learn that their efforts can make a difference.

The development of student **environmental action plans** will enable students to engage creative, environmental solutions on their campuses or in their communities back home. Students design their own stewardship action plan in cooperation with their instructor.

Some examples of ideas for students’ stewardship action plans, include:

- Performing campus and other environmental audits, including energy audits on and off campus and calculating potential energy savings which could be realized through incorporating alternative energy systems.
- Installing alternative energy systems, such as solar and wind, for existing and new buildings.
- Making a commitment to supporting sustainable food service on campus (e.g. buying organic and local products, reducing waste, encouraging increased recycling and biodegradable packaging, composting, etc.).
- Performing water use audits and water quality monitoring.
- Researching and instituting environmentally responsible campus-wide purchasing practices.
- Researching economic and environmental costs of current transportation practices and recommending practical ways to decrease both costs (e.g. from carpooling to use of renewable fuels).
- Researching and recommending viable ways to reduce use of dangerous chemicals.
- Calculating annual savings from conservation and green investments.

**CELL Iceland Courses**

**Course Title:** Crossroads Thinking: Problem Solving for the 21st Century (Lesley University – LINTD 4000)  (See description under CELL Middle East Program above)

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**Course Title:** Sustainability: Secrets of Simplicity  (**LINTD 3699** – Lesley University)  
– See course description under Central America Program above.
Course Title: Service Learning: Sustainability Through Community (LINTD 3707 – Lesley University) - See course description under Central America Program above.

Course Title: GLOBAL WARMING, CHANGING CO₂URSE: LESSONS FROM ICELAND (LINTD 2001 – Lesley University)

Course Description:
This course surveys the complexities of global climate change, explores personal responses to climate change, identifies our participation in this ecological crisis, and explores our individual and collective power to shape an effective response to climate change. The course also introduces students to Iceland’s unique geology and provides inspiring examples of how Iceland is utilizing carbon-free geothermal resources for heating and electricity production. Course material is presented through provocative readings, student-generated learning activities, small- and large-group discussions, journaling, and field trips.

Course Objectives/Outcomes:
By the completion of this course, you will:

• Be able to express how your personal values and habits relate to climate change.
• Understand the history and science of global warming.
• Understand Iceland’s unique geology and commitment to geothermal heating and electricity production.
• Understand Iceland’s proactive strategies for reducing global warming, including its commitment to move away from a fossil fuel driven economy toward a sustainable hydrogen economy, as well as other initiatives.
• Understand and identify actions you can take (individually and in community) to curb global climate change.
• Have pursued and clarified an individual learning objective (i.e. something relating to global climate change that you are passionate about learning) (See explanation in Student Handbook).
Readings:


Oakes, David. Excerpts from the CELL Reader. Hope, Maine: 2009


Videos
An Inconvenient Truth + Update – Al Gore
Who Killed the Electric Car?
Global Warming: The Signs and the Science
Solar Energy: Saved by the Sun
Dimming the Sun

Grades:

Supportive group interaction, community building, and class participation 25%
Journals (including structured prompts) 25%
Field trip and guest speaker summaries 25%
Course assessments (e.g. quizzes, essay prompts, etc.) 25%

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Course Title: Icelandic Culture, Language, and History (LINTD 2003 – Lesley University)
Course Description:

This course provides an overview of the culture, language, and history of Iceland. In addition to providing instruction in conversational Icelandic language, the course focuses on the historical and cultural factors that have helped to shape contemporary Icelandic values. Students gain an understanding of the socio-cultural and environmental context of Iceland and discuss differences and compare these differences to their own country. Delivery of course content includes: lectures, field trips to historical sites, readings, small-group and large-group discussions, reflective writing, and several essay exams.

Instructor: Pálín Dögg Helgadóttir, our Icelandic host at Solheimar, will be teaching this course along with a number of guest lecturers.

Course Objectives/Outcomes:

By the completion of this course, students will:

- Understand basic (survival) Icelandic.
- Understand the cultural and historical factors that have helped to shape Icelandic values in the 21st Century – with a particular focus on what has helped to shape Iceland’s commitment to sustainability.
- Understand the contemporary societal norms and values influencing sustainable development in Iceland today.
- Have an appreciation for Saga literature and the culture and history of Iceland from the period of settlement to modern day.
- Explain how the differences in language, history, and culture between Iceland and the United States have helped to shape different views in these two countries toward the environment.

Readings:

Icelandic:

Selected material from:

1. Íslenska fyrir alla 1 (Icelandic for Everybody). Published by Mímir 2005.
   - Various projects and exercises in grammar and vocabulary and recordings of songs.
History and Culture

Course material:

I. **Egil’s saga**

- Egil’s saga, one of the Icelandic sagas, tells the story of the long and brutal life of the tenth-century warrior-poet and farmer Egill Skallagrímsson: a physiologically ambiguous character who was at once the composer of intricately beautiful poetry, and a physical grotesque capable of staggering brutality. English translation by Bernard Scudder and an introduction by Svanhildur Óskarsdóttir. Penguin publications.

II. **History of Iceland: From the settlement to the present day** by Jón R. Hjálmarsson. 2007.

- “A lively and absorbing description of the development of the Icelandic nation from the settlement more than eleven hundred years ago and up to the present day. In concise and highly informative accounts, written with the general reader in mind, the book charts the glories and achievements of the Republic and Saga Age; the bitter and bloody civil war which led to humiliation and suffering under colonial rule; and the nationalist awakening which has created a thriving modern republic with deep attachment to its unique past. 200 p.”

Selected material from:


II. **Adventures, Outlaws and Past Events, Icelandic Folktales III**. Icelandic Review Library 1983.

III. **Icelandic Feasts and Holidays**.

Supplemental material: Hrafninn flýgur (a Viking movie), DVD on Iceland, additional material on music and art, etc. will be infused into the course.

Grades:

**CULTURE and SOCIETY**

- Journal 20%
- Class Discussions and small group work 10%
- Essay exams (2) 20%
ICELANDIC LANGUAGE

Class participation and use of Icelandic 10%
Journal Entries 10%
Community Involvement 10%
Quizzes 20%
Course Title: Sustainability: Secrets of Simplicity (LINTD 3699 – Lesley University)

Course Description:

This interdisciplinary course examines the field of sustainability and explores creative ways to build sustainable communities. We look at innovative strategies currently being implemented (both worldwide and in Iceland) to proactively address issues threatening sustainability. The focus of this class is to examine the choices we make and to look at how to incorporate sustainable practices into our own lives. Students explore the principles of voluntary simplicity and the relationship of these principles to sustainability. Students live in one of the world’s oldest and unique eco-villages and apply what they are learning in the classroom to service-learning projects in the Solheimar eco-village.

Course Activities:

Course content is presented primarily through teacher facilitated instruction, including: provocative readings, questioning, formal and informal discussions, journaling and reflection. While living at Solheimar, students have opportunities to observe first hand solutions people are designing to live more in harmony with their environment. Students apply some of the concepts they are learning in the classroom to real-life situations they face living in the eco-village. At the end of the course, students write a paper discussing what they have learned about “sustainability through community, and clarifying their personal vision of sustainability.

Faculty Names: Dave Oakes, Ed.D.

Course Objectives/Outcomes:

By the completion of this course, you will:

- Understand the principles of sustainability and voluntary simplicity.
- Examine the choices you make and explain how to incorporate sustainable practices into your own life in specific and practical ways.
- Understand how to formulate ecological systems questions and design methods that study these questions.
- Develop a personalized vision of sustainability.
- Understand how to apply crossroads and systems thinking to an analysis of environmental problems and to generating imaginative solutions.
- Have pursued and clarified an individual learning objective (i.e. something relating to sustainability that you are passionate about learning - see explanation in Student Handbook).

**Readings:**


**Book Reports:**

Each student and faculty member will choose one book to read and report key concepts back to the group. (See Student Handbook for more details).

**Grades:**

Supportive group interaction, community building, and class participation 20%

Book Reports 20%

Journal entries (responding to individual and group questions/prompts) 20%

Personalized Vision of Sustainability Paper and Presentation 20%

Individual Learning Objective 20%
**Course Title:** Service Learning: Sustainability Through Community (LINTD 3707 – Lesley University)

**Course Description:**

This service-learning course challenges you to apply what you are learning in your academic courses to real-life sustainability issues and practices at Solheimar (the ecovillage where you will be living). You work hand-in-hand with community partners to create appropriate and innovative solutions to environmental, economic, cultural, and social challenges facing a small community’s commitment to living sustainably.

There are two types of service-learning experiences that you will participate in: 1) hands-on volunteering and 2) sustainability research projects. Specific service-learning projects will be driven by the needs of the Solheimar community and the interests of individual students. Through structured reflection exercises and journaling, you will explore how the principles of sustainability can be applied imaginatively on both a micro- and macro-scale.

The culminating project of this class is the development of individual **community sustainability action plans** that will enable you to engage creative, environmental solutions on your campus or in your home community back home. You will design this stewardship action plan in cooperation with your instructor (see information in Student Handbook for more clarification).

**Faculty Names:** Dave Oakes, Ed.D.

**Course Objectives/Outcomes:**

By the end of the semester, you will be able to articulate what you have learned about service-learning and sustainability through community. Through a variety of readings, service projects, and reflective journal exercises, you will be able to analyze how communities can become sustainable. By the completion of this course, you will:

- Recognize the significance of your contributions to the community, thereby increasing a sense of personal and social responsibility and a recognition that one person can make a big difference.
- Reflect critically on your service experience and describe your philosophy of building community.
• Develop an understanding of the basic principles of sustainability and the importance of community in achieving sustainability.
• Demonstrate a commitment to implementing what you have learned during the semester program into your own life (e.g. through your individual action plan).
• Develop an ability to listen open-mindedly and with a sense of caring for others.
• Develop an understanding of the interdisciplinary nature of issues facing our host country and host community and an appreciation for the power of imaginative resolve.

Readings:


Grades:

Service-learning site participation/building community 25%
Service-learning research projects 25%
Journals 25%
Development of a sustainability through community action plan 25%