STUDY ABROAD PROGRAMS
NEW PROGRAM APPLICATION

IMPORTANT
This Application is to be completed by the director/coordinator of the proposed program after the curricular portion of the program has been reviewed and approved by the appropriate college/university curriculum committees. This application must be completed and approval by the Distance Learning Committee must be obtained prior to the first summer in which the program is offered.

Date Submitted: November 19, 2008

Loyola director/coordinator(s):

Prof. John P. Clark
Gregory F. Curtin Distinguished Professor in Humane Studies and the Professions
Professor of Philosophy

Address:

Department of Philosophy
Box 79
Loyola University
6363 St. Charles Ave.
New Orleans, LA 70118

Telephone: (504) 865-2790; E-Mail: clark@loyno.edu Fax: (504) 865-3883

Loyola department/unit:

Department of Philosophy

Loyola college:

College of Humanities and Natural Sciences

Program name:

Loyola Summer Study Program in Costa Rica (Loyola Cloud Forest Adventure)

Location of program:

Costa Rica (various sites as specified in itinerary)
Foreign affiliation or host institution:

   Educational Eco-Tours

Dates program begins and ends:

   June 17 to July 3 (in addition to meetings before departure and online activities before and after trip)

On-Site coordinator/contact person:

   Stephen Duplantier, Ph.D.

Address:

   Apartado Postal 586-4250  
   San Ramón, Alajuela, Costa Rica

Telephone: 506-8398-4388;  E-Mail: stephen.duplantier@gmail.com  Fax: N.A.

Dates Loyola director/coordinator on site:

   Entire program, June 17 to July 3

Faculty members, if any, other than the director/coordinator: From Loyola University New Orleans (name, position/title, address, telephone, e-mail, and fax):

   Jacqueline Bishop  
   Visual Arts Instructor (adjunct)  
   1217 Philip St.  
   New Orleans, LA  70130-5716  
   (504) 566-1306 Studio  
   (504) 884-0689 Cell  
   Email: beijo28254@aol.com

From other U.S. institutions (name, position/title, address, telephone, e-mail and fax):

   None.

From foreign institutions (name, position/title, address, telephone, e-mail, and fax):

   None.

Dates Loyola faculty members on site: 
Entire program, June 17 to July 3

Person completing questionnaire: (if other than director/coordinator)

N.A.

Address:

N.A.

Phone: N.A. Fax: N.A. Email: N.A.

I. THE PROGRAM

A. Please provide a general description of the summer abroad program and state how it relates to the academic program and mission of the sponsoring department/unit and college.

The program will offer the student an unusual opportunity to study philosophy and visual arts in a rich natural and cultural environment. The course will begin with several on-campus class sessions of each course to introduce students to the subject-matter and discuss major issues in the courses. Students will then study Environmental Philosophy and Art and the Environment in the natural context of a tropical rainforest and cloud forest environment and in the social context of Costa Rican and indigenous cultures. In addition to class sessions, the program will include a broad spectrum of field trips and other activities that will give a deep experiential basis to their studies.

Relationship of the Study Abroad Program to the Department of Philosophy and the College of Humanities and Natural Sciences

The Environmental Philosophy course is a regular offering of the Department of Philosophy and has been taught by three different faculty members. The demand for the course has been high. Offering the course in the Costa Rican rainforest and cloud forest, with a trip to the Pacific coast will greatly enrich the students’ experience and give them abundant material for their reflections on nature.

The courses “Environmental Philosophy” and “Art and the Environment” are regular offerings in the Environmental Studies Minor Program. The courses will offer an extraordinary opportunity for Environmental Studies students to gain intimate knowledge of tropical forests, the areas of greatest biodiversity on the planet, while fulfilling both of their humanities requirements in the program. The courses can also be used as
major courses for any students doing the contract major program in Environmental Studies or Environmental Science.

The Costa Rica Summer Program meets the following goals and objectives of Common Curriculum Courses:
• Effective skills in writing, speaking, reading, and listening
• Critical and analytical reasoning skills
• Comprehension of the great historical, economic, political, social and technological forces that shape societies
• An understanding of cultural traditions and perspectives other than our own, and of our own traditions from a more global perspective
• A commitment to social justice [environmental justice]
• An awareness of the connections among disciplines
• The ability to reflect on and critique the presupposed values latent within our world, our commitments, our beliefs, our methodologies, our institutions, and our courses of study.

B. Please (1) provide copies of committee actions (minutes, resolutions, etc.) and Dean’s letter approving the academic content of the program, and (2) state whether the academic content was approved by the faculty in the same manner as the curriculum of the department’s on-campus program is approved.

Both courses and their academic content were approved by the relevant Departments and Colleges and have been part of the curriculum for many years.

C. Please state how the program relates to the socio-cultural environment of the host country and/or has an international or comparative focus.

The program will focus on environmental and ecological issues in relation to the specific landscape and social ecology of Costa Rica. The Environmental Philosophy course focuses on the human experience of nature and meaning and value in the natural world. In this program students will read texts on tropical forests and reflect on these issues in the specific context of their experience of the Costa Rican rainforest and cloud forest. The Art and Environment course will make use of the local landscape and materials gathered there for the study of the relationship between art and environment and the students’ artistic expressions of this relationship. Field trips and activities will also explore the culture and history of Costa Rica and the relationship between the society and its natural environment. The students’ immersion in the local culture will be facilitated through homestays with Costa Rican families. In addition, as noted below, students will visit such cultural sites as the anthropological museum, the National Theater, and the Museum of Contemporary Art. The students will also experience cultural presentations by indigenous people. (The cultural aspects of the trip are described in further detail below).
D. Please describe the methods to be employed by the college/department to ensure that the academic content of the summer abroad program and the evaluation of student performance will meet standards equivalent to those of the on-campus program of the sponsoring college/departments.

The two courses that will be offered for Loyola students were developed and will be taught by Loyola University Faculty members John P. Clark and Jacqueline Bishop. Approval by the appropriate Departments and Committees ensures that the courses meet the standards of other on-campus courses in the College of Humanities and Natural Sciences and the College of Music and Fine Arts.

E. If evaluation of students in any course(s) will be by a method other than written examination, please describe the method of evaluation for each such course.

The Environmental Philosophy course will focus very heavily on writing. There are three elements that will be evaluated: 1) Students will write a short reflection paper on each reading assigned throughout the course; 2) Students will keep a journal in which they relate their experiences during the trip to the readings and topics of study; 3) Students will write a paper after they return in which they analyze and take a position on a major philosophical issue addressed in the course.

The Art and Environment course will focus on one major project using paper as material to create delicate scrolls that will be used to record personal experiences and ideas about the tropical ecology of Costa Rica. These paper wall diaries will be made from an assortment of collected discarded papers in the form of collage and include imagery, text, drawing, watercolor, mixed media and will be installed as an art exhibition for final critique and discussion before departing Costa Rica. Students will be introduced to tropical ecology, ornithology, botany through reading material and a slide presentation before arriving to Costa Rica so they will be somewhat familiar with what they are seeing.

II. FINANCIAL DATA

<table>
<thead>
<tr>
<th>Revenue</th>
<th>First Year (budget)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Expected</td>
<td>18</td>
</tr>
<tr>
<td>Projected Cost per Student</td>
<td>2900</td>
</tr>
<tr>
<td>Total Student Payments*</td>
<td>52,200 (18 X 2900)</td>
</tr>
<tr>
<td>Other revenue sources (please explain)</td>
<td>0</td>
</tr>
</tbody>
</table>
### Expenditures

**Personnel Expenses (salary inc. fringe benefits):**

- **Faculty** (including Director/coordinator(s))
  - Stipend for course (Clark) 3000
  - Director’s stipend (Clark) 500
  - Fringe (Clark) 1085
  - Stipend for course (Bishop) 3000
  - Stipend for lectures (Duplantier) 500

- **Staff**
  - Stipend for Coordinator 3000

- **Student Employees** 0

**Financial Aid** ** 0

**International Travel** - Faculty 1800 (2 X 900)
  - Staff 0
  - Student*** 16,200

**Local Onsite Travel** - Group Rate 4335

**Living Expenses** - Faculty 1060 (2 X 530)
  - Staff 0
  - Students**** 9540 (18 X 530)

**Library Expenses** 0

**Equipment & Supplies** 0

**Rent (or facilities expense)** 0

**Activity fees (including field trips, excursions, special events, admission fees, etc.)** 4420 (20 X 221)
Insurance 150 (2 X 75) 760 (18 X 38)

Advertising and Publicity 500

Telephone 0

Bankcard Fees 0

Postage 0

Other 0

**Total Expenditures** 49,774

**Net Revenue**

(Total Revenues – Total Expenditures) 2426

**Surplus (Deficit)** 2426

* Include application fees, forfeited deposits, if any. Also include travel, room and board if paid as part of program costs by students of Loyola.

** This is not related to any program employment. Students may apply for Federal grants.

*** Include travel if it is not reported as part of Total Student Payment, above.

**** Include room and board if cost is not reported as part of Total Student Payments, above.

If a deficit exists, please explain how the program will be funded:

**N.A.**

A. Will funding for the summer foreign program affect the program of the sponsoring college? (Please Explain)

**No.**

B. What are the projected tuition and fees for next summer? (Please offer estimates of cost on a per student basis.)

Since this will be the first summer the program is offered it will have to be evaluated before projections are made. It is hoped that the cost will not change significantly.

**III. FACULTY AND STAFF**

A. Please attach copies of resume/vita of the director/ coordinator.
See attachment.

B. Will the director/coordinator participate concurrently in another program?  
If answer is yes, please explain.  

No.

C. Will the director/ coordinator be on site for the duration of the program?  
If answer is no, please explain.  

Yes.

D. Our current policy requires that the director/coordinator or other responsible member(s) of  
the program faculty or staff shall have had some experience with the same or similar program  
or possess a background that is an adequate substitute for such experience. Please explain  
how this requirement will be fulfilled.

The Director founded and is Co-director of the Loyola Summer Study in  
Dharamasala, India Program.  He has spent three summers in India, one working  
with the co-sponsoring organization and planning the Loyola summer program, and  
two teaching and directing the summer program.  The India Program is highly  
successful. Interest in the program is high and students have been extremely  
enthusiastic about the program. The trips have gone very well and the program has  
established a very good reputation.

E. At least one member of the full-time faculty or on-site staff shall be (1) fluent in both English  
and the language of the host country, and (2) familiar with the country culture in which the  
program is offered. Please explain how this requirement will be fulfilled.

The coordinator, Dr. Stephen Duplantier, formerly a professor at several American  
universities, has lived in Costa Rica for the past four years.  He is fluent in Spanish  
and intimately familiar with the local culture. He now leads ecological and cultural  
tours in Costa Rica.  One faculty member, Jacqueline Bishop, also speaks Spanish  
and has spent time in Costa Rica studying tropical forests and doing artwork. She  
also lectured, exhibited and did workshops with students in Bolivia, Brazil and  
traveled with scientists in Venezuela, Peru, and several other Latin American  
countries.

F. Please supply the following information regarding any on-site assistance by staff members,  
including secretarial and student support service, provided for the Program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institutional Affiliation</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>

8
G. Please provide the following information regarding each faculty member teaching in the program and in addition, attach a resume/vita for each faculty member.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Institutional Affiliation</th>
<th>Courses offered/Responsibilities</th>
<th>Languages in which Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. John P. Clark, Professor of Philosophy</td>
<td>Loyola University New Orleans</td>
<td>Environmental Philosophy</td>
<td>English, French</td>
</tr>
<tr>
<td>2. Jacqueline Bishop, Instructor in Visual Arts</td>
<td>Loyola University New Orleans</td>
<td>Art and the Environment</td>
<td>English, Portuguese, Spanish</td>
</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

H. Will at least one faculty member be assigned to full-time duties with the program? (This may be the same person as the director/coordinator. If your answer is no, please explain.)

Yes.

I. Does either the director/coordinator or a member of the faculty hold a full-time academic appointment at Loyola University New Orleans? If your answer is no please explain.

Yes.

J. Please provide copies of faculty actions (minutes, resolutions, etc.) approving the appointment of the director/coordinator, and faculty member(s) who are part of the program.

V. EDUCATIONAL PROGRAM

A. For each course to be held, complete the following section.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
<th>Description</th>
<th>Basic Requirements</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Instructor</td>
<td>Description</td>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Environmental Philosophy</td>
<td>John P. Clark</td>
<td>The course focuses on concepts of nature, ecology and environment, and on the relationship between the person, humanity and the natural world. We investigate concepts of nature and of humanity's place in nature in various traditions.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Art and the Environment</td>
<td>Jacqueline Bishop</td>
<td>The course explores the connections between the natural and the human biology through the creative process and focuses on ecology as culture. Students will study the landscape firsthand and reproduce their experiences through imagery and writing on paper scrolls. By piecing together various discarded papers that were once trees, they will create their own delicate ecosystems in a personal language that will reflect the delicate tropical ecosystem in which they live.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students read selections from texts in Environmental Philosophy and Ecology and write short reflection papers on the readings. They attend classes and participate in activities and keep a journal on their experiences. At the end of the course they write a paper on a major issue in Environmental Philosophy.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students will view 2 slide presentations “50 global, contemporary visual artists who focus on landscape issues in their work” and “The Presence of Trees” and read Should Trees Have Standing” by Christopher Stone and “The Power of Trees by Michael Perlman. This material combined with personal forest experiences will be reflected in their scrolls which will be installed in an art exhibition for critique and discussion at the end of the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Please state the average and maximum number of credit hours students may earn in the program.

CREDIT HOURS

Average per Student  6
Maximum per Student  6

C. Will instruction in any course(s) be in a language other than English? If your answer is yes, will the students enrolled in the course(s) either be fluent in the language of instruction or be provided with a translator? Please explain.

No.

D. Will credit be given for field placements/externships, practicums (e.g.; in government or corporate offices in educational or cultural institutions, or public service entities)? If your answer is yes, please provide the following information.

No.

1. How many students will be involved in the field placements?

N.A.

2. Please list each placement, identify its location, and mode of transportation.

N.A.

3. How and by whom will the placements be arranged?

N.A.
4. How and by whom will the work of the students and their instructors or mentors in the field be supervised? Indicate the number of credit hours to be awarded.

N.A.

E. Please list visits to cultural institutions/educational field trips in the host country and state the amount, if any, of class credit hours awarded for each visit.

<table>
<thead>
<tr>
<th>Visits to Cultural Institutions/fieldtrips</th>
<th>Identify Location</th>
<th>Mode of Transportation</th>
<th>Number of Credits Per Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Museo de Oro</td>
<td>San José</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>2. Teatro Nacional</td>
<td>San José</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>3. Museo de Arte Contemporaneo</td>
<td>San José</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>4. Earth University</td>
<td>Guápiles</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>5. Wildlife Tour</td>
<td>Sarapiquí River and Tortuguero Wilderness</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>6. Field Trip</td>
<td>Los Lagos near Arenal Volcano</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>7. Field Trip</td>
<td>Río Celeste National Park</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>8. Field Trip</td>
<td>Guatuso Maleku Indigenous area and Palenque Margarita Rancho</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>9. Field Trip</td>
<td>Playa Coyote</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>10. Field Trip</td>
<td>Nicoya Peninsula</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>11. Field Trip</td>
<td>Piedades Sur</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>12. Field Trip</td>
<td>Cloud Forest of Cerro Azahar</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>13. Field Trip</td>
<td>La Guaria</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>14. Museo de San Ramón</td>
<td>San Ramón</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>15. Jose Figueres Museum</td>
<td>San Ramón</td>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>16. Field Trip</td>
<td>Sarchí</td>
<td>bus</td>
<td></td>
</tr>
</tbody>
</table>

F. Will course materials, including all text materials needed for a full understanding of the assignments, be self-contained? If your answer is no, please describe the library or other resources that will be made available to the students.

Students bring copies of course texts. Ancillary readings and visual course materials are available online. The natural sites field experiences in Costa Rica are an essential part of the program. The various forests, rivers, ethnological sites, and national parks are both the setting and the source of information for the students.

G. Please describe any library or other resources you will make available to the students at the program site.

The Site Coordinator maintains a collection of books, offprints, and textual resources which are at the disposal of the students. Online resources are likewise available.
H. Please describe planned co-curricular activities.

Costa Rica is well-known as a destination for extraordinary natural experiences. The national park system has a well-deserved world class reputation. This study abroad experience takes advantage of these opportunities by a careful integration of field experiences and learning opportunities. The rain forests, cloud forests, volcano observatories, rivers, shorelines, mangrove swamps, etc, are both the sites and the living learning laboratories for the students. The co-curricular activities include extensive experiences in cultural institutions in the capital, San José, close observation of eco-sustainability projects at Earth University in the Caribbean lowlands, a wildlife observation tour of the Sarapiquí River in the Tortuguero wilderness (students observe the fauna and flora of a riverine system that is the home of many species which have migrated from the Amazonian region of South America.), field experiences at the currently active Arenal volcano (students learn the geological history of Central America and especially observe processes of volcanism). The lava they see erupting has traveled from a deep source under the Galápagos Islands along the Cocos tectonic plate. Students also study the recent research on the origins of life on earth as having a basis in the production of amino acids via the activation of volcanic gases by lightning. The students spend a day visiting the Guatuso-Maleku indigenous area. They see the presentation of the Indians as the self-interpret their history and present culture. The students will also have read beforehand an ethnographic account of this Indian nation, so they can ask incisive questions of the Cacique (chief). The Rio Celeste rainforest hike to a volcanic vent is a continuation of their volcanism studies. They observe the transformation of a normal brown water river into a swimming pool of crystalline blue river as it passes over a volcanic vent. The Pacific Ocean and shoreline on the Nicoya peninsula is an important co-curricular experience. This natural classroom provides opportunities for observation of natural and cultural processes at work. Side visits include a tour of a Pacific Dry Forest with associated faunal assemblages, a mangrove swamp that illustrates the energy exchanges and rich near-shore habitat. Although Costa Rica is a leader in environmental conservation, pressure from multinational development and global forces is adversely affecting the country. Students have opportunities to witness these changes and learn by direct observation. Upon a return to the interior, the students spend many days living in a small village in home-stay arrangements with villagers. They participate in the daily rounds of life in the cheese-making village. This will be a cultural immersion experience that affords a valuable cross-cultural perspective for the students. The village is close to a primary cloud forest. Daily experiences and up-close observation of the forest is a laboratory for the study of the effects of climate change. As global warming heats the upper reaches of mountain tops in the tropics, species living in the montane cloud forests have no where to go. Students will see first hand the biodiversity of the forests and ponder both the unknown ecological effects of the climatic changes. Throughout all of these richly-varied co-curricular experiences, the students will have the opportunity to process their observations and impressions through carefully structured formal learning sessions.

V. STUDENTS
A. Maximum number of students anticipated

18

B. Please state criteria for admission to the program.

Students accepted into the program must meet the following criteria:
1) Have a GPA of at least 2.5;
2) Must have taken Phil T122 Intro to Philosophy or equivalent
4) Be in good standing.
4) Must be able to undertake successfully a program of studies while adapting to the
   demands of travel and an unfamiliar local environment.
5) Must be able to live and work in buildings that are not wheelchair accessible and
   to participate in the moderate physical demands of walks and hikes for program
   activities.

C. What documents will applicants from other schools be required to submit as evidence of their
   qualifications for admission to the program?

The student will submit:
1) A copy of his or her current transcript.
2) Two letters of recommendation from unrelated adults attesting to the student’s
   character, ability to follow directions, and ability to adapt to new circumstances.
3) A one-page personal statement of why he or she wishes to participate in the
   program and what he or she expects to gain from participation.

VI. PHYSICAL FACILITIES

A. Please describe generally the following physical facilities available at the program site:

1. Program’s Administrative Office (and information regarding days and hours staffed):

   The Director, the second Loyola faculty member and the Site Coordinator will all
   travel with the students on the trip. No one is assigned to an office.

2. Classrooms to be Utilized by Program:

   Costa Rica is, literally, the living classroom for the students in this study abroad
   adventure. Formal classroom space in buildings is seldom required, though it is
   available if needed. For example, during the volcano experiences, the volcano
   observatory in the Arenal area becomes the classroom. Likewise, during the rain
   forest experience of Rio Celeste the boulders on the river’s edge become the finest
   natural classroom available. During the visit to the Guatuso-Maleku indigenous
area, the classroom is the *palenque* (stockade) of the Indians, built in the ancient style of these people.

3. Equipment necessary for teaching scheduled courses.

    N.A.

4. Office Space for program faculty:

    *Faculty will use their rooms for office work.*

5. Study Space for student:

    *Students will use their rooms for study.*

6. Common Areas:

    *The various outdoor and indoor settings of the activities in the Costa Rica adventure have many suitable areas for common activities and engagements.*

**VII. HOUSING**

A(1). Please describe generally the housing that will be provided for students in the program and supply information regarding cost, quality, soundproofing, sanitation, safety, and proximity to classes.

*The home stay portion of the study abroad adventure will have students staying in the homes of villagers. Safety is excellent and sanitation is adequate (flush toilets, clean running water). In fact, the water quality in Costa Rica is better than the U.S. Likewise, the healthcare system in Costa Rica is high quality. Free emergency care by U.S. and Cuban-trained physicians is offered at regional hospitals. Emergency care and transportation is provided by the local Cruz Roja (Red Cross). In other locations of the various parts of the adventure, accommodations are in hotels or in cabins. The cabins are obviously more rustic, but perfectly safe and clean.*

(2.) If the housing that will be made available to the program is less desirable than housing normally used by students in the U.S., will registrants be so informed, and will information be provided regarding the cost of better quality housing in the same area?

*Applicants will be informed of the nature of the housing. Many of the customs and living styles in Costa Rica are different from those experienced in the U.S. Part of the content of the program is the study of eco-sustainability and participatory exposure to Costa Rican life and culture. As smaller ecological footprints and more sustainable ways of living become not only more desirable, but necessary, the lessons of people like the Costa Ricans who live well more cheaply and more sustainably than people from the developed world becomes enormously important. It is expected that many students who are interested in this program will find the
housing and living experience to be highly desirable. There is no plan to offer alternative housing on this trip.

B(1). If the program will not provide housing for students, please supply information on the availability, approximate cost, and location of housing that will be available for student use.

N.A.

(2) Will this information regarding non-program housing be provided to prospective registrants?

N.A.

D. Please provide information regarding access to student housing by persons with disabilities.

The On-site Coordinator, Dr. Duplantier, has extensive experience in access for disabled persons because his wife is confined to a wheelchair. He notes that Costa Rica has good laws, but minimal compliance for disabled persons. Urban accessibility in general is adequate; however, many essential parts of this adventure are to areas where wheelchairs simply cannot go. The rainforest and cloud forest activities, which are the major part of the program, will make participation impossible for persons with certain disabilities that limit mobility.

VIII. CANCELLATION OF PROGRAM

A. Please describe the circumstances under which cancellation policies and procedures might occur.

The only foreseeable reason that the program might be cancelled is due to natural disaster. In the case that this or some other circumstance makes it necessary to cancel the program before departure, all payments would be fully refunded. Airplane tickets are generally non-refundable, but it is usually possible to receive a travel voucher for use at a later date. If the program must be cancelled after we have arrived, then all costs that can be refunded will be refunded in full to students.

B. How will the cancellation policies and procedures be communicated to the students and what arrangements will be made in the event of a cancellation?

Cancellation policies will be made clear in the application forms provided for interested students. In the event of a cancellation before departure, students will receive a full refund, except for airfare which could be converted to a travel voucher. In the event of a cancellation after we have arrived, we will make travel arrangements for students to return to the U.S.
C. Please describe the methods that will be employed by the Director/Coordinator to comply
with the requirement to communicate State Department Advisories?

Any relevant State Department Advisories will be included in the application forms
provided for interested students.

D. If the changes in the course offerings or other significant aspects of the program occur, will
the applicants who have paid or registered for the program be accorded an opportunity to obtain
a full refund of all fees paid?

Yes.

IX. DISCLOSURES

A. Please describe where and how the following information will be provided to each prospective
registrant in the program.

<table>
<thead>
<tr>
<th>Disclosure requirements</th>
<th>Method of Disclosure</th>
<th>Date disclosed/meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates, locations, description of the program, and size of enrollment</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>The nature of the relationship with the foreign institution other than the provision of facilities and minimal services</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>The number of students expected to participate in the program from the sponsoring institution and the number of students from other schools (if the program is open to other students)</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Where the program is not limited to students from U.S. schools, the countries likely to be represented and the number of those students</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Description of each course and number of credit hours</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Schedule of classes with days and times for each class</td>
<td>Course syllabi posted on web</td>
<td></td>
</tr>
<tr>
<td>Requirements for student performance and grading methods</td>
<td>Course syllabi</td>
<td></td>
</tr>
<tr>
<td>Description of fieldtrips, excursions, and co-curricular activities</td>
<td>Online and Brochure; separate itinerary</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Enrollment limitations on any courses offered and criteria for enrollment</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Information</td>
<td>Format</td>
<td>Note</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Acceptance of any credit or grade for any course taken in the program, including internships/externships and other experimental learning offerings, is subject to determination by the students' home school.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Descriptive biography of program, Director/Coordinator and each faculty member.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Name, address, telephone and fax number, if available, of an informed contact person at Loyola and on-site foreign location.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Complete statement of all tuition, fees, anticipated living costs, and other expected expenses.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Description and location of classrooms, administrative offices and living arrangements.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>The extent to which the country, city, and facilities are accessible to students with disabilities.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>Circumstances under which the program is subject to cancellation, what arrangements will be made in the event of cancellation.</td>
<td>Online and Brochure</td>
<td>Brochure will be produced as soon as program is approved.</td>
</tr>
<tr>
<td>State Department advisories.</td>
<td>In acceptance packet</td>
<td>Sent when student accepted.</td>
</tr>
<tr>
<td>Requirements regarding insurance coverage.</td>
<td>Included in program</td>
<td>N.A.</td>
</tr>
<tr>
<td>Description of cultural norms and expectations.</td>
<td>Meetings with students.</td>
<td>To be scheduled in April</td>
</tr>
<tr>
<td>Program orientation.</td>
<td>Meetings with students.</td>
<td>To be scheduled in April</td>
</tr>
<tr>
<td>Student Handbook- student policies regarding alcohol consumption, drugs, sexual harassment, generally unacceptable behavior and procedures for complaints and grievances.</td>
<td>Notification letter of acceptance into the program</td>
<td>Sent when student accepted.</td>
</tr>
<tr>
<td>Waivers and warnings in general.</td>
<td>Standard for all summer programs</td>
<td>N.A.</td>
</tr>
<tr>
<td>Notices of any changes and refund policy.</td>
<td>Standard for all summer programs</td>
<td>N.A.</td>
</tr>
</tbody>
</table>
B. If changes in the course offerings or other significant aspects of the program occur, will applicants who have paid a deposit or registered for the program be accorded an opportunity to obtain a full refund of all fees paid?

Yes.
LOYOLA CLOUD FOREST ADVENTURE  
SUMMER STUDY IN COSTA RICA 2009  

ITINERARY

Listed below are the diverse cultural, nature-exploration and recreational activities on the trip (subject to minor changes as needed). There will also be two class sessions scheduled for most days.

**June 17**  
Arrival. Transfer to San Jose, Hotel Pangea. Museo de Oro, Museo de Arte Contemporanea, Teatro Nacional, Mercado Central.

**June 18**  
Drive to Guacimo in Caribbean lowlands through the Braulio Carillio wilderness. Tour of Earth University’s sustainability and organic agriculture projects. Lunch at Earth University. Drive through banana plantations. Afternoon coffee stop at a soda (small restaurant).


**June 19**  
Early departure from Puerto Viejo through the llanos (plains) dominated by pineapple plantations. Arrive at Fortuna. Balance of day at Los Lagos near Arenal volcano: aerial zipline canopy tour; swimming, hot springs, crocodile exhibit, frog exhibit, butterfly house. Evening trip to lava observatory. Picnic at volcano. Cabin style lodging.

**June 20**  
Early departure for Rio Celeste National Park. Breakfast at park. This is the crystal blue water river deep in a rainforest in the Tenorio range. Just before arriving to Rio Celeste, the group stops along the unpaved road for a short walk to marvel at an enormous Ceiba tree-sacred to the Maya and other groups.

At Rio Celeste, there is a 5 km walk through a primary rainforest to the river that passes over a volcanic vent and is transformed from an ordinary brown river to the purest crystalline blue. The river banks have hot springs and bubbling sulfurous pools before tumbling over a waterfall. This experience is enchanting purely on the visual level but also geologically interesting.

Drive to Guatuso Maleku indigenous area. We will visit Palenque Margarita Rancho (settlement) --in the Maleku language “Caoranh Toaf.” Our hosts make an “artistic presentation” (a dance), we are guided through a botanical garden planted with the medical plants of the Maleku. There is an opportunity for hands-on target practice with their bows and arrows. Lunch features their food specialities. Then we visit their artisans at work and lastly attend a presentation of the history of the Maleku from earliest times to the present. It is important to know that the Maleku suffered terribly at the hands of colonial overlords. An alternative experience is an afternoon with Don Ovidio Castro, a Guatuso shaman. He will conduct a plant walk through a forest, show his shaman’s garden, as a way of explaining their ethnobotany. Then he (or his wife) makes lunch. The afternoon ends with a special ceremony.

We may get to meet the Cacique (“chief”). This experience opens the door to understanding the ethnic minorities of Costa Rica and allows students to enlarge what they learned from the exhibits at the Museo de Oro with the Maleku’s presentation of their own culture.

Evening in Fortuna, shopping, crafts, sights.
**June 21**

Side trip to a sculptor’s rustic studio. Hike to a waterfall, study volcano geology. Lessons on volcanoes and the making of Central America’s soil as the basis of biodiversity. Finish day at volcanic hot springs.

**June 22**


**June 23-25**

Playa Coyote. Travel to the Nicoya Peninsula which juts out into the Pacific Ocean. We spend four days at Bejuco on the Pacific coast. We live in a large cabin attended by a cook who prepares typical Costa Rican foods and especially the fresh seafood of the area.

Days at the beach are perfect for both fun and various kinds of experiential learning activities. There are tide pools full of plants and animals worth observing. The group will visit a mangrove swamp and a Pacific Dry Forest. Included also is a horseback ride and a visit to an art center at the Punta Islita Hotel. Class and outdoor studio time for discussion, creating.

**June 26**


**June 27-30**

San Antonio Zapotal is a remote village that specializes in cheese production. The group is housed individually or in pairs in the homes of the people of San Antonio. Class sessions can meet at the small high school or in field sessions. During the morning hours, there will be explorations of the cloud forest of Cerro Azahar nearby.

During the days here, there are good opportunities for cultural exchange. The women of the village have planned a cooking lesson. Everyone will learn how to make some signature campesino specialties. A horse ride through the farms and fields gives a different view of rural life.

The young people of San Antonio would like to play a soccer match with Loyola. There is also a fiesta of some sort planned.

**July 1**

Leave San Antonio. Horseback coffee finca (farm) tour near Piedades Sur.. Tour of organic coffee beneficio (processing plant) Traditional olla de carne meal in farm house in La Guaria.


**July 2**
Presentation and exhibition of final projects in Museo de San Ramón. Reception with local attendees and area students. Visit San Ramón’s sights, especially a tour of the Jose Figueres Museum. Figueres is the culture hero of the 20th century who saved the country from dictatorship and abolished the army in 1948.

Late afternoon side trip to Sarchí, the artisan village famous for furniture, wooden crafts, and the painted oxcart workshops. Return to San Ramon. Prepare for next day departure.

July 3

Depart for one hour ride to airport and return flight.
Instructor: Jacqueline Bishop
Telephone: 504-566-1306 studio/504-884-0689 cell
Email: Beijo28254@aol.com
Texts: Michael Perlman, *The Power of Trees: The Reforesting of the Soul*
Christopher Stone, *Should Trees Have Standing*

Art Supplies:
Collage glue
Pens, pencils, watercolors (National Art and Hobby Shop, Magazine Street)
Large tube for transporting paper scrolls (Kinkos, other mailing services)
Variety of collected discarded papers (packaging, stamps, wall paper, wrapping paper, newsprint, magazines, etc. (explore the streets of New Orleans and Costa Rica).

General Description:
Ecopsychologist Theodore Roszak states that “art is our oldest and richest form of ecology,” dating back to the Paleolithic and Neolithic cave paintings. This course will explore the role of contemporary visual art for communicating issues about landscape and society and how visual art can communicate on a deeper level the relationship between human beings and nature. Considering paper comes from trees, the reading material will focus on trees and the art project will focus on paper. Students will read sections from two books, write three papers, give individual oral presentations about the reading material, spend time with a shaman studying ethnobotany, take field trips and create a large scale paper scroll that will be used for recording their observations about the reading material, class discussions and their experiences in Costa Rica. Students will explore the urban and forest environments in Costa Rica, and should be prepared to communicate this through art. For the final critique they will install their work referred to as Paper Scroll Field Notes in a local museum for an exhibition and should be prepared to discuss their materials and content.

Class Discussions:
Each class session will involve an in-depth discussion of the assigned reading material for that session and discuss the creative process of the paper scroll. There will also be time to do actual work on the scrolls.

Class Participation:
Students should be prepared to lead discussions on assigned reading in each class. All students are expected to participate in class discussion and field trips.

Papers:
Each student will be responsible to write three papers of 1500 words each and a fourth paper will be in the form of an art project, which will be the Paper Scroll Field Notes. There will be no exam, which means the papers and paper scrolls are important. The first paper will be due before departure for Costa Rica and argue for or against the book *Should Trees Have Standing.* The second paper will discuss *The Power of Trees: The Reforesting of the Soul* and discuss how imagination and contemporary visual art might address or communicate landscape issues. The final paper will focus on species extinction in Costa Rica. Students will be required to do research
and write a paper on something that has become extinct in their own lifetime; (mammal, fish, plant, bird, insect, religion, culture, civilization, etc. in Costa Rica). This paper should focus on the history and evolution of the selected subject and include photography, drawings, paintings, or collage to represent the species. The final project will be the paper scrolls and be installed in a museum setting for exhibition and for final class critique.

**Paper Scrolls:**
Each student will be responsible for collecting his or her own discarded paper from New Orleans and Costa Rica for keeping their “field notes. Each student will be responsible for writing daily observations on the paper scrolls. Before departure for Costa Rica, there will be three class sessions presenting slide presentations of contemporary art that focuses on landscape issues, a demonstration on collage with various examples of discarded paper and necessary art supplies. The scrolls should be made with light-weight papers for easy transporting inside a large tube. The paper scrolls should be approximately 3 feet by 10 feet, but can be as long as 20 feet long (whatever will safely fit inside a tube). The scrolls will be graded on craftsmanship, theme, content, creativity, paper types, and the variety of mediums used to create it.

**Grading and Attendance:**
There is no exam. Grades will be given on attendance, enthusiastic class participation and discussion, written papers and Paper Scroll Field Notes. It is recommended that students use their imaginations. Absences will affect the grade.

**Assignments:**
First 3 classes held at Loyola before departing for Costa Rica. Each class will be divided between class discussion of reading material and writing session and work on collaged paper for the art project.

- **Class 1** *Should Trees Have Standing* pgs. 3-50. Discussion on reading material and 45 minute slide presentation on contemporary artists who explore landscape issues in their work. Begin taking notes for the project. Thirty minute demonstration of art materials for the art project. Begin collecting discarded paper for project.

- **Class 2** *Should Trees Have Standing* pgs. 57-94 Discussion on reading material and 45 minute slide presentation on trees around the world and contemporary artists who use tree symbolism in their work. Bring discarded paper to class for discussion and begin art project.

- **Class 3** Papers due on *Should Trees Have Standing*. This paper should be at least 1500 words arguing for or against Christopher Stone’s court trial for the rights of trees. The book should also be recorded in art project. Slide presentation and discussion on Costa Rica.

- **Class 4** Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 1 pgs 1-15 / include discussion in art project.

- **Class 5** Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 2 pgs 19-37 include discussion and work on at project

- **Class 6** Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 3 pgs 38-54 and work on art project
Class 7 Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 4 pgs 81-99 and work on art project.

Class 8 Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 5 pgs 127-151 and work on art project.

Class 9 Discussion on *The Power of Trees: The Reforesting of the Soul* Chapter 6 pgs 152-162 / Art project.

Class 10 Papers due/1500 words on student’s reflections on the book. Day field trip with a shaman studying plants and trees.

Class 11 Research for final paper. Paper should be 1500 words about an extinct species in Costa Rica.

Class 12 Field trip to city museums and landmarks, collect any discarded paper for paper scroll project during this trip.

Class 13 Writing session recording field trip and working with paper for paper scrolls.

Class 14 Final papers due on “Extinct Species in Costa Rica”.

Class 15 Final critique on Paper Scroll Field Notes in a local museum. Students will install their ten foot paper scrolls in a museum setting where they will discuss and defend their materials and content. After the class critique an organized event of local community artists, activists and others will be invited to view the works and meet the students.
COURSE DESCRIPTION
PHIL-V143-001
ENVIRONMENTAL PHILOSOPHY
(Prerequisite: PHIL 122 or equivalent)
Summer 2009
Costa Rica Program

Instructor: Prof. John Clark  
Office: BO 413  
Tel.: (504) 865-2790
Email: clark@loyno.edu  
FAX: 865-3948  
Web page: http://www.loyno.edu/~clark/


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

General Description: In this course we will reflect on the concepts of nature, ecology and environment, and on the relationship between the person, humanity and the natural world. We will investigate concepts of meaning and value in nature and of humanity's place in nature in Western philosophy, in Asian thought and in indigenous cultures. We will also discuss the ways in which our experiences in the rain forest and cloud forest of Costa Rica contribute to the understanding of these issues. We will read and discuss selections from four works. Adrian Forsyth and Ken Miyata's *Tropical Nature: Life and Death in the Rain Forests of Central and South America* presents an introduction to tropical biology, including a detailed depiction of the richness of tropical forests. It will prepare the class both for the experience of the Costa Rican rain forest and cloud forest and also for our discussions of issues concerning meaning and value in nature. Carolyn Merchant in *The Death of Nature: Women, Ecology and the Scientific Revolution* analyzes the historical and theoretical movement from an organic to a mechanistic view of nature, while at the same time showing the interconnection between ideas of nature and the feminine, and between the domination of nature and the subordination of women. Annie Dillard’s *Pilgrim at Tinker Creek*, is a contemporary classic of nature writing that focuses not only on the most sublime and inspiring aspects of nature, but also on phenomena that are grotesque, alienating and disturbing. Gary Snyder’s *The Practice of the Wild* develops the theme of the connection between wildness, freedom, and creativity, and explores the contributions of Asian traditions such as Daoism and Buddhism and of Native American culture to our thinking about nature.

Goals and Objectives: 1) The course will help the student develop the ability to interpret plausibly and evaluate with insight philosophical arguments, problems, and issues. This will be done through class discussions and critique of the readings, in reflection papers in which the students will reflect critically on the reading for each class, and in the final paper. 2) The course will help the student develop the capacity “to reflect on and critique presupposed value latent within our world, our commitments, our beliefs, our methodologies, our institutions, and our courses of study.” This will be done through raising issues in our readings and class discussions that challenge conventional views of nature and juxtapose views of nature from various cultures and philosophical traditions. Views of nature in the Christian, Buddhist, Daoist, Native American, and other indigenous traditions will be addressed. 3) The course will help the student develop the capacity to see connections and relationships between academic disciplines as different perspectives on “the interrelationships among all things.” This will be done through readings, discussions, and critical reflection papers addressing philosophical, religious and literary expressions of values related to nature.

Brief Reflection Papers: As noted, our objective of developing the student’s ability to interpret plausibly and evaluate with insight philosophical arguments, problems, and issues will be pursued through brief reflection papers on each assignment and through class discussions of these assignments. Classes will consist of detailed discussion of issues in ecophilosophy, based on our readings. Before leaving for Costa Rica, students will write a brief reflection paper of about one double-spaced typewritten page (about 300-
400 words) for each assigned reading (there are twenty reading selections and a total of about 400 pages of reading for the course). Reflection papers might address questions such as the following: 1) What is the most important thing you learned from the reading and why do you consider it to be important? 2) What in the reading did you find to be most questionable, misleading or erroneous? 3) What is the most important question that the reading posed for you and why is it important? 4) Has the reading stimulated your further thinking on some issue that it raises? Reflections will be posted on Blackboard and must be completed before our departure.

**Classes:** We will have two class sessions near the end of the Spring semester for an introduction to the course and its content and an orientation for our trip to Costa Rica. We will also have fourteen class sessions during the trip in which we will discuss the assigned readings, the reflections posted on Blackboard, and issues in environmental philosophy.

**Major Reflection Paper:** There will be a final reflection paper in which the student makes use of what he or she has learned through the readings, lectures and class discussions, experiences during the trip and additional research, as needed to delineate and support the student’s position. The emphasis will be on reflection on philosophical issues rather than extensive research, and any quotations and paraphrases should be brief. The general topic of the final paper will be “meaning and value in nature” and its length will be three to four thousand words.

**Grades:** Grades will be based on: the brief reflection papers (40%); participation in class discussions and activities during the trip (30%); and the final reflection paper to be written after returning (30%).

**University Statement on Intellectual Honesty:** "Intellectual honesty is simply acknowledging, through documentation, all those sources that the writer has used in preparing any written work. Plagiarism, the obverse of intellectual honesty, is the use of any form of material, whether written or verbal, without formal indebtedness through documentation. The paraphrasing of any work, either written by other students or found in print or in electronic form, without acknowledgement, is plagiarism. Not properly identifying the source of a quotation, even though the quotation is enclosed in quotation marks is also plagiarism. Not only the exact language of a sentence or phrase, but any material falsely presented as one's own--an idea, a concept, data, graphs, or a line of argument--constitutes plagiarism. Any material that neither originates with the student nor is common knowledge among educated persons must be formally acknowledged. It must be remembered that written work stands on its own, not on the intention of the writer. The burden of intellectual honesty rests on the student, not on the instructor. If students have any doubts about what is required, they should inquire before the work is submitted. Otherwise, they open themselves to charges of plagiarism. The penalties for plagiarism are severe: a student who is found to have plagiarized or to have assisted another student in plagiarizing may be given a failing grade for the course on the first violation; a second offense may result in exclusion or dismissal from the university." (Adapted from "Standards of Writing," City College, 1971. For the complete details on standards, penalties, and appeals procedures, see "Integrity of Scholarship and Grades," Loyola Undergraduate Bulletin)

**Readings**

2. *Tropical Nature*, Ch. 2 & 3 (17-38)
3. *Tropical Nature*, Ch. 6 & 8 (63-75, 89-101)
4. *Tropical Nature*, Ch. 9 & 11 (103-113, 125-137)
5. *Tropical Nature*, Ch. 16 & 17 (197-218)
6. *Death of Nature*, Ch. 1 (1-20)
7. *Death of Nature*, Ch. 1 (20-41)
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Chapter/Section</th>
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<tbody>
<tr>
<td>8.</td>
<td>Death of Nature</td>
<td>Ch. 4 (99-126)</td>
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<tr>
<td>9.</td>
<td>Death of Nature</td>
<td>Ch. 7 (164-190)</td>
</tr>
<tr>
<td>10.</td>
<td>Death of Nature</td>
<td>Ch. 9 (216-235)</td>
</tr>
<tr>
<td>11.</td>
<td>Pilgrim at Tinker Creek</td>
<td>Ch. 1 (3-15)</td>
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<tr>
<td>12.</td>
<td>Pilgrim at Tinker Creek</td>
<td>Ch. 4 (55-72)</td>
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<tr>
<td>13.</td>
<td>Pilgrim at Tinker Creek</td>
<td>Ch. 8 (124-148)</td>
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<tr>
<td>14.</td>
<td>Pilgrim at Tinker Creek</td>
<td>Ch. 10 (161-183)</td>
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<tr>
<td>15.</td>
<td>Pilgrim at Tinker Creek</td>
<td>Ch. 15 (265-277)</td>
</tr>
<tr>
<td>16.</td>
<td>Practice of the Wild</td>
<td>Ch. 1 (3-24)</td>
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<tr>
<td>17.</td>
<td>Practice of the Wild</td>
<td>Ch. 2 (24-47)</td>
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<td>18.</td>
<td>Practice of the Wild</td>
<td>Ch. 4 (78-96)</td>
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<td>19.</td>
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<td>Ch. 5 (97-115)</td>
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<tr>
<td>20.</td>
<td>Practice of the Wild</td>
<td>Ch. 7 (144-154)</td>
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