**General Education Course Inclusion Proposal**

**SP 495 - Environmental Communication in the Brazilian Context**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** SP 495 – Environmental Communication in the Brazilian Context

**Home Department:** Communication & Performance Studies (CAPS)

**Department Chair Name and Contact Information**: Jim Cantrill, [jcantril@nmu.edu](mailto:jcantril@nmu.edu)

**Expected frequency of Offering of the course**: Every Other Winter (extending into May intersession)

**Official Course Status**: Has this course been approved by CUP and Senate? YES\*

\*SP 495 – Special Topics in Communication Studies has blanket approval from CUP for no more than 3 offerings regarding any given topic before it must be submitted for renumbering and general inclusion in the catalogue. The CAPS Department intends to do so in the interim year after this first offering in winter of 2016.

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

*Course Content*

The goal of SP 495 - Environmental Communication in the Brazilian Context is to provide students with a survey of the social and natural environmental foundations for environmental communication in Brazil. Environmental communication is a field of inquiry spanning a variety of disciplines (e.g., anthropology, communication studies, psychology, sociology, political science, environmental studies) and it is expected that the course will contribute to a student’s ability to synthesize various ideas across disciplines. In addition, we want students to become more reflective of the differences between their native, United States understandings of environmental conditions and those of Brazilians who confront both similar and dissimilar social, economic, and environmental dynamics. In the end, we want students to (a) demonstrate basic knowledge of interactions between Brazilian society and their natural environment, (b) appreciate academic, governmental, and business sector approaches to dealing with environmental problems in Brazil, and (c) compare and contrast patterns of Brazilian environmental communication practices and effects with those typically encountered in the United States.

*Component Learning Outcomes* (assessed via written exam answers, journal entries, and capstone report)

A. Critical Thinking: In order to satisfy the *Evidence* learning outcome dimension, SP 495 requires students to use information gleaned from course readings, lectures and webinars at NMU, and a Faculty Led Study Abroad (FLSA) experience in Brazil to support arguments they make in responding to course assignments. In order to satisfy the *Integration* learning outcome dimension, SP 495 requires students to cumulatively combine ideas introduced in readings and lecture with the experiential knowledge gained in Brazil to produce novel analyses comparing and contrasting environmental communication practices in the United States and Brazil. In order to satisfy the *Evaluation* learning outcome dimension, SP 495 requires students to critically assess the relative value of related course content and experiences to identify and support pragmatic approaches to managing environmental challenges at home and abroad.

B. Integrative Thinking: In order to satisfy the *Disciplinary Connections* learning outcome dimension, SP 495 requires students to draw from and synthesize perspectives based upon a range of academic and lived knowledge so as to formulate better approaches to managing natural resources and protecting the environment in Brazil and the United States. In order to satisfy the *Transfer* learning outcome dimension, SP 495 requires students to use knowledge or experiences gained during the course to grapple with problems not specifically discussed in text, lecture, or briefings. In order to satisfy the *Integrated Communications* learning outcome dimension, SP 495 requires students to focus on both the form and content employed when completing the capstone assignment. That is, the content of their work must demonstrate the use of perspective-taking skills and culture-appropriate message design logics in examining both United States and Brazilian approaches regarding advocating for a sustainable society. Alternatively, the expository choices students make in deciding the best form for conveying that content (e.g., the organizational structure, design elements such as tables or images to include, the media of conveyance such as a composition or video or performance) are also considered when assessing the extent to which knowledge is being synthesized.

*Target Audience*

We anticipate SP 495 - Environmental Communication in the Brazilian Context will attract a wide diversity of students representing a variety of majors, including capable first and second year students (e.g., perhaps in the Honors Program) interested in the intersection of environmental studies and culture. Clearly, those majoring or minoring in relevant CAPS programs such as communication studies and public relations could use the course as an upper-division elective and others on campus would be enticed by its ability to satisfy General Education requirements. In addition, it should provide an excellent educational venue for students in the Superior Edge programs.

*Institutional Role*

SP 495 provides an excellent complement to existing on-campus General Education options, enhances the internationalization of our curriculum, and provides something of a unique opportunity for marketing the emerging “environmental” brand of our institution. This course also holds to all of NMU’s core values, particularly, *opportunity, environment,* and *inclusion.*

*Additional Considerations*

The successful marketing of this course is essential and that is one reason why we have both structured its delivery as we have. As seen in the attached syllabus, SP 495 has two components, on-campus and FLSA (already approved by the International Programs Office). The on-campus portion consists of a series of four, six hour weekend class sessions held across the span of winter semester (i.e., 24 contact hours). During these sessions, through a combination of lecture/discussion and webinars hosted by Brazilian colleagues at the University of São Paulo (both main and Piracicaba campuses) and the Federal University of Rio de Janeiro, students will gain a working understanding of (a) how environmental communications function in a variety of interactive contexts (e.g., mass media, public participation, civic democracy, governmental relations, and business outreach) and (b) the historical, cultural, and ecological conditions in Brazil that influence patterns thereof. Students will also be offered an opportunity to learn a bit of conversational Portuguese along the way. Thus offered, the course should be attractive to students wishing to take advantage of flat-rate tuition incentives. The FLSA portion will constitute the remainder of the four credit course load (at least 46 contact hours spread across two weeks in-country) and the FLSA proposal for SP 495 has been appended to this document. In this scheme, students would be able to leverage the additional cost of overseas travel to any financial aid they had available to them for the academic year.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type*: Individual Essay Examinations, Journal Entries, and Team Presentations (subjected to rubric analysis independent of grading scale)  *Frequency*: Eight times over the course  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack may sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) to provide a variety of grounds for assertions they make in addressing assignment directions for the journal entries they craft, the essays responses they provide, or the oral presentations they give. For example, a student team may be asked to research and give a detailed comparative analysis of how two different sectors of Brazilian society communicate about a specific environmental issue; in turn, the instructor would evaluate the frequency, type, and caliber of supporting materials students explicitly refer to in their presentation. |

|  |  |  |
| --- | --- | --- |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | *Task Type*: Individual Essay Examinations, Journal Reflections, and Team Presentations (subjected to rubric analysis independent of grading scale)  *Frequency*: Eight times during the course  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack may sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students use information gained in the course or from prior experience (e.g., other courses taken, employment settings, personal lives) to provide a well- reasoned and insightful synthesis in addressing assignment directions for the journal entries they craft, the essays responses they provide, or the oral presentations they give. For example, individual students may be asked to produce a journal reflection regarding how their past experiences have influenced their environmental values and ideologies; in turn, the instructor would evaluate the range, clarity, and appropriateness of the ideas and examples they turn to in developing their analyses. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task Type*: Individual Essay Examinations, Journal Reflections, and Team Presentations (subjected to rubric analysis independent of grading scale)  *Frequency*: Eight times over the course  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon established descriptive frameworks (e.g., Diffusion of Innovations, Audience Analysis, Transactional Model of Communication) to judge the situated propriety of communication strategies and tactics in the journal entries they craft, the essays responses they provide, or the oral presentations they give. For example, an essay question may require students to discuss how different portions of an environmental news release regarding Guanabara Bay fit into the Transactional Model of Communication; in turn, the instructor would evaluate the extent to which their arguments take into account specific framework elements as to support their overall assertions. |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Connections to Discipline** | Makes connections across disciplines | *Task Type*: Individual Essay Examinations, Journal Reflections, and Team Presentations (subjected to rubric analysis independent of grading scale)  *Frequency*: Eight times over the course  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack may sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students draw upon theories and concepts originating in different academic fields (e.g., cognitive hierarchy theory from psychology and public participation from political science) to demonstrate their ability to create holistic analyses in addressing assignment directions for the journal entries they craft, the essays responses they provide, or the oral presentations they give. For example, a journaling assignment may task students to describe and analyze (using 2 or more descriptive lenses presented in the course) their conversation with a Brazilian student who is very unlike themselves in terms of environmental values and beliefs; in turn, the instructor would evaluate how well students explicitly use comparisons and contrasts between the chosen models to provide insight into the nature of their exchanges. |

|  |  |  |
| --- | --- | --- |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | *Task Type*: Individual Essay Examinations, Journals, and Team Presentations (subjected to rubric analysis independent of grading scale)  *Frequency*: Eight times over the course  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack may sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students can illustrate ways in which environmental communication theories and topics (e.g., green marketing, framing, media relations) can be fruitfully applied to the Brazilian context in addressing assignment directions for the journal entries they craft, the essays responses they provide, or the oral presentations they give. For example, students may be required to assess Brazilian marketing for aspects of green marketing and green washing; in turn, the instructor would evaluate both the appropriateness of their applications regarding the theories and concepts embodied in the examined research as well as the degree to which they produce more-or-less novel solutions to the specifically situated problem. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | *Task Type*: Team Presentation Project (subjected to rubric analysis independent of grading scale)  *Frequency*: Once at the end of the international component  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: SP 495 may attract a wide range of students, however, most will likely be at the upper division level. Still, the prospect of international travel with students who are outside of their field of expertise, and granting that some may lack may sufficient motivation to follow through with instructions, result in cases where an enrollee could fail to achieve a “proficient” rating. Thus, our criterion level is 80%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which both the form and content employed in addressing assignment directions for the final team presentation. For example, a 2-3 person teams of students may craft and present two stories of how the 2016 Olympics is impacting society and the environment from the perspective of a local resident and a governmental official. The pair of students may be asked to choose among a range of resources (e.g., textbooks, interviews, meeting notes, lectures, internet searches) to develop and present (in a form of their choosing such as an annotated script, storyboard, or video) the two stories; in turn, the instructor would evaluate the students’ adaptation to the target audience (i.e., the rest of the class and/or the instructor), clarity of expression given the chosen format, and quality of resources drawn upon to meaningfully convey integrated ideas in their delivered project. |

1. Prior to leaving the United States, students will take a comprehensive short-essay examination on historical, cultural, and ecological conditions in Brazil that will require them to synthesize material learned in the on-campus workshops. This exam will be rubric-based graded following General Education guidelines (30%)
2. Approximately two weeks after returning stateside, 2-3 person teams of students will craft and present (using whatever format they deem most effective) a detailed comparative analysis of how two different sectors of Brazilian society communicate about a specific environmental issue. These presentations will also be rubric-based graded following General Education guidelines. (40%)

SP 495 Environmental Communication in the Brazilian Context Winter, 2016

**Instructor:** Shawn K. Davis **Office:** 220 TFA

**Phone:** 906-227-2034

**Office Hours:** Tuesday and Thursday, 2 – 4 pm, and by appointment

**Text:** Hochtetler & KeckGreening (2007) Brazil: Environmental Activism in State and Society

**POLICIES**

No work may be submitted after a deadline unless *prior and specific* arrangements have been made with the instructor. This includes all examinations and assignments. If you anticipate being unavailable during days scheduled for examinations, contact the instructor as soon as possible. Those having to miss an examination after a deadline listed in the syllabus for unforeseen circumstances are still required to contact the instructor beforehand (one can *always* find a phone or send e-mail) and receive a specific extension. If excused, students will be required to make-up the exam or deliver an assignment in a timely fashion. In short, contact the instructor *before* missing a deadline to secure an extension. Furthermore, it is expected that students will *not* wait until a deadline is near at hand to submit work to the EduCat course-site since, in the event their computer crashes or EduCat is temporarily unavailable at the last minute, they are still responsible for getting material posted on time.

It is essential that students follow instructions when completing examinations and assignments. It is thus incumbent upon students to understand what they are being asked to do, as well as follow through given any and all directions. For example, if an examination question requires a detailed response, students should provide more than one or two vague sentences in crafting an answer. Alternatively, if the instructions specify that the student submit work electronically using EduCat, students must meet that requirement. *Failure to follow the letter and spirit of any assignment instructions may result in the instructor simply recording a “zero” for that assignment without the student being given the opportunity to resubmit the work in a more acceptable form.*

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 158 Services Building, telephone number 906-227-2420. Furthermore, if you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.

Plagiarism is one of the most serious academic offenses that a student or scholar can commit and it may occur in many forms; pawning-off another’s work as your own (e.g., submitting the same extra-credit study question answers as another student), failing to cite the true sources of information, or cheating on an exam are examples of dishonest acts that will not be tolerated in this course. The appearance of systematic similarities between works submitted for credit (e.g., structure, arguments, examples, mistakes) serve as *prima facie* evidence of dishonest collusion warranting sanctions against *all* persons involved and the instructor has been known to prosecute those who commit academic violations such as plagiarism to the full extent allowable by institutional guidelines. Thus, it is best to clarify questionable practices before submitting work and to refrain from sharing specific answers with one another.

Students are strongly urged to keep-up with reading assignments (i.e., have chapters read by the date when it is due as noted in the course schedule) and participate in daily e-chats where individual questions can be addressed and issues explored with other students. Although the instructor does not "lecture from the text", he does use text material as a springboard. Furthermore, examinations involve questions drawn from all parts of the assigned chapters, including material not discussed in webinars. Similarly, many questions may deal with issues that are not to be found in the textbook.

Note that individuals are responsible for contributing to the production of group projects. Those who slack off in their responsibilities can expect low peer-ratings that will affect their grade in the course. Furthermore, if a majority of group members can demonstrate to the satisfaction of the instructor that one or more of their peers are either hindering the learning outcomes for the group as a whole or are not participating in the production of group responses, the team has the option of banishing those people from the group.

**COURSE OBJECTIVES**

This course is designed to introduce students to the environmental conditions in Brazil while focusing on the ways in which Brazilians communicate about and understand communications related to those conditions in the context of an integrated social science perspective. Following a series of 3-4 on-campus workshops dealing with Brazil in general as well as a variety of social science perspectives and a crash course in basic Portuguese, students will spend two weeks in-country (a) attending lectures by Brazilian academics, presentations by Brazilian environmental non-governmental organizations, and briefings by federal and state environmental agencies, (b) visiting a range of settings (e.g., favelas, sustainable industries, the Atlantic rainforest) that draw upon and influence environmental conditions, and (c) meeting with citizens in a range of relevant contexts. Roughly one-third of the time will be devoted to sightseeing and cultural encounters.

The following learning objectives will be used by the instructor the basis for assessing student learning outcomes after final grades have been submitted (i.e., a rubric will be used to subjectively estimate each student’s performance):

• Students will demonstrate a basic understanding of the historical, cultural, and ecological conditions in Brazil that influence patterns of environmental communication.

• Students will demonstrate knowledge of how Brazilian environmental communications function in a variety of interactive contexts (e.g., mass media, public participation, civic democracy, governmental relations, and business outreach).

• Students will demonstrate an appreciation for how different societal sectors and groups in Brazil (e.g., economic strata, activist organizations, sustainable businesses, government advocates) interact and use communication strategies to advance sometimes conflicting agendas.

• Students will demonstrate an ability to compare and contrast their own perspectives on the nature of strategic environmental communication with those embraced by at least two different Brazilian interest groups (e.g., pro- and anti-development landowners).

# GRADING

1. **On-Campus Activities (10%) –** During class sessions, students will work in groups to complete in-class assignments and activities which will connect environmental communication theory with current issues in Brazil.
2. **On-Campus Examination (30 %) -** Prior to leaving the United States, individual students will take a comprehensive short-essay examination on the relationship between environmental communication principles and historical, cultural, and ecological conditions in Brazil that will require them to synthesize material learned in the on-campus class sessions.
3. **Journal Reflections (30%) -** While in Brazil, students will produce journal entries every-other-day which reflect upon their experiences and analyze what they have encountered from an environmental communication perspective. Journals will be subjectively assessed by the course instructor in terms of their detail in exposition, depth of analysis, and propriety of content related to communication principles and practices.
4. **Team Presentations (30%) -** Approximately two weeks after returning stateside, 2-3 person teams of students will craft and present (using whatever format they deem most effective) a detailed comparative analysis of how two different sectors of Brazilian society communicate about a specific environmental issue.

**TENTATIVE COURSE SCHEDULE**

**On-Campus Class Sessions**

**Date Topics & Activities Readings**

**Session #1 National Environmental Politics and Policy Chapter 1**

**Environmental Values and Historical Perspectives**

**Interest Assessment**

**Brazilian Portuguese Lesson 1**

**Session #2 National Environmental Activism Chapter 2**

**Media, Social Media, and Message Framing**

**Project Teams Formed**

**Brazilian Portuguese Lesson 2**

**Session #3 Protests to Projects in Brazil Chapter 3**

**Green Marketing and Social Marketing**

**Brazilian Portuguese Lesson 3**

**Session #4 Pollution Control and Sustainable Cities Chapter 5**

**Public Involvement and Environmental Conflict**

**On-Campus Essay Examination**

**Brazilian Portuguese Lesson 4**

**In-Country Activity Sessions**

|  |  |  |
| --- | --- | --- |
| **Day** | **Activities** | **Journaling Assignment** |
| 1-2 (Saturday & Sunday) | Fly to São Paulo (overnight flight)  Field Trip, São Paulo Market | None |
| 3 (Monday) | City Orientation by Experimento  Field Trip, Favela School | First Impressions |
| 4 (Tuesday) | Presentations by MMA  Presentation by ISA | The Federal Approach, Part 1  **Journal Entries Due Next Day** |
| 5 (Wednesday) | Lectures by USP Faculty  Field Trip, USP Faculty Choice | The Academic Approach, Part 1 |
| 6 (Thursday) | Briefings by SMA  Field Trip, SMA Project Site | The State Approach  **Journal Entries Due Next Day** |
| 7 (Friday) | Briefings by ETHOS/AKATU  Field Trip, Sustainable Businesses | The Business Approach |
| 8 (Saturday) | Bus to Parque das Neblinas  Field Trip, Short/Long Forest Hike | The Forest Experience  **Journal Entries Due Next Day** |
| 9 (Sunday) | Bus to Piracicaba  Team Conferences with Instructor | None |
| 10 (Monday) | Lectures by USPP Faculty  Field Trip, Sustainable Agriculture | The Academic Approach, Part 2 |
| 11 (Tuesday) | Bus to Paraty via São José dos Campos | **Journal Entries Due Next Day** |
| 12 (Wednesday) | Briefings on Paraty Land Use  Field Trip, Mata Atlântica | The Non-Governmental Approach, Part 1 |
| 13 (Thursday) | Briefings on Paraty Land Use  Field Trip, Kayak Fjord | The Non-Governmental Approach, Part 2  **Journal Entries Due Next Day** |
| 14 (Friday) | Bus to Rio de Janeiro  Briefing on the Rio ’16 Olympiad | The Academic Approach, Part 3 |
| 15 (Saturday) | Lectures by FURJ Faculty  Field Trip, Aquaculture and Oil | The Academic Approach, Part 3  **Journal Entries Due Next Day** |
| 16 (Sunday) | Sight-Seeing in Rio de Janeiro  Evening Flight Back to the U.S.  Team Conferences with Instructor | None |

**Team Projects Due: May 30, 2016**

**FLSA Program Proposal**

International Programs – 2101 CB Hedgcock

(906) 227-2510 🙝 goabroad@nmu.edu

**Directions**:

1. This proposal must be signed and submitted to the IPO by your Department Head/Curriculum Committee/Dean.
2. If the course is cross-listed between two or more departments, all departments offering the course must sign the proposal.
3. The completed proposal must be forwarded to the International Programs office no later than May 11 to be considered for the winter/summer year ahead.
4. IPO will contact you to begin collaboration on program logistics, budget, recruiting and implementation.

|  |  |  |
| --- | --- | --- |
| **Faculty Leader # 1:**  Shawn Davis or Jim Cantrill | **Rank:**  Inst./Professor & DH | **Department:**  CAPS |
| **Faculty/Staff Leader # 2:**  TBD | **Rank:** | **Department:**  Potentially EEGS |
| **Proposed FLSA Course Title:**  Environmental Communication and Social Science Issues in Brazil | **Credit hours and Course # (s) (i.e., AD495, GR310, etc. Cross-list, as appropriate)**  4 cr. – SP 495 (potentially cross-listed as GC 495)  We anticipate that this course will count for General Education credit as well. | |
| **Course will be registered for credit in: 🔾 Winter** | | |
| **Minimum and maximum number of student participants:**  Your department will require a minimum enrollment to support faculty salary(ies) and departmental budget. Minimum enrollment generally must be reached by December 15 for Winter course offerings; generally no later than February 15 for summer/fall.  The customary minimum enrollment for an upper-division course is 10 students. We anticipate having 20 enrollees. In CAPS, our intent is to have this SP 495 course taught on-load winter of 2016. We would need enough enrollment to support the expenses (but not salaries) for 2 faculty to accompany the students. | | |
| **Site of Proposed FLSA Program (list all cities and countries)**  São Paulo, São José dos Campos, Piracicaba, Paraty, and Rio de Janeiro - Brazil | | |
| **Dates of program travel: From** April 30, 2016 **to** May 16, 2016 | | |
| **Please provide a one-paragraph summary of the proposed FLSA program:**  This course is designed to introduce students to the environmental conditions in Brazil while focusing on the ways in which Brazilians communicate about and understand communications related to those conditions in the context of an integrated social science perspective. Following a series of 3-4 on-campus workshops dealing with Brazil in general as well as a variety of social science perspectives and a crash course in basic Portuguese, students will spend two weeks in-country (a) attending lectures by Brazilian academics, presentations by Brazilian environmental non-governmental organizations, and briefings by federal and state environmental agencies, (b) visiting a range of settings (e.g., favelas, sustainable industries, the Atlantic rainforest) that draw upon and influence environmental conditions, and (c) meeting with citizens in a range of relevant contexts. Roughly one-third of the time will be devoted to sightseeing and cultural encounters. | | |

**I. ACADEMIC CONTENT – (*If this is a repeat offering of the FLSA course, you may attach a copy of an updated syllabus/previous FLSA proposal and skip to Section II: PROGRAM LOGISTICS.)***

1. Describe the advantages of delivering this course content in the proposed location(s). How will content differ from traditional courses offered on the NMU campus?

There is simply no authentic substitute for visiting one of the largest economies in the world, experiencing first-hand the environmental challenges Brazilians face, and learning how a different national and cultural context deals with the complexities of environmental communication.

1. Describe the nature of collaboration with international partner institution(s) and instructors (team teaching, anticipated guest lectures, planned instructional field work/tours).

See attached report and itinerary growing out of a recent exploratory visit to Brazil.

1. Identify the learning objectives associated with the proposed FLSA course:

• Students will demonstrate a basic understanding of the historical, cultural, and ecological conditions in Brazil that influence patterns of environmental communication.

• Students will demonstrate knowledge of how Brazilian environmental communications function in a variety of interactive contexts (e.g., mass media, public participation, civic democracy, governmental relations, and business outreach).

• Students will demonstrate an appreciation for how different societal sectors and groups in Brazil (e.g., economic strata, activist organizations, sustainable businesses, government advocates) interact and use communication strategies to advance sometimes conflicting agendas.

• Students will demonstrate an ability to compare and contrast their own perspectives on the nature of strategic environmental communication with those embraced by at least two different Brazilian interest groups (e.g., pro- and anti-development landowners)

1. Describe the nature of required assignments and how they will assist students in achieving the learning objectives. Please specify the method(s) of assessment.
2. During class sessions, students will work in groups to complete in-class assignments and activities which will connect environmental communication theory with current issues in Brazil.
3. Prior to leaving the United States, students will take a comprehensive short-essay examination on historical, cultural, and ecological conditions in Brazil that will require them to synthesize material learned in the on-campus workshops. This exam will be rubric-based graded following General Education guidelines.
4. While in Brazil, students will produce journal entries every-other-day which reflect upon their experiences and analyze what they have encountered from an environmental communication perspective. Journals will be subjectively assessed by the course instructor in terms of their detail in exposition, depth of analysis, and propriety of content related to communication principles and practices.
5. Approximately two weeks after returning stateside, 2-3 person teams of students will craft and present (using whatever format they deem most effective) a detailed comparative analysis of how two different sectors of Brazilian society communicate about a specific environmental issue. These presentations will also be rubric-based graded following General Education guidelines.
6. Describe post-FLSA integration assignment(s) you will expect of all students. Examples of such assignments may include (but are not limited to): additional class sessions; multimedia presentations; written assignments; reflective journals; art project; public presentation(s). Individual or team projects are acceptable.

See #D3 above.

**II. PROGRAM LOGISTICS**

1. Have you conducted a site assessment visit, or have your traveled previously to your program site?

Yes, May 2-10, 2015.

1. List international partner institutions:

See attached report and itinerary.

1. Describe arrangements available on-site:
   * Classroom space – Provided by the University of São Paulo (both main and Piracicaba campuses), the Federal University of Rio de Janeiro, INPE, Experimento, ETHOS, and government agencies.
   * Lodging – Arranged by Experimento.
   * Meal plan – Lodging will include buffet breakfasts and $15 per day per student will be allocated for dinner. Lunch will typically be on their own.
   * Technology – Students will use their own laptops..
2. Briefly describe field experiences/tours you will incorporate (city, organization, facility, guides, etc.). Attach a draft itinerary if you have one. It is assumed that all details will not have been completely finalized at the time this proposal is submitted.

See attached itinerary.

1. Describe any additional support you believe you will need at the FLSA site (equipment, guides, guest speakers).

All logistics beyond briefings, lectures, and presentations will be provided by Experimento.

1. Describe any additional academic support you will need from NMU (distance learning technology, special software, equipment, expertise, assistants, etc.)

NA

**III. QUALIFICATIONS**

1. Describe your personal and professional reasons for proposing this FLSA course.

Personally, Brazil is a fascinating country that is largely misunderstood by most U.S. citizens, even if it is a major environmental player on the global stage. At a professional level, Brazil offers outstanding research and consulting opportunities and the chance to enhance the international outreach of my home institution.

1. Describe specific personal strengths and professional credentials that qualify you to lead a FLSA program abroad.

See attached Cantrill and Davis vitae. Co-leader credentials available when someone is identified.

1. Describe your previous experience with travel or research to your program site/region.
2. U.S. Department of State sponsored visit to São Paulo in 1994 (Cantrill).
3. Conference presentation in Rio de Janeiro in 2007 (Cantrill).
4. Exploratory visit to São Paulo, Brasilia, Piracicaba, and Rio de Janeiro in 2015 (Cantrill & Davis)
5. Invited sustainability workshop participation in Pirenopolis in 2015 (Cantrill)

**IV. ADDITIONAL CONSIDERATIONS**

1. Please be aware that NMU expects all FLSA leaders to deliver a minimum of 8 hours on-campus course/country-related content to all students registered for the FLSA.
2. The International Programs office is required to deliver pre-departure orientation, addressing general cross-cultural and risk/safety management strategies. These sessions are mandatory for all participants.
3. Post-FLSA assignments are generally due by the end of the session in which the course is registered. For example, winter semester assignments are due in April. Spring/summer session assignments are due in August.
4. When you have been approved to lead the proposed FLSA, immediately begin working with a member of the International Programs staff. The IPO will work with you to develop the program budget; offer support to your departmental promotion activities and recruitment materials; coordinate travel arrangements and on-site logistics; process vendor contracts and invoices; process student applications; record payments; coordinate other services specific to your proposed program.

**V. REQUIRED SIGNATURES**

Faculty Leader (1) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty/Staff Leader (2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Department Head(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Dean(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADDITIONAL SIGNATURES - HIGH RISK/TRAVEL WARNING**

Director, International Programs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manager, Risk & Insurance : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provost: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(required for travel in areas of high risk, including those under US State Department travel warning)

**ROUTING** Please forward approved proposal, with signatures to Assistant Director of International Programs/Education Abroad no later than **May 15** (for programs departing winter/summer of the next academic year).

**Review of Contacts and Deliverables**

**NMU – Brazilian Environmental Communication Initiative**

**Jim Cantrill & Shawn Davis (CAPS) Exploratory Visit (May 2-10, 2015)**

**Date Individual(s) Organization Contact Information**

|  |  |  |  |
| --- | --- | --- | --- |
| 5/3 | **Mr. Demian Topel** – Inbound Coordinator  **Ms. Keilla Karassawa**—Inbound Assistant | [Experimento Intercâmbio Cultural](https://www.facebook.com/ExperimentoIntercambioCultural)--São Paulo | [www.experimento.org.br](http://www.experimento.org.br)  + 55 11 3035-0499/0450  [dtopel@experimento.org.br](mailto:dtopel@experimento.org.br)  [kkarassawa@experimento.org](mailto:kkarassawa@experimento.org)  Skype: experimento.ho.demian.topel |
| Disposition: A simply *outstanding* resource NMU can rely upon for any future activities (e.g., he was responsible for arranging meetings with most of the groups we contacted). Warm and inviting, Topel has extensive experience in K-12 experiential environmental education, solar energy production, and is point-person for Experimento’s new initiative to bring students to Brazil using the FLSA model. He did have a tendency to more-or-less promote Experimento’s agenda in our meetings (arguably, not a bad thing at this state of the game). Karassawa is relatively new to the program, does not speak English as fluently as Topel, but seems eager to learn and capably assist. Both are *very* prompt in responding to e-mail inquiries.  Resources/Information to Provide: We’ve already provided other collegiate contacts in the U.S. and Timlin will confer with Topel in Boston in May.  Materials to E-Mail NMU: Topel has already provided information on the historical town of Partay (which we could not visit on this trip), halfway between São Paulo and Rio de Janeiro, that we *should* take students to in the future (i.e., it’s located in a one-of-its-kind tropical fjord that is now experiencing conflicts between developmental interests and subsistence fisheries supporting an impoverished village). | | | |
| 5/4 | **Dr. Myanna Lahsen** – Cultural Anthropologist  **Ms. Isabel Ignaccarini** – Journalist & new INPE Fellow | Brazilian Institute for Space Research (INPE)--São José dos Campos | +55 12 3208-6840/7126  [myannal@gmail.com](mailto:myannal@gmail.com)  +55 11 99104-1143  [isabel.ignaccarini@gmail.com](mailto:isabel.ignaccarini@gmail.com) |
| Disposition: Lahsen briefly attended NMU in the 1980s, is a brilliant social scientist with an international reputation regarding climate change communication, and was our go-to contact for almost all of the academics we met in Brazil (as well as liaison services while in Brasilia). She has a cadre of PhD students studying under her at INPE where she is one of the few social scientists on campus. She has become a close friend of Cantrill, has relations in Marquette, and would love to return to the U.S. in a tenure-based academic role (especially at NMU if such a position became available). Cantrill assisted her in building a larger sample of sector-based survey respondents for an environmental communication (EC) networking grant she is trying to finish up and will be providing *ex parte* consultations for an international grant she has recently applied for regarding meat consumption advocacy. Her first-day-on-the-job as an INPE Fellow, Ignaccarini is a Brazilian communication consultant and environmental journalist. Although INPE and São José dos Campos are a bit too far removed from the Brasilia - São Paulo - Rio de Janeiro axis we envision anchoring NMU’s work in Brazil, she will remain an invaluable resource with established ties to Northern.  Resources/Information to Provide: Cantrill will provide information on the Collaborative Learning paradigm, Grunig’s market-segmentation approach to EC, EC resources on meat consumption advocacy, and the Social Amplification of Risk literature.  Materials to E-Mail NMU: Cantrill will send Ignaccarini SEJ links and thanks for the fresh cheese she gave us. | | | |
| 5/4 | **Dr. Patricia Pinho** – Professor  **Dr. Tércio Ambrizzi**—INCLINE Coordinator  **Dr. Renzo Taddei** – Professor | University of São Paulo, Main Campus--São Paulo  Federal University of São Paulo--São Paulo | INterdisciplinary CLimate INvestigation CEnter (INCLINE)  [www.incline.iag.usp.br](http://www.incline.iag.usp.br)  University of São Paulo  +55 11 3091-2836  [patricia.pinho@iag.usp.br](mailto:patricia.pinho@iag.usp.br)  Department of Atmospheric Sciences  University of São Paulo  +55 11 3091-4713/4731 [ambrizzi@model.iag.usp.br](mailto:ambrizzi@model.iag.usp.br)  +55 13 3513-5000  [renzo.taddei@unifesp.br](mailto:renzo.taddei@unifesp.br) |
| Disposition: The University of São Paulo (USP) is the Brazilian flagship and the largest R1 (overwhelmingly focused on graduate studies) in South America while the Federal University of São Paulo appears to be a hub of state-sponsored academia in the country. Pinho is a close climate change research associate of Lahsen’s, received advanced degrees in cultural anthropology and ecology in the U.S., and confirmed that Brazilian environmental social science is still in its infancy; she specializes in indigenous knowledge systems and seemed intrigued by our Center for Native American Studies. Ambrizzi coordinates INCLINE activities, focuses his scholarship on the social dimensions of climate change and sustainability vis-à-vis economic modeling, and stressed the need for establishing formal relations with NMU if we were to get beyond the FLSA model (i.e., as USP has previously arranged with the University of North Carolina). He also pointed out that the primary mechanism for assisting Brazilian students’ U.S.-based education, *Science without Frontiers*, was available only to undergraduates and PhD candidates although entire courses could be taught in English to our students if we had a sufficient cohort in place. Taddei was an engineer who became an anthropologist studying the ways in which climatology is understood by journalists and politicians, is interested in the semiotics of climate forecasting, and has a working relationship with the Center for Environmental Decision Making at Columbia University. He noted that his institution has often been approached by U.S. universities in the past but, recognizing the dearth of environmental social science in the top-tier of the Brazilian academy, seemed *quite* excited by the prospect of collaborating with NMU, especially regarding our soon-to-be-vetted MS in Conservation Leadership and Environmental Communication. He observed that there were additional federal funds available for sending students into such programs. Of all the academics we encountered, he seemed to be the most pragmatic: Any MOU between Northern and FUSP would require a site visit to our campus (e.g., he will be stateside in early November and would have 4-5 days to visit NMU before, perhaps, presenting at a National Communication Association (NCA) pre-conference on drought adaptation—and, yes, São Paulo is facing similar conditions of epic proportions at present—in Las Vegas that Cantrill is has been organizing. In parting, all three faculty members seemed enthused at potential research and educational collaborations with Northern.  Resources/Information to Provide: Timlin should have further contact with the USP/FUSP International Programs Office and Cantrill will send Taddei more information on the NCA pre-conference.  Materials to E-Mail NMU: None at this time. We will copy them on the agenda being produced for Jacobi (see below). | | | |
| 5/5 | **Dr. Antonio de Almeida** – Professor  **Mr. Alexandre dos Santos** – Head of the International Office  **6 MA & PhD Candidates** | Escola Superior de Agricultura Luiz de Queiroz (ESALQ), University of São Paulo – Piracicaba | +55 19 9984-1267 (cell)  +55 19 3447-8606 (office)  [almeidaj@usp.br](mailto:almeidaj@usp.br)  +55 19 9919-2602 (cell)  +55 19 3429-4419 (office)  [International.esalq@usp.br](mailto:International.esalq@usp.br) |
| Disposition: ESALQ is on the agricultural campus of USP in the relatively charming town of Piracicaba (roughly 100 km from São Paulo). Their strongest academic ties are with French institutions, though USPP has existing cooperative agreements with 18 universities in the U.S. Almeida and his colleague, Dr. Laura Martirani (not present at our meeting), have developed what seems to be an outstanding program in environmental management and applied ecology that has a unique communication focus for Brazil. Santosserves as their international programs coordinator (perhaps for all of the USP system) and was obviously excited at the prospect of developing a program with NMU; Timlin should reach out to him. The graduate students at the meeting were engaging and doing research on a wide variety of EC topics (e.g., rural advocacy for agricultural water conservation, new media applications, social-psychological mediators of sustainable community design). ESALQ presents an excellent opportunity for NMU students to interact with bright and enthusiastic peers, in a setting more akin to Marquette than São Paulo, while adding social and academic capital to their program. It would be essential that the NMU students we take there are intellectually capable and mature enough to benefit from the experience. Both Almeida and Santos would be open to a number of educational exchange arrangements including one in which 12-15 of our students visit them for a week or two followed by a similar number coming to Marquette (July might be an optimal window for both groups). Although USPP does not have residence hall space to accommodate NMU students, local options are available. Piracicaba would certainly be on our radar screen for a FLSA.  Resources/Information to Provide: Cantrill will send range of EC publications or references to demonstrate the scope and depth of what we have to offer. Timlin should connect with Santos.  Materials to E-Mail NMU: Nothing at this time. We will copy Almeida on the agenda being produced for Jacobi (see below). | | | |
| 5/5 | **Dr. Pedro Jacobi** – Professor & Director | Institute for Advanced Research, Energy and Environment, University of São Paulo, Main Campus--São Paulo | www.iee.usp.br  +55 11 3091-2598  [prjacobi@usp.br](mailto:prjacobi@usp.br)  [prjacobi@gmail.com](mailto:prjacobi@gmail.com) |
| Disposition: Jacobi is a well-heeled, exceptionally embedded, current or past chair of several international committees (e.g., UNESCO), and quite engaging contact at USP. Trained at Harvard with an economics and sociology focus as well as an interest in environmental education, his current scholarly interests include an interest in water policy governance and social science methodologies. The interdisciplinary research and educational group he directs is 28 strong and ranges across a number of natural and social science disciplines related to the environment, yet is lacking in psychological or communication studies expertise. He seemed *very* interested in our initiative, both in terms of undergraduate/graduate educational exchanges as well as research collaborations. To that end, he volunteered the following services as our relationship to USP evolves:   * Coordinate USP faculty to provide content (e.g., on-site or telecast lectures) to NMU students. * Introduce us to their School of Management as suits our needs. * Provide contact and introduction to faculty in USP’s School of Environmental Management (located on the outskirts of São Paulo). * Help organize a program for advanced certification in the practice of EC that could be linked to our proposed MS in Conservation Leadership and Environmental Communication. * Promote a series of distance-mediated research and theory colloquia at the Institute (perhaps in conjunction with NCA’s globalization initiative) bringing together USP and U.S. faculty (lead by NMU in our country) as time and interest warrants.   At least on the face of it, Jacobi could be our key, boundary-spanning USP contact to complement the more parochial (though clearly relevant) interests of Pinho, Ambrizzi, and Taddei noted above.  Resources/Information to Provide: An initial-though-formal “consultation” (letter) that Jacobi can circulate regarding possible collaborations and an agenda for eventually institutionalizing such arrangements. Davis will send his research reports (e.g., bats and climbers; climate change perceptions) and Cantrill will do the same (e.g., web links to IECA, Conservation Psychology, and HD.gov; technical reports to USEPA for LSBP; Lahsen’s network research; range of EC publications or references to demonstrate the scope and depth of what we have to offer). Cantrill will also contact the NCA internationalization task force.  Materials to E-Mail NMU: We will wait until the “consultation” is circulated at USP. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 5/6 | **Dr. Haroldo de Mattos Lemos** – President and former Secretary of Environment for the Brazilian Ministry of Environment  **Dr. Jose Paulo Azevedo** – Professor | Brazilian Committee for the United Nations Environmental Program—Rio de Janeiro  Federal University of Rio de Janeiro--Rio de Janeiro | [www.brasilpnuma.org.br/pnuma/diretoria.html](http://www.brasilpnuma.org.br/pnuma/diretoria.html)  +55 21 2262-7546  [brazilpnuma@gmail.com](mailto:brazilpnuma@gmail.com)  [www.coc.ufrj.br](http://www.coc.ufrj.br)  +55 21 2562-7832  [azevendo@poli.ufrj.br](mailto:azevendo@poli.ufrj.br) |
| Disposition: Dr. Lemos is an incredible resource who has been involved in environmental work internationally (e.g. UNEP) and in Rio at a multitude of levels including heading the equivalent of our USEPA for the State of Rio de Janeiro, as a Professor in Environmental Engineering at the Federal University of Rio de Janeiro, developing environmental management standards at ABNT, and as president of the Communication Association of Rio de Janeiro. Indeed, Professor Lemos has worn many hats and knows many in the environmental and communication fields. However, it was through Professor Lemos’ student, Professor Azevedo, that the greatest possibility existed for future collaboration with NMU. Dr. Azevedo, with his UFRJ and COPPE connections, was very interested in not only bring students to Brazil but also on a possible joint-research project involving environmental communication with the upcoming Olympic games in 2016. So much so was his interest in collaborating than he invited Davis to tour campus and meet with the international programs office the following day. Much of the potential research and student involvement would involve assessing the environmental and communication concerns of Guanabara Bay, the sight of the 2016 Summer Olympiad sailing competition. This site, mentioned in the New York Times as early as 2014 regarding unsanitary conditions, has become emblematic of Rio’s ill-preparedness to host the Olympics. As a case study in environmental communication which has been covered in the national news, the project offers an incredible opportunity for both students and researchers.  Resources/Information to Provide: Davis and Cantrill will send a proposed plan of a future two week student study abroad program outlining how Azevedo and Lemos may be able to assist with preliminary, tele-cast lectures and onsite case study introduction and facilitation with students. Davis will forward requested contacts in social environmental justice and ecosystem services (e.g., works by Dr. Joshua Goldstein, Dr. Jennifer Soloman, and Dr. Rebecca Gruby).  Materials to E-Mail NMU: Information on an upcoming seminar on water resources in Brazil. We will also copy them on the agenda being produced for Jacobi (see above). | | | |
| 5/6 | **Dr. Jean François Timmers** – Superintendent of Public Policies & Coordinator of the Education for Sustainable Societies Program  **Ms. Adriana Patresii**—Executive Assistant  **Mr. Jamie Gesisky**—Public Policies Directory (Communications) | World Wildlife Fund – Brasilia | [www.wwf.org.br](http://www.wwf.org.br)  +55 61 8289-1113 (cell)  +55 61 3364 7400 (office)  [jeantimmers@wwf.org.br](mailto:jeantimmers@wwf.org.br)  +55 61 3364-7446 [adrianaprates1@wwf.org](mailto:adrianaprates1@wwf.org).br  +55 61 9172-8948 (cell)  +55 61 3364-7462 (office)  [jaimegesisky@wwf.org.br](mailto:jaimegesisky@wwf.org.br) |
| Disposition: Timmers had not prepared for our visit and had not read the briefing we sent more than a week earlier; most of the meeting was consumed by his reviewing WWF’s current landscape mapping project in Brazil. He’s clearly well-informed (e.g., some great insights on tracking population increases—that he equates to the industrial revolution—to landscape-scale ecosystem collapse), has some fine ideas for advancing the awareness of metropolitan Brazilian areas regarding ecosystem services Amazonia provides (e.g., “flying rivers” and their relationship to drought conditions in the State of São Paulo) or the role played by WWF, and would be open to briefing NMU students were they to visit in Brasilia. As expected of NGOs in general, he did not seem interested in research collaborations. Patresii seems quite competent and will work with Lahsen on her networking project, which dovetails nicely with WWF market segmentation analysis (which, as we observed, strangely did not include the role of the Roman Catholic Church in its scheme of relationships). We only met Gesisky in passing at the end of the meeting. WWF is a fine resource, but clearly one that would be prioritized lower given the time NMU students might be in-country.  Resources/Information to Provide: Lahsen will collaborate with WWF on the networking study. Cantrill will send information on Grunig’s market-segmentation approach to EC and the Social Amplification of Risk literature, as well as various e-links (e.g., IECA, Conservation Psychology, and HD.gov).  Materials to E-Mail NMU: The Power Point presentation Timmers shared with us regarding landscape-scale interactions in the context of Brazil’s new Forest Code. | | | |
| 5/6 | **Ms. Lúcia Lopes**—Environmental Analyst  **Mr.** **Edison Lasmar** – Environmental Analyst | Department of Citizenship and Social-Environmental Responsibility, Brazilian Ministry of Environment—Brasilia | +55 61 2028-1348  [Lucia.lopes@mma.gov.br](mailto:Lucia.lopes@mma.gov.br)  +55 61 2028-1372/2018-1554 [Edison.lasmar@mma.gov.br](mailto:Edison.lasmar@mma.gov.br) |
| Disposition: This may turn out to be the most productive and exciting interchange we had in Brazil! Although the Ministry of Environment (MMA) administrators we spoke with had not received a copy of the briefing sent to their supervisor (perhaps Raquel Breda), Lopes and Lasmar—representing the Secretariat of Biodiversity and Forests for the Department of Protected Areas and the Secretariat of Institutional Relations for the Department of Citizenship & Social-Environmental Responsibility—had certainly done their homework (e.g., reviewed the NMU website, accessed our CVs). Both were *very* engaging (Lasmar less-so due to language issues) and Lopes shares with Cantrill collegial links to the SUNY School of Environmental Science & Forestry where she is ABD. Lopes agreed to assist Lahsen on her networking research. Most of the discussion centered on the MMA’s attempts to revitalize Agenda 21 at the community level (i.e., promote civic engagement buy-in via grants, NGO involvement, and building local capacity) given their current sustainability indicators and targets initiative. Lopes, in particular, was quite upbeat in working toward establishing a formal relationship between NMU and MMA (e.g., she kept stressing toward the end of the meeting that “We will make this happen!”). For example:   * Both were intrigued by Cantrill’s USEPA work with indicators in the Lake Superior Basin and wanted to review the original strategy he helped formulate as well as resulting on-the-ground advancements. * Not only would they be interested in receiving our students but also suggested a number of ASL opportunities such as the promotion of Agenda 21 projects in marginalized communities. * They wanted to work with Northern to use international grant funding sources to further bilateral cooperative agreements. * Lopes went so far as to suggest that a number of us come back to Brasilia to put on a series of workshops to MMA staff regarding EC practices.   Clearly, the MMA provides a fertile field from which various projects and exchanges can grow for the benefit of both MNU and our potential Brazilian partners and, notably, Lopes did not believe they had previously been approached by other U.S. universities in regards to the distinctly communication studies facets of our initiative.  Resources/Information to Provide: Lahsen will further collaborate with Lopes on increasing governmental representation in here research sample. Cantrill will re-send the briefing document, forward USEPA documents and follow-up scholarship on sustainability indicators and targets, provide a host of e-links to demonstrate the nature and extent of EC research and application in the United States. With reaffirmed interest from MMA, Timlin and the Office of the President should initiate discussions to formalize relations.  Materials to E-Mail NMU: We will copy them on the agenda being produced for Jacobi (see above). | | | |
| 5/7 | **Ms. Nurit Bensusan** – Program Coordinator | Instituto Socioambiental—Brasilia | +55 61 3035-5114 [adriana@socioambiental.org](mailto:adriana@socioambiental.org) |
| Disposition: A very productive discussion! Instituto Socioambiental (ISA) is a Brazilian NGO that focuses on assisting and preserving the cultural and political autonomy of various tribes living (primarily) in The Amazon Basin (most notably, the Yanomami peoples). They also have a strong program closer to São Paulo working with descendants of emancipated slaves living in the Mata Atlântica. In addition to working at ISA, Bensusan is a visiting professor teaching environmental history and law at the Federal University of Brasilia (which, currently, has no EC emphasis *per se* but does have graduate programs in her specialty, science education) with a background in K-12 environmental education and a portfolio that includes award-winning books. She is quite knowledgeable, gave us some valuable written resources, and yet seems a bit parochial in her social scientific understanding (e.g., is largely unaware of EC research and practice regarding social mobilization). ISA has previously had interns from Harvard and, historically, worked closely with the Brazilian federal government and MMA. More recently, due to perceived governmental cooption by industry (multinational agro-businesses in particular), Bensusan observes the relationship has become quite adversarial with the State viewing ISA as serving as *agent provocateur* for various indigenous uprisings and the NGO refuses MMA overtures at rapprochement and cooperation. As such, and considering the academic link at play in this case, ISA could provide a much-needed subaltern voice for NMU students to hear in contrast with almost all other parties we encountered in Brazil. Furthermore, ISA’s presence in both Brasilia and São Paulo provides a degree of flexibility in scheduling.  Resources/Information to Provide: Lahsen has further interacted with ISA regarding her research project and will put Bensusan in touch with one of her students who deals with legal aspects of sustainability. Cantrill will provide information on the Collaborative Learning paradigm, Grunig’s market-segmentation approach to EC, EC resources on linkage politics and environmental movements, and the Social Amplification of Risk literature. Lindala may want to get in touch given shared interests vis-à-vis NMU’s Center for Native American Studies.  Materials to E-Mail NMU: Beyond the substantial resources Bensusan already provided, nothing at this time. We will copy her on the agenda being produced for Jacobi (see above). | | | |
| 5/7 | **Ms. Aline Figueiredo** – Institutional Affairs Coordinator | Instituto ETHOS--São Paulo | [www.ethos.org.br](http://www.ethos.org.br)  +55 11 3897 2405 (office direct)  +55 11 3897 2405 (office)  [aline@ethos.org.br](mailto:aline@ethos.org.br) |
| Disposition: Instituto ETHOS was so interested in our initiative that they added a second meeting beyond the one Topel arranged (see below); that is a good thing since they are able to offer NMU students and researchers a perspective too often lacking in the study of environmental communication. ETHOS began in 1998 as consortium of Brazilian industrialists and business owners committed to sustainable development and social responsibility. They promote the use ISO-like sustainability indicators and metrics in the business sector, recognize voluntary commitments are insufficient (especially in times of economic contraction), and present an ambitious project for furthering civil society regarding the environment at various scales of social structure. Figueiredo is an impressive representative for the organization. Institutionally savvy and refreshingly candid (e.g., they and their sponsors need help with social marketing and trans-sector communication strategies), she exhibits great communication skills and follow-through (e.g., within 24 hours of our first meeting, she had secured organizational commitments to assist Lahsen with her research, approval to host educational seminars for NMU students should they come to Brazil, and a seemingly-exclusive-invitation to subsidize our return to São Paulo in September to attend a global sustainable business-practices forum they are organizing). She and ETHOS will be invaluable in arranging for productive business sector contacts for our students and researchers involving the critical topics they focus upon: environmental human rights and institutional integrity, management of solid waste, preservation of biodiversity, and climate change adaptation.  Resources/Information to Provide: Cantrill will provide practical resources (e.g., collaborative learning, social marketing, and the Social Amplification of Risk literatures), kindred contacts in the International Environmental Communication Association, and a timely RSVP to their business forum invitation.  Materials to E-Mail NMU: We will also copy them on the agenda being produced for Jacobi (see above). | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 5/8 | **Ms. Martina Müller** – International Affairs Advisor  **Ms. Ana Paula Fava**—Foreign Affairs Advisor  **Mr. Gustavo Magaldi** – Communications | Secretariat for the Environment of the State of São Paulo--São Paulo | [www.ambiennte.sp.gov.br](http://www.ambiennte.sp.gov.br)  +55 11 3133-3035  [martina.muller@sp.gov.br](mailto:martina.muller@sp.gov.br)  +55 11 3133-3346  [apfava@sp.gov.br](mailto:apfava@sp.gov.br)  [anapaulafava@amniente.sp.gov.br](mailto:anapaulafava@amniente.sp.gov.br)  +55 11 3133-3369  [gmadaldi@sp.gov.br](mailto:gmadaldi@sp.gov.br) |
| Disposition: The São Paulo State Secretariat for the Environment (SMA) appears to be a highly bureaucratic, well-functioning entity that oversees environmental policy for the third largest metropolitan area on Earth. Of all the groups we met with, SMA has proven to be the most interactive with us in the wake of our visit, which bodes well for NMU’s continuing relations in Brazil. Our discussion with Müller, Fava, and Magaldi was quite informative and pleasantly professional. Due to their extensive questions and willingness to share information (lead by Müller and taken over by Fava after she arrived from another meeting), it was difficult for us to completely provide a briefing on our experience with mounting previous EC and public participation projects as they requested in preparation for the visit. Nonetheless, it is clear that the body of literature and practice regarding EC lines-up well with their needs (e.g., Walker and Daniels on “situational improvement,” Cantrill and Senecah on the need for community respect, Peterson on dialogic communication flows, Seibold and Giddens on organizational communication). The questions they asked (e.g., the nature of our students) and the details they provided (e.g., their approach to civic engagement) all point to the potential for a valued, mutually-beneficial working relationship with Northern in the future. Among the topics we covered, as well as highlighted in a subsequent e-mail Fava sent, were the following:   * Briefings for visiting students are no problem. In general, they suggested we contact Ms. Irene Miura from Secretariat for Education and would arrange for an introduction regarding student exchanges and internships. SMA is interested in developing a joint ASL project focused on environmental education. Mr. Gilson Ferreira, a professor at USP, is head of the Educational Department of SMA and will certainly be more than happy to exchange ideas with Davis in the future. * SMA’s International Affairs and Communication Advisory Council has been working to improve internal and external communication with national and international institutions. They suggested that such would be a prime venue for cooperative research and consultations. * They are a member of several sub-national and local communication networks and are working to help such groups to more effectively participate in UN-sponsored conferences in order to exchange ideas and best practices (e.g., similar to the International Environmental Communication Association’s, or IECA’s, work to achieve “observer status” at climate negotiations). SMA’s experience with these partnerships reveals there are significant gaps in communication flows among members when facing technical, cultural and language differences. * In a related institutional context, SMA also confronts communication deficiencies among Brazil’s federal, regional, and local levels of governance which, in their view, deserve a special care and consideration from specialist focused on organizational communication practices. For example, one of the most important SMA programs is Programa Município Verde Azul (Juliana de Avellar was nominated by Secretary Patricia Iglecias to coordinate the initiative) whose main goal is to disseminate best environmental practices as well as develop capacity building among the 645 municipalities of the State of São Paulo. Such presents our faculty, other consultants in IECA, and NCA a fine opportunity for applied communication consultation and research.   In addition, Fava has provided a number of academic contacts at USP for which she would help facilitate ongoing discussions:   * Professor Manoel Cabral de Castro, specialist in Environmental Public Policy ([atac-each@usp.br](mailto:atac-each@usp.br)) * Professor Eduardo de Almeida Navarro, specialist in one of Brazil’s major native languages, Tupi ([eduardonavarro@usp.br](mailto:eduardonavarro@usp.br)) * Professor Gino Giacomini Filho, specialist in Environmental Market Communication ([giacomini@usp.br](mailto:giacomini@usp.br))   In conjunction with MMA, ETHOS, and USP this state agency could form a robust programmatic backbone for the proposed NMU FLSA.  Resources/Information to Provide: Cantrill and Davis will send monographs regarding our international and relevant experiences in international or trans-boundary public participation experiences. Cantrill will send information on the Collaborative Learning paradigm, the “communities of hope and memory” perspective, and the Social Amplification of Risk literature, as well as various e-links (e.g., IECA, Conservation Psychology, and HD.gov); he will also reach out to NCA regarding its globalization initiative and consult with experts in the field of organizational communication.  Materials to E-Mail NMU: Nothing beyond the considerable resources that have already been provided. Lindala may want to reach out to Navarro at USP regarding languages. We will also copy them on the agenda being produced for Jacobi (see above). | | | |
| 5/8 | **Ms. Ana Néca** & **Ms. Gabriela Yamaguchi** – Program Coordinators | Instituto AKATU--São Paulo | +55 11 3179-1170 r. 809/9620-7790 [ana.neca@akatu.org.br](mailto:ana.neca@akatu.org.br) |
| Disposition: Instituto AKATU was a 2001 spin-off of ETHOS with a mission to educate and mobilize Brazilian society in the name of conscious consumption practices. It networks with a wide range of publics (only recently engaging governmental entities) and receives almost all of its financial support from the business sector, especially Walmart and Unilever. Yamaguchi (who didactically lead the discussion) and Néca were inquisitive and obliging, as well as open to receiving NMU students in the future (though seemingly less enthusiastic than ETHOS). As a young, “start-up” organization, AKATU offers an example of possible next steps for students to pursue after achieving a degree focused in Environmental Communication. They have a plethora of excellent case studies in their wheelhouse (e.g., the promotion of “dry gastronomy” to local restaurants given the current drought). When pressed, they insisted AKATU possessed the requisite communication expertise to market their brand (e.g., “we know strategy and others come to us for our expertise” or “AKATU has a reputation for providing reliable information on any subject”) but it is also the case that the NGO often turns to contract marketing firms that rely on the somewhat one-trick-pony of mass and social media typifying a Brazilian approach to EC. They would be willing to provide NMU students a briefing and, if time allowed while in São Paulo, it would certainly be worth visiting with AKATU.  Resources/Information to Provide: Cantrill will send information on the Collaborative Learning paradigm, the Theory of Reasoned Action/Planned Behavior, Lahsen’s work on meat consumption, environmental social marketing, the Social Amplification of Risk, and the University of Vermont’s emphasis on sustainable agriculture.  Materials to E-Mail NMU: The Power Point presentation they shared with us. | | | |
| 5/8 | **Ms.** **Aline Figueiredo** – Institutional Affairs Coordinator  **Mr. Caco de Paula** - Administrator  **Mr. Matthew Shirts**—Project Specialist & Editorialist | Instituto ETHOS--São Paulo  *National Geographic – Brazil* & *Planeta Sustentável* | +55 11 3897-2405 (office direct)  +55 11 3897-2405 (office)  [aline@ethos.org.br](mailto:aline@ethos.org.br)  +55 (11) 3037-6195  [cpaula@abril.com.br](mailto:cpaula@abril.com.br)  [www.ngbrazil.com.br](http://www.ngbrazil.com.br)  [www.planetasustentavel.com.br](http://www.planetasustentavel.com.br)  +55 11 3037-4515  [Matthew.shirts@abril.com.br](mailto:Matthew.shirts@abril.com.br) |
| Disposition: This Figueiredo-arranged meeting with de Paula and Shirts was hastily put together before our final meeting of the day. Insofar as de Paula and Shirts were not able to arrive until 15 minutes before we had to depart, most of the time was spent with Figueiredo fleshing-out details of the September global sustainable business-practices forum (i.e., “Conference 360˚”attracts more than 1000 international business leaders, employs simultaneous headset-enabled English-Portuguese translations to attendees roaming through a variety of roundtables, talks, and debates, and capitalizes on networking opportunities designed to promote sustainable business development at a global scale). We quickly briefed de Paula and Shirts on our mission and did not have much time at all for dialogue. Nonetheless both de Paula (i.e., an ETHOS administrator and the Brazilian-section chair for the UN’s Private Sector Global Compact) and Shirts (i.e., a well-recognized environmental journalist in Brazil and Europe) were receptive to our initiative and overtures.  Resources/Information to Provide: Nothing at this time.  Materials to E-Mail NMU: Davis will contact Shirts regarding and environmental cartoon just launched in France. | | | |
| 5/8 | **Mr. Fabio Feldmann** – Consultant & Ex- Brazilian Congressman/SMA Director | Independent Consultant--São Paulo | Rua Navarro de Andrade, 185 - Pinheiros Cep 05418-020 - São Paulo - SP +55 11 3253-7798  [fabio.feldmann@uol.com.br](mailto:fabio.feldmann@uol.com.br) |
| Disposition: Feldmann was once at the top of his game in Brazilian and global politics but fell out of favor with the Brazilian electorate after pushing through the legislature an ambitious fuel conservation and pollution mitigation measure that remains in effect today. He is exceptionally well-versed in the nuances of environmental policy and climate change abatement/adaptation, the ebbs and flows of Brazilian civil society, and now works with domestic NGOs and businesses to counter what he sees as governmental back sliding so as to resurrect the previous Brazilian environmental consensus that characterized his time in office. As he put it, he is today “considered a troublemaker.” He recognizes that the challenge of effective environmental communication in Brazil, if not our initiative to create an international academic partnership, is great given the bureaucratic structures in place and the cyclic (vs. linear) domestic process of social change. Feldmann could, and would, provide NMU students with a healthy dose of *real politick* for our students were we to find the time to meet in-country that suited both our schedules  Resources/Information to Provide: Nothing at this time.  Materials to E-Mail NMU: We made no requests in that he was tired, having just returned from Rio to meet with us. | | | |

**Faculty Led Study Abroad (FLSA) Itinerary**

**NMU – Brazilian Environmental Communication Initiative**

**Anticipated Visit: May, 2016**

|  |
| --- |
|  |
|  |

|  |  |  |
| --- | --- | --- |
| **Day** | **Activities** | **Lodging** |
| 1-2 (Saturday & Sunday) | Fly to São Paulo (overnight flight)  Field Trip, São Paulo Market | Red-Eye Flight, then São Paulo Hostel |
| 3 (Monday) | City Orientation by Experimento  Field Trip, Favela School | São Paulo Hostel |
| 4 (Tuesday) | Presentations by MMA  Presentation by ISA | São Paulo Hostel |
| 5 (Wednesday) | Lectures by USP Faculty  Field Trip, USP Faculty Choice | São Paulo Hostel |
| 6 (Thursday) | Briefings by SMA  Field Trip, SMA Project Site | São Paulo Hostel |
| 7 (Friday) | Briefings by ETHOS/AKATU  Field Trip, Sustainable Businesses | São Paulo Hostel |
| 8 (Saturday) | Bus to Parque das Neblinas  Field Trip, Short/Long Forest Hike | São Paulo Hostel or Camp at Parque das Neblinas |
| 9 (Sunday) | Bus to Piracicaba  Orientation Stops Along the Way | Inexpensive Hotel in Piracicaba |
| 10 (Monday) | Lectures by USPP Faculty  Field Trip, Sustainable Agriculture | Inexpensive Hotel in Piracicaba |
| 11 (Tuesday) | Bus to Paraty via São José dos Campos  Field Trip, Brazilian Space Agency | Inexpensive Housing in Paraty |
| 12 (Wednesday) | Briefings on Paraty Land Use  Field Trip, Mata Atlântica | Inexpensive Housing in Paraty |
| 13 (Thursday) | Briefings on Paraty Land Use  Field Trip, Kayak Fjord | Inexpensive Housing in Paraty |
| 14 (Friday) | Bus to Rio de Janeiro  Briefing on the Rio ’16 Olympiad | Modest Housing on Beach or FURJ Facilities |
| 15 (Saturday) | Lectures by FURJ Faculty  Field Trip, Aquaculture and Oil | Modest Housing on Beach or FURJ Facilities |
| 16 (Sunday) | Sight-Seeing in Rio de Janeiro  Evening Flight Back to the U.S. | Red-Eye Flight (arrive Monday) |