



THE SCHOOL
FOR FIELD STUDIES

Environmental Policy and Socioeconomic Values SFS 3020

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This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise.
Course content may vary from semester to semester.



Course Overview

This course examines topics related to environmental policy and socioeconomic values through the lens of tourism development in Bocas del Toro, Panama (Bocas). Students will trace the global historical, political, and economic contexts that give rise to the international tourism industry to better understand tourism as both cause and consequence of the rapid globalization experienced over the last few decades. After discussing historic environmental and social challenges brought on by international tourism development in Low and Middle-Income Countries (LMICs), we will then explore the ideological thrust towards sustainable tourism, as well as, critique this concept – always asking: “what are we sustaining and for whom?”



'THE BEACH'

The course will then move on to explore and examine the ways in which international tourism development processes manifest locally in Bocas and explore the associated challenges and opportunities. This will require spending a great deal of time observing tourism in the field to understand who the tourism hosts are, who are the guests, how do they interact, and what are the environmental and social implications of their interactions. This will be a part of conducting directed research geared towards better understanding tourism related challenges and potential solutions (policy, private sector, grassroots, etc.) on the archipelago. This discussion will be situated using governance as a theoretical context so that we may better understand the multifaceted and multi-actor manner in which human behavior is controlled and organized, as well as, how natural resources are allocated.

Every moment during this semester is a learning opportunity. Every trip to the store, boat ride, long walk, or dinner outing is a chance to learn, to speak to people, and observe. The coursework is meant to situate what you are “seeing” and “experiencing” and organize a forum for dialogue, but the guiding principle for this course is that most of your learning will be experiential. The goal is to give you tools to go on and research social science topics that interest you and spark your intellectual curiosities.

Learning Objectives

Following this course, students should:

1. Develop interesting research questions and form a plan for ethically and meaningfully collecting data.
2. Gather qualitative data from tourism stakeholders and organize this data using theoretical frameworks (i.e. sustainable tourism, political ecology and economy, tourism governance, and adaptive as well as resource co-management) to uncover and elucidate trends in how different groups experience and interpret tourism impacts.
3. Critically examine local environmental challenges in Bocas, identify drivers of change, and develop suggestions for improving resource management.
4. Craft a research proposal that links theory, research methods, and data analysis in a way that shows an understanding of the field research process.
5. Demonstrate the ability to understand different socio-cultural contexts and make sound policy and broader governance recommendations to address local issues in a sensitive way.
6. Creatively develop a video, podcast, or blog to bring knowledge of a local issue to a popular audience.

Assessments

Assessment	Value (%)
Participation, Classwork & Engagement	10
Participatory Rapid Assessment	20
Research Proposal	30
Data Collection and Analysis	20
Final Exam	20
TOTAL	100

Learning Assessments

1. Classroom Participation, Class Assignments and Engagement (10%):

- a. This is the most critical part of your grade and requires being prepared for class (having completed readings and being ready to discuss them). This also means you are active and engaged in the field – asking questions from our guests and informants, taking detailed notes, and conducting interviews. There will also be group assignments conducted in class periodically.
- b. Each student will also present a selected reading to the class.

2. Participatory Rapid Assessments (20%):

- a. See Assessment folder in Z-drive for detailed explanation

- b. Also See (Bernard, Field Notes: How to take them, Code Them, Manage Them, 2006, pp. 352-353), (Bernard, Field Notes: How to take them, Code Them, Manage Them, 2006, pp. 387-412), and (Mayoux) for Guidance.
- c. These will also be presented in class in groups on Sept 18th.

3. Research Proposal (30%):

- a. Detailed instruction sheet will be provided in class outlining the proposal requirements. The goal is that you will submit a proposal to do funded research showing that you understand the process of inquiry – you set the context, demonstrate that you can present a relevant literature review, pick a clear research question, plan out a viable methodology, and outline how gathering this data and analyzing it will have implications on furthering knowledge and/or practically setting up for a positive community intervention addressing a need.

4. Data Collection and analysis (20%): – Group Assignment (Groups of 2 to 4)

- a. Your group must conduct and record (preferably video, but hand-written notes are OK also) interviews with tourism stakeholders towards answering a research question. This data must be transcribed and coded and then preliminary conclusions are to be presented.
- b. This can be done as a film, blog with photos, podcast, standard paper format, or any other approved format, but **CREATIVITY** is encouraged!

5. Final Exam (20%):

- a. This will be an oral exam and will be cumulative, testing the knowledge gathered throughout the semester. We will have a dialogue surrounding a socio-environmental issue facing Bocas. Grading rubric will be posted to the Z-drive.

Submission of written assessments

Assessments must be submitted before the stated deadline to receive full credit.

Format written assignments using the following guidelines: 1" page margins, 1.5 spaced lines, Times New Roman, 12-pt. font.

Late submissions will be downgraded by 5%/day (24:00) and will receive a mark of 0% if late by more than 3 days.

To submit work, Email files directly to Leon Mach. Please note that files are time and date stamped, and this information will be used to evaluate if the submission was before the deadline. There will be no discussion as to if these are accurate.

Grading Scheme

A	95.00 - 100%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
A-	90.00 94.99%	B	83.00 - 85.99%	C	73.00 - 75.99%	F	<60.00%
		B-	80.00 - 82.99%	C-	70.00 - 72.99%		

General Reminders

Plagiarism and Cheating: Using ideas and materials of others without giving due credit is cheating and will not be tolerated. A grade of zero will be assigned to anyone caught cheating or aiding another person to cheat, either actively or passively. Unless specifically stated otherwise, all assignments should be individual pieces of work.

Appropriate use of technology: SFS has worked hard to provide internet access to all its staff and students. Inappropriate uses include gaming or excessive video/music downloading. **No screens (laptops/tablets/phones) are permitted during lessons** unless otherwise dictated by faculty. Inappropriate use will result in the loss of this privilege.

Deadlines: Deadlines for written and oral assignments are instated for several reasons:

1. Deadlines are a part of working and academic life to which students need to become accustomed.
2. Deadlines promote equity among students.
3. Deadlines allow faculty ample time to review and return assignments before others are due.

As such, deadlines are ***firm*** and extensions will only be considered under the most extreme circumstances. Late assignments will incur a 10% penalty for every day that they are late. This means an assignment that is five minutes late will have 10% removed, an assignment that is one day and five minutes late will have 20% removed, and so on. Assignments will be handed back to students in a timely manner.

Naming assignments:

1. Word documents, Excel documents, and PDFs for all individual assignments, exams, reports should be saved as...

FirstName_LastName_Assignment

Example... John_Smith_Literature Review

2. Group assignments should be named...

Group#_Assignment

Example... Group1_DataAnalysis

Citation:

Use APA citation formate for all documents.

Format for Journal Article:

Last, F. M., & Last, F. M. (Year Published). Article title. *Journal Name*, Volume(Issue), pp. Pages.

Example:

Jacoby, W. G. (1994). Public attitudes toward government spending. *American Journal of Political Science*, 38(2), 336-361.

Course Content and Reading List

Type- L: Lecture, **FL:** Field Lecture, **SL:** Student Lecture, **W:** Workshop, **FEX:** Field Exercise, **T:** Test, **G:** Guest Lecture

No.	Topics covered	Type	Time (hrs)	Required Readings
EPSV00	Introduction to the course: Expectations, assessments, field research, experiential learning, the main pillars of social science research.	L	1	Syllabus (Harding, 2006)
EPSV01	Making Social Science Matter: Processes of Social Inquiry. We are not mimicking natural sciences, but developing interpretations, explanations and value-laden recommendations.	L	1.5	(Mills, 1956) – The Promise, from The Sociological Imagination. (Flyvbjerg, 2005) – Make Social Science Matter
EPSV02	Tourism Destination Governance as the guiding framework for this course: Understanding various actors, networks and scalar dimensions involved.	L	1.5	(Laws, Agrusa, Scott, & Richens, 2011) – Tourism Destination Governance
EPSV03	International Development, Global Political Institutions & Dependency Theory: Should all countries “develop” the same way? Understanding Theoretical frameworks.	L	1.5	(Rostow, 1990) – 5 Stages of growth Pgs 4-16 (Galeano, 1997) – Open Veins of Latin America Introduction (digital page 15-22)
EPSV04	Pariaso for Sale Flim: Watch and discuss this documentary set in Bocas that explores complicated issues related to land rights and tourism development.	L	2	
EPSV05	Socio-economic development in Panama: Sociopolitical and environmental history of Panama through the lenses of the Canal, bananas, and tourism.	L	1.5	(Carse, Keiner, Henson, Lasso, & et al., 2016) – Panama Canal forum, Preface and Intro
EPSV06	Sustainable Development and	L	1.5	(Hopewood, 2005) – Sustainable

	Sustainable Tourism: Theory and origins.			Development (Mowforth & Munt, 2003) – Sustainable Tourism
EPSV07	Community Based Tourism (CBT) – the promise and the critique.	L	1	(Blackstock, 2005) – CBT (Snow & Wheeler, 2000) – Tourism in Indigenous Communities in Panama
EPSV08	Participatory Rapid Assessment-Assignment	W	1	(Bernard, 2006) – Ch 13 – Participant observation (Mayoux) – Participatory Methods
EPSV09	CBT Site Visits – half the group to Isla Popa, half to Salt Creek: Analyze how tourism impacts indigenous communities differently.	FT, FEX	3	
EPSV10	Group PRA Presentations	W	2	
EPSV11	Volunteer Tourism and Indigenous Communities	L	1.5	(Staton, 2015) – (see link in references) (Lyons, Hanley, Wearing, & Neil, 2012)- Volunteer tourism
EPSV 12	Geographical imagination and the tourist gaze in Bocas town: What are tourists conditioned to see/seek out? How does this influence behavior and impacts? What roll does technology play? What are they missing?	L	1.5	(Mach, From the Endless Summer to the Surf Spring: Technology and Governance in Developing World Surf Tourism, 2014) – Section 3.3 only (Dinhopl & Gretzel, 2016) - Selfies
EPSV13	Local NGOs and Volunteer Tourism: Bahia Roja Community Visit with Give and Surf Guest Speaker. Also visit Floating Doctors.	FT, FEX	3	
EPSV14	Sustainable Tourism and Socioecological Systems: What are we sustaining and for whom? Common pool resources and tourism.	L	1	(Ostrom, 2009) – Socio-ecological systems framework (Briassoulis, 2002)— CPRs and tourism
EPSV15	Tourism in Protected Areas –*Explore tourism in protected areas, how do indigenous communities fit into management plans.	FT, FL, FEX	2	(Guerrón-Montero, 2005)- PNMIB planning process (Mach, 2019) – SIT in Bahia Honda

EPSV16	Social Science Research Design & Case Studies: What have you learned from your field experiences and note taking? How can you turn your research questions into viable and meaningful (funded) studies?	L	1	(Labaree, 2009) – Organizing your Social Sciences Research Proposal (see link in references). (Dredge & Hales, 2012) – Tourism Case Study Research
EPSV17	Zapatillas Field Visit and Exercise: Is this a marquee site? Is the MPA properly managed? What are tourist expectations? Are they met? Marketing vs Branding.	FT, TEX	3	1. DR example
EPSV18	Film Screening of the “The Beach” with discussion.	L	2	
EPSV19	Governance and Voluntary Private sector initiatives (Ecotourism): Global sustainable tourism criteria (GSTC) and sustainability criteria.	L	2	(Blanco, 2011) – SES approach to voluntary initiatives in Nature Based Tourism. (West & Carrier, 2004) – Ecotourism and Authenticity
EPSV20	Quest for Authenticity and Tourism: the value of the “the other” and virtualism through tourism.	L	1.5	(Annesley, 2004)– Travel, Consumption, and Alex Garland’s The Beach
MID Semester Break!				
ESPV21	Environmental Policy: What roll does the political process play in agenda setting and altering behavior?	L	1.5	(Blackman, 2008) – See link in references (Costanza & Daly, 1992) – Natural Capital and Sustainable Development
EPSV22	Governance and Civil Society – Paunch Pier Case	GL	1.5	(Douglas, 2017) – see link in references
EPSV23	Qualitative data Gathering and Analysis: Group Project intro	L	1.5	(Junek & Killion, 2012) – Grounded Theory
EPSV24	Field trip to La Loma Jungle Lodge & Palmar Tent Lodge: Private sector approaches to social and environmental protection through business operations.	FT, FEX	2	(GSTC, 2016)
EPSV25	Data Gathering (group project)	FEX	5	
EPSV26	Ecological Foundations for Tourism Destination Development - Boquete / Pacific Trip Prep			(Benson, 2015) – Race, Class, Privilege in Boquete.
EPSV 27	Government and Paradise: How does			

	the local government view critical environmental issues locally and what approaches do they use to attempt to find solutions.			
ESPV28	Group Project Presentations and Course wrap up	L	2.5	
EPSV33	Final Exam		3	
	Total Contact Hours		62.5	

Reading List

- Anderson, J. (2017). A ritual with consequence. In G. Borne, & J. Ponting, *Sustainable Surfing* (pp. 176-201). New York: Routledge.
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