Environmental Policy and Socioeconomic Values
SFS 3020

Syllabus

The School for Field Studies (SFS)
Center for Tropical Island Biodiversity Studies
Bocas del Toro, Panama

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.
Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, the elephants are not always where we want them to be, so be flexible!
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 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. 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.
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 etc.,) to uncover and elucidate trends in how different groups experience and interpret tourism impacts.

3. Critically examine local social and environmental challenges in Bocas, identify drivers of change, and develop informed suggestions for improving resource management that acknowledge complexity.

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. Creatively develop a video, podcast, or blog to bring knowledge of a local issue to a popular audience.

Learning Assessments

1. **Classroom Participation, Class Assignments and Engagement:**
   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** (PRA)
   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 Feb 19th in collaboration with other classmates.

3. **Research Proposal**
   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 an identified need.

4. **Data Collection and analysis** – 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**
   a. This will be cumulative, testing the knowledge gathered throughout the semester. It will be both short answer and have an analytical essay component.

### Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, Classwork &amp; Engagement</td>
<td>10</td>
</tr>
<tr>
<td>Participatory Rapid Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>30</td>
</tr>
<tr>
<td>Data Collection and Analysis</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
</tbody>
</table>

### 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 imach@fieldstudies.org. 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.00 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 94.99%</td>
</tr>
<tr>
<td>B</td>
<td>86.00 - 89.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 82.99%</td>
</tr>
<tr>
<td>C</td>
<td>76.00 - 79.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 72.99%</td>
</tr>
<tr>
<td>D</td>
<td>60.00 - 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99 - 0.00%</td>
</tr>
</tbody>
</table>

### 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 (e.g., allowing someone to look at your exam). 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 format for all documents.**

Format for Journal Article:


Example:


**Course Content and Reading List**

**Type:** L: Lecture, FL: Field Lecture, SL: Student Lecture, W: Workshop, FEX: Field Exercise, T: Test, G: Guest Lecture
<table>
<thead>
<tr>
<th>No.</th>
<th>Topics covered</th>
<th>Type</th>
<th>Hours</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| EPSV 00 | **Introduction to the course:** Expectations, assessments, field research, experiential learning, the main pillars of social science research. | L    | 1     | 1. Syllabus  
2. (Harding, 2006) – Panamanian historical overview                              |
| EPSV 01 | **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   | 3. (Mills, 1956) – The Promise, from The Sociological Imagination.  
4. (Flyvbjerg, 2005) – Make Social Science Matter                                    |
| EPSV 02 | **Tourism Destination Governance as the guiding framework for this course:** Understanding various actors, networks and scalar dimensions involved. | L    | 1.5   | 5. (Laws, Agrusa, Scott, & Richens, 2011) – Tourism Destination Governance          |
| EPSV 03 | **International Development, Global Political Institutions & Dependency Theory:** Should all countries “develop” the same way? Understanding Theoretical frameworks. | L    | 1.5   | 6. (Rostow, 1990) – 5 Stages of growth Pgs 4-16  
7. (Galeano, 1997) – Open Veins of Latin America Introduction (digital page 15-22) |
| EPSV 04 | **Paraiso for Sale:** Watch and discuss film exploring issues related to land expropriation in Bocas del Toro. | L    | 2     |                                                                                   |
| EPSV 05 | **Sustainable Development and Sustainable Tourism:** Theory and origins.        | L    | 1.5   | 8. (Hopewood, 2005) – Sustainable Development  
9. (Mowforth & Munt, 2003) – Sustainable Tourism                                       |
| EPSV 06 | **Defining Sustainable Tourism:** Students will work in small groups to explain a definition of sustainable tourism that they have selected and argue that it is the most appropriate. | W    | 1.5   |                                                                                   |
| EPSV 07 | **Community Based Tourism (CBT)** – the promise and the critique.             | L    | 1     | 10. (Mach & Vahradian, Forthcoming) – Sustainable indigenous tourism in BDT        |
| EPSV 08 | **Participatory Rapid Assessment-Assignment**                                  | W    | 1     | 11. (Bernard, 2006) – Ch 13 – Participant observation  
12. (Mayoux) – Participatory Methods                                                |
| EPSV   | **CBT Site Visits** – half the group to Isla Popa, half to Salt Creek: Analyze how | FT,  | 3     |                                                                                   |
| EPSV 09 | tourism impacts indigenous communities differently. | FEX |  |
| EPSV 10 | **Group PRA Presentations** | W | 2 |
| EPSV 11 | Volunteer Tourism and Indigenous Communities | L | 1.5 |
| EPSV 12 | Local NGOs and Volunteer Tourism: Bahia Roja Community Visit with Give and Surf Guest Speaker. Also visit Floating Doctors. | FT, FEX | 3 |
| EPSV 13 | 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 |
| EPSV 14 | Sustainable Tourism and Socioecological Systems: What are we sustaining and for whom? Common pool resources and tourism. | L | 1 |
| EPSV 15 | Tourism in Protected Areas and Nature Based Tourism and Crowding. | L | 2 |
| EPSV 16 | 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 | 2 |
| EPSV 17 | Zapatillas Field Visit and Exercise: Is this a marquee site? Is the MPA properly managed? What are tourist expectations? Are they met? | FT, FEX | 3 |
| ESPV 18 | Film Screening of the “The Beach” with discussion. | L | 2 |
| EPSV 19 | Governance and Voluntary Private sector initiatives (Ecotourism): Global sustainable tourism criteria (GSTC) and | L | 2 |

13. (Staton, 2015) – (see link in references)
15. (Mach, From the Endless Summer to the Surf Spring: Technology and Governance in Developing World Surf Tourism, 2014) – Section 3.3 only
16. (Dinhopl & Gretzel, 2016) - Selfies
17. (Ostrom, 2009) – Socio-ecological systems framework
18. (Briassoulis, 2002) — CPRs and tourism
19. (Guerrón-Montero, 2005)- PNMIB planning process
20. (Leung, Spenceley, Hvenegaard, & Buckley, 2018)
22. (Dredge & Hales, 2012) – Tourism Case Study Research
23. (Annesley, 2004) – Travel, Consumption, and Alex Garland’s The Beach
24. (Blanco, 2011) – SES approach to voluntary initiatives in Nature Based
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Method</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td><strong>Quest for Authenticity and Tourism</strong>: the value of the “the other” and virtualism through tourism.</td>
<td>L</td>
<td>1.5</td>
</tr>
<tr>
<td>20</td>
<td><strong>Tourism</strong>: 25. (GSTC, 2016)</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td><strong>MID Semester Break!</strong></td>
<td></td>
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<tr>
<td>21</td>
<td><strong>Qualitative data Gathering and Analysis</strong>: Group Project intro</td>
<td>L</td>
<td>1.5</td>
</tr>
<tr>
<td>22</td>
<td><strong>Governance and Civil Society – Paunch Pier Case</strong></td>
<td>GL</td>
<td>1.5</td>
</tr>
<tr>
<td>23</td>
<td><strong>Field trip to La Loma Jungle Lodge &amp; Palmar Tent Lodge</strong></td>
<td>FT, FEX</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td><strong>AirBnb</strong>: conceptualizing how this disruptive technology influences BDT</td>
<td>L</td>
<td>1.5</td>
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<tr>
<td>25</td>
<td><strong>Visit to Red Frog Resort</strong>: Is Mass tourism dead? Can tourism developments be both “big” and “sustainable”?</td>
<td>FL</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>28. (Douglas, 2017) – see link in references</td>
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<td></td>
</tr>
<tr>
<td>25</td>
<td>29. (Mach &amp; Ponting, 2018) – Surf tourism destination governance</td>
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<tr>
<td>26</td>
<td><strong>Data Gathering (group project)</strong></td>
<td>FEX</td>
<td>6</td>
</tr>
<tr>
<td>27</td>
<td><strong>Group Project Presentations and Course wrap up</strong></td>
<td>L</td>
<td>2.5</td>
</tr>
<tr>
<td>28</td>
<td><strong>Final Exam</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td><strong>Environmental Policy and Socioeconomic Values in Action</strong>: Field visit to Boquete for Coffee tour and fair-trade discussion.</td>
<td>L, FT, FEX</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>61.5</strong></td>
</tr>
</tbody>
</table>

**Reading List**


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