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.

COURSE CONTENT SUBJECT TO CHANGE

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 may be 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 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. 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. These will also be presented in class in groups on Sept 24th 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 completed also as part of your culture and language course. For the EPSV assessment of this project, you will be evaluated on your ability to:
   a. Identify and articulate a research question to frame your group project
   b. Interview an adequate number of relevant stakeholders
   c. Record, translate and transcribe your interviews (Your transcripts must be turned in)
   d. Organize your interview data (either using existing theories or by creating your own) and present this information accurately and clearly
   e. Present relevant findings and interpret their significance to your audience

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

Assessment	% of Final Grade
Participation, Classwork & Engagement	10
Participatory Rapid Assessment	20
Research Proposal	30
Data Collection and Analysis	20
Final Exam	20

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.

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	59.99-60.00%
		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 (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 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

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

No.	Topics covered	Type	Hours	Required Readings
EPSV00	**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
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	3. (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	4. (Laws, Agrusa, Scott, & Richens, 2011) – Tourism Destination Governance *Recommended:* 5. (Scott & Mach, 2018) – TDG in Bocas del Toro
EPSV03	**International Development, Global Political Institutions & Dependency Theory**: Should all countries "develop" the same way? Understanding Theoretical frameworks.	L	2	6. (Rostow, 1990) – 5 Stages of growth Pgs 4-16 *Recommended:* 7. (Galeano, 1997) – Open Veins of Latin America Introduction (digital page 15-22)
EPSV04	**Life and Debt:** Watch and discuss film.	L	2	
EPSV05 & 06	**Sustainable Development and Defining Sustainable Tourism**: Theory and origins.	L	3	8. (Honey, 2008) Ecotourism and Sustainable development CH1

EPSV07	**Community Based Tourism (CBT)** – the promise and the critique.	W	2	9. (Mach & Vahradian, 2019) – Sustainable indigenous tourism in BDT (also see Ngöbe annex)
EPSV08	**Participatory Rapid Assessment Preparation**	W	1	10. (Stringer, 2006) Action Research Excerpt 11. PRA Assessment Description (In assessments folder)
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	**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	12. (Labaree, 2009) – Organizing your Social Sciences Research Proposal (see link in references). 13. Proposal Assignment Description (in Assessments folder)
EPSV13	**Intro to video assignment:** Utilizing or create theories to organize the information you collect and make stronger arguments			14. (Junek & Killion, 2012) – Grounded Theory 15. (McGehee, 2012) – Interview techniques
EPSV12	**Volunteer Tourism:** Who are the volunteers? Why do they do it? Does it make a difference to communities hosting them? & Visit to Give and Surf to learn about their VT operations.	L, FT	4	16. (Butcher & Smith, 2010) 17. (Staton, 2015) – See link in Citations
EPSV14	**Sustainable Tourism and Socioecological Systems:** What are we sustaining and for whom? Common pool resources and tourism.	L	2	18. (Ostrom, 2009) – Socio-ecological systems framework 19. (Briassoulis, 2002)— CPRs and tourism
EPSV15	**Protected Area Tourism Governance**	L	2	20. (Borrini-Feyerabend & Hill, 2015) 21. (Spalding, Suman, &

				Mellado, 2015)
EPSV16	**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	
EPSV17	**Group Project Data Collection:** Students have time to gather data for their group video projects	FEX	6	
EPSV18	**Quest for Authenticity and Tourism**: the value of the "the other" and virtualism through tourism.	L	2	22. (West & Carrier, 2004) – Ecotourism and Authenticity
EPSV19	**Geographical Imagination and Technology (selfies)**			23. (Mowforth & Munt, 2003) – Geographical Imagination Excerpt 24. (Tribe & Mkono, 2017) – E-lienation
MID Semester Break!				
EPSV20	**Governance and Voluntary Private sector initiatives (Ecotourism):** Global sustainable tourism criteria (GSTC) and sustainability criteria.	L	2	25. (Blanco, 2011) – SES approach to voluntary initiatives in Nature Based Tourism. 26. (GSTC, 2016)
EPSV21	**Comparative analysis of ecotourism in the Field:** Can large and small scale tourism providers be analyzed the same way? How does the size of the operations change the opportunities and challenges associated with sustainable tourism delivery.	FEX	5	
EPSV22	**AirBnb:** conceptualizing how this disruptive technology influences BDT	L	1.5	27. (Guttentag, 2015) – Airbnb's as a disruptive innovation in tourism
EPSV 23	**Governance and Civil Society – Paunch Pier Case**	L	1.5	28. (Douglas, 2017) – see link in references 29. (Mach & Ponting, 2018) – Surf tourism destination governance
ESPV24	**Group Project Presentations and**	L	3	

	Course wrap up			
EPSV25	**Final Exam**		3	
EPSV26	**Agricultural Tourism:** Field visit to **Boquete** for Coffee tour and a discussion on the differences between fair trade and direct trade.	L, FT, FEX	3	
	Total Hours		60	

Reading List

Bernard, H. R. (2006). Field Notes: How to take them, Code Them, Manage Them. In H. R. Berard, *Research Methods in Anthropology: Qualitiative and Quantitative Approaches* (pp. 387-412). Oxford: AltaMira Press.

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Dinhopl, A., & Gretzel, U. (2016). Selfi-taking as tourist looking. *Annals of Tourism Research*, 126-139.

Douglas, A. (2017, June 9). *Help savev one of the Caribbean's best waves*. Retrieved from Surfer: https://www.surfer.com/features/help-save-one-of-the-caribbeans-best-waves/

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GSTC. (2016). *GSTC Industry Criteria.* GSTC. Retrieved from
    http://www.gstcouncil.org/images/Integrity_Program/Criteria/GSTC-
    Industry_Criteria_only_v3_21Dec-2016_Final.pdf

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    sector. *Current Issues in Tourism, 18*(12), 1192-1217.

Harding, R. (2006). *The History of Panama.* Connecticut: Greenwood Press.

Honey, M. (2008). *Ecotourism and Sustainable Development : Who Owns Paradise?* (Second ed.).
    Washington, D.C: Island Press.

Junek, O., & Killion, L. (2012). Grounded Theory. In L. Dwyer, A. Gill, & N. Seetaram (Eds.), *Handbook of
    research methods in tourism: Quantitative and qualitative approaches* (pp. 325-338).
    Cheltenham, CA: Edward Elgar.

Labaree, R. V. (2009). *Organizing Your Social Sciences Research Paper: Writing a Research Proposal*.
    Retrieved from USCLibraries: http://libguides.usc.edu/writingguide/researchproposal

Laws, E., Agrusa, J., Scott, N., & Richens, H. (2011). *Tourist Destination Governance: practice, theory and
    issues.* Wallingford, UK: CAB International.

Mach, L., & Ponting, J. (2018). Governmentality and surf tourism destination governance. *Journal of
    Sustainable Tourism*.

Mach, L., & Vahradian, D. (2019). Tourists want to be spooked, not schooled: Sustainable Indigenous
    tourism in Bocas del Toro, Panana. *Journal of Ecotourism*, 1-33.

Mayoux, L. (n.d.). Participatory Methods.

McGehee, N. (2012). Interview Techniques. In L. Dwyer, A. Gill, & N. Seetaram (Eds.), *Handbook of
    research methods in tourism* (pp. 365-376). Cheltenham, UK: Edward Elgar.

Mowforth, M., & Munt, I. (2003). *Tourism and Sustainability: Development, Globalisation and New
    Tourism in the Third World.* London: Routledge.

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    Economic Growth: A non-Communist Manifesto* (pp. 4-16). New York: Cambridge University
    Press.

Scott, C., & Mach, L. (2018). The role of research and training institutions in tourism destination
    governance in Bocas del Toro. In D. Suman, & A. K. Spalding (Eds.), *Coastal resources of Bocas
    del Toro, Panama: Tourism and development pressures and the quest for sustainability* (pp. 105-
    132). Coral Gables, FL: University of Miami.

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