



THE SCHOOL
FOR FIELD STUDIES

Environmental Policy and Socioeconomic Values SFS 3020

Syllabus, Spring 2020

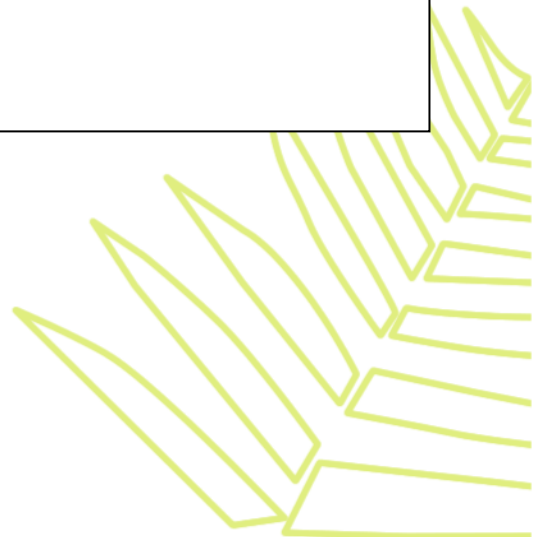
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Course Overview

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 observing tourism in the field to understand who the tourism hosts are, who are the guests, how 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. 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. Critically examine local social and environmental challenges in Bocas, identify drivers of change, and develop informed suggestions for improving resource management that acknowledge complexity.
2. Develop a deep appreciation for local Indigenous communities and the challenges and opportunities brought to these communities through tourism.
3. Craft a feasible research proposal that links theory, research methods, and data analysis in a way that shows an understanding of the field research process.
4. 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.
5. Creatively and collaboratively develop a video utilizing interview techniques and data analysis 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) (PRA due Feb 19th)**
 - 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 (Due March 18th)**
 - 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. **Video Project: Data Collection and analysis (Due April 1st).** – This group video assignment is also part of your culture and language course (See CL syllabus for

grading criteria for that course). You will be evaluated on the following for the EPSV portion of this assessment:

- a. Identify and articulate a research question to frame your group video project
- b. Develop thoughtful questions to help elucidate ideas within the umbrella of your research question and interview an adequate number of relevant stakeholders
- c. Record, translate and transcribe your interviews (Your transcripts must be turned in also on Oct 30th)
- d. Organize your interview data (either using existing theories or by creating your own) and present this information accurately and clearly in your video
- e. Present relevant findings and interpret their significance to your audience

5. Final Exam (*April 2nd*)

- 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	Due Date
Participation, Classwork & Engagement	10	Ongoing
Participatory Rapid Assessment	20	Feb 19
Research Proposal	30	Mar 18
Video Project: Data Collection and Analysis	20	April 1
Final Exam	20	April 2

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 lmach@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

A	95.00 100%	-	B+	86.00 89.99%	-	C+	76.00 79.99%	-	D	60.00 69.99%	-
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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 (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 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	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 <i>Recommended:</i> 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 <i>Recommended:</i> 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. (Amor, 2019) – Are we traveling wrong? – link in references 9. (Honey, 2008) Ecotourism and Sustainable development CH1 10. (Pucci & Zeb Larson, 2019) – 12 tips – link in references

EPSV07	Community Based Tourism (CBT) – the promise and the critique.	W	2	11. (Mach & Vahradian, 2019) – Sustainable indigenous tourism in BDT 12. (World Bank, 2010) – Comarca Annex areas
EPSV08	Participatory Rapid Assessment Preparation	W	1	13. (Stringer, 2006) Action Research Excerpt 14. 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	
EPSV/ CL	Intro to video assignment: Utilizing or create theories to organize the information you collect and make stronger arguments			15. (Junek & Killion, 2012) – Grounded Theory 16. (McGehee, 2012) – Interview techniques
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	17. (Labaree, 2009) – Organizing your Social Sciences Research Proposal (see link in references). 18. Proposal Assignment Description (in Assessments folder)
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	19. (Butcher & Smith, 2010) 20. (Staton, 2015) – Volunteer tourism critique
EPSV 13	Video project panning			Revisit = (Junek & Killion, 2012) & (McGehee, 2012)
EPSV14	Sustainable Tourism and Socioecological Systems: What are we sustaining and for whom? Common pool resources and tourism.	L	2	21. (Ostrom, 2009) – Socio-ecological systems framework 22. (Briassoulis, 2002)— CPRs and tourism
EPSV15	Protected Area Tourism Governance	L	2	23. (Borrini-Feyerabend & Hill, 2015) – PA governance 24. (Spalding, Suman, & Mellado, 2015) – marine policy in Panama

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	25. (Mach, Winner, Rojas, & Klemond, 2020) – Fees and protected are governance
EPSV17	Group Project Data Collection: Students have time to gather data for their group video projects	FEX	6	
EPSV 18	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	TBA
MID Semester Break!				
EPSV 19	Quest for Authenticity and Tourism: the value of the “the other” and virtualism through tourism.	L	2	26. (West & Carrier, 2004) – Ecotourism and Authenticity
EPSV 20	Geographical Imagination and Technology (selfies)	L	2	27. (Mowforth & Munt, 2003) – Geographical Imagination Excerpt 28. (Tribe & Mkono, 2017) – E- liation 29. (Finley, 2019) – Reverse Selfie – link in references
EPSV21	Governance and Voluntary Private sector initiatives (Ecotourism): Global sustainable tourism criteria (GSTC) and sustainability criteria.	L	2	30. (Sasidharan, Sirakaya, & Kerstetter, 2002) – Ecolables in Developing countries 31. (GSTC, 2016) – Standards for operators
EPSV22	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	
EPSV23	AirBnb: conceptualizing how this disruptive technology influences BDT	L	1.5	32. (Guttentag, 2015) – Airbnb’s as a disruptive innovation in tourism
EPSV 24	Governance and Civil Society – Paunch Pier Case	L	1.5	33. (Douglas, 2017) – see link in references 34. (Mach & Ponting, 2018) – Surf tourism destination governance

ESPV 25	Group Project Presentations and Course wrap up	L	3	
EPSV 26	Final Exam		3	
			60	

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