

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

SOCI 361: Sustainable Development Lab in Central America

CIP Code: 45.110

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SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES
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A. **TITLE:** Sustainable Development in Central America Lab

B. **COURSE NUMBER:** SOCI 361

C. **CREDIT HOURS:**

Credit Hours: 1

Lecture Hours 1 per Week

Course Length: 2 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Winter Term – Study Abroad

G. **COURSE DESCRIPTION:**

This study abroad experience investigates development in Central America and the degree to which communities can navigate the social structures (historical, economic, cultural etc.) and build a healthier, more equitable, environmentally sustainable and economically secure future. This two-week experience is set in two countries, Panama, and Costa Rica, who, as neighbors, share a language and some history but have distinct stories in terms of development. The two-country model allows students to more fully grasp the variety of challenges and opportunities that countries throughout Central and Latin America and develop research questions of their own.

H. **PRE-REQUISITES:** SOCI 360 Sustainable Development **or**
SSCI 271 Contemporary Global Issues

CO-REQUISITES: None

I. **STUDENT LEARNING OUTCOMES:**

<i>Course Student Learning Outcome [SLO]</i>	<i>ISLO</i>
a. Identify salient social structures (historical, economic, cultural etc.) of Panama and Costa Rica	4 [GL]
b. Recognize relationship between geography and biological diversity in both countries.	4 [GL]
c. Compare the similarities and differences in forms of Spanish colonialism in both countries and its developmental legacy.	4 [GL]
d. Evaluate the role of US foreign policy in each country in advancing and hindering development.	4 [GL]
e. Explore case studies of development strategies and within those, identify variables to measure the comparative sustainability of different communities' development.	4 [GL]

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit, /Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J.

APPLIED

LEARNING COMPONENT: Yes

Research

Service Learning

K. **TEXTS:**

Deere and Royce eds. (2018) *Rural Social Movements in Latin America: Organizing for Sustainable Livelihoods*

Mapes, Katharine (2008) *Expanding Ecotourism: Embedding Environmental Sustainability in Panama's Burgeoning Tourist Industry*

L. **REFERENCES:** UNDP, World Bank, IMF, CEASPA

M. **EQUIPMENT:** None

N. **GRADING METHOD:** A – F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Case Studies, Research, Participation, Discussion

P. **DETAILED COURSE OUTLINE:**

Sustainable Development Lab:

The lab is set in two countries, Panama and Costa Rica, who, as neighbors, share a language and some history but have distinct stories in terms of development.

Panama:

Panama has been blessed, and perhaps cursed, by its geography that placed it centrally in the emergence of global capitalism. From its conquest by the Spanish Empire, who used its narrow isthmus as a route for transporting wealth from South America to Europe, to its current canal that brings goods to and from Eastern Asia Panama has developed as an essential link in globalization. Its capital city reflects that centrality with gleaming high rises that overlook

Panamax container ships waiting in the Pacific to enter the canal. In the shadow of those high rises is a neighborhood still rebuilding from an American invasion now decades past. A neighborhood containing those still displaced by this invasion who can testify to the peril of being a nation quite so important to global commerce.

Costa Rica:

Just to the west and north of Panama is Costa Rica. A relatively ignored backwater of the Spanish empire this small country has followed a very different development path. After decades as a banana exporter and then a coffee cultivator Costa Rica was allowed the opportunity to disband its military, under the protective watch of its ally the United States and focus its efforts on cultivating an economy rooted in ecotourism. Tourism has fulfilled its promise of bringing financial gain to Costa Rica but with it worries of sustainability and a new form of colonialism.

Two Countries:

The two-country model allows students to more fully grasp the variety of challenges and opportunities that countries throughout Central and Latin America. In these two countries we will explore a number of different case studies and within those, variables that have shaped the comparative sustainability of different communities' development. In this two-week trip we will be exploring:

Themes and Case Studies:

1. The relationship between geography and biological diversity in both countries
2. The history and legacy of Spanish colonialism in both countries but especially Panama
3. The development of the Panama Canal and its impact on contemporary Panama
4. US involvement, historically and contemporarily, with each county and the region
5. The Panamanian NGO CEASPA (Centro de Estudios y Accion Social Panameno) in Panamanian development
6. The rural community of Achiote Panama as they seek to embrace ecotourism as a development scheme, rather than small scale agriculture
7. The protected area of San Lorenzo
8. The village of Porto Bello focusing on the history and contemporary challenges of Afro-Caribbeans in Panama
9. The jointly run international protected area La Amistad that crosses the border between Panama and Costa Rica
10. The cooperative ASOPROLA (Asociacion de Productores la Amistad), in Costa Rica, as a model for sustainable agriculture and ecotourism.
11. The role of ecotourism as a sustainable development model in the Osa Peninsula.
12. The Costa Rica NGO Osa Conservation and the role of foreign funding for NGOs

Q. LABORATORY OUTLINE: Please See Travel Itinerary Below

Date	Location	Itinerary	Includes
Day 1	Panama Panama; Hostal Amador	Transfer to the hotel Evening: Brief group meeting Introduction Safety presentation	Dinner
Day 2	Panama History and Development CEASPA	AM: Panama Tour PM: Presentation on CEASPA's history and activities	Breakfast Lunch Dinner
Day 3	Panama Development and Ecology	AM: Canal PM: BioMuseo	Breakfast Lunch Dinner
Day 4	Urban to Rural	AM: Transfer to Achiote stopping at Canal Expansion PM: Achiote introduction/San Lorenzo Buffer Zone	Breakfast Lunch Dinner Tour
Day 5	Rural Development: Service Project	AM: Tour Achiote PM: San Lorenzo National Park	Breakfast Lunch Dinner
Day 6	Rural Development and Protected Areas	AM: Portobelo PM: Panama Bus to CR	Breakfast Lunch Dinner
Day 7	Panama to Costa Rica Hotel Posada Canal Grande	AM: Arrive in San Jose PM: Transfer to the hotel Evening: Brief group meeting – Introduction Safety presentation	Breakfast Lunch Dinner
Day 8	Biolley, San Vito ASOPROLA	AM: Transfer to ASOPROLA PM: Presentation on ASOPROLAS's history and activities	Breakfast Lunch Dinner
Day 9	Biolley, San Vito ASOPROLA	AM: Work in the coffee plantations, Organic Horticulture Visit to local projects of the community PM: End of day reflection	Breakfast Lunch Dinner
Day 10	Biolley, San Vito ASOPROLA	AM: Tour to La Amistad National Park PM: Talk on importance of forest ecosystems and threats to conservation End of day reflection	Breakfast Lunch Dinner Tour
Day 11	Osa Peninsula, Piro Research Station, Osa Conservation	AM: Transfer to Piro Research Station Talk by SINAC on Conservation threats and challenges in Osa Peninsula, Puerto Jimenez PM: Welcome & Presentation by Larry Villalobos, Introduction to Osa Conservation ASOPROLAS's trip debrief	Breakfast Lunch Dinner
Day 12	Osa Peninsula, Piro Research Station, Osa Conservation	AM: Presentation by Juan Carlos Cruz, Topic: Wild cats conservation Research Project Coordinator - Topic: Primate monitoring PM: Primate monitoring research project - Field research/guided hike	Breakfast Lunch Dinner

Day 13	Osa Peninsula, Piro Research Station, Osa Conservation	AM: Presentation by Manuel Sánchez, Research Assistant & Sea Turtle Program Coordinator -Topic: Sea turtle conservation PM: Beach walk to assess the impacts of human activity	Breakfast Lunch Dinner
Day 14	Osa Peninsula, Piro Research Station, Osa Conservation	AM: Primate monitoring research project - Field research/guided hike w/Juan Carlos Cruz PM: Visit to the Osa Verde reforestation nursery Osa Conservation's debrief	Breakfast Lunch Dinner
Day 15	San José, CR; Hotel Posada Canal Grande	Transfer to San José Dinner and final wrap up	Breakfast Lunch Dinner
Day 16	Return to USA	Transfer to the airport	Breakfast