

PSC 285T: Environmental Politics (Costa Rica)
Summer 2018

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Objective:

Costa Rica is a country known for its robust environmental protection policies and relatively high standards of living. Yale's Environmental Protection Index consistently scores Costa Rica in the top fifth of all countries and well ahead of its Central American neighbors. Scoring similarly well on the UN's Human Development Index, Costa Rica currently ranks 66 out of 188 countries putting the country in the "high human development" category on the indicator.

Political Science has been defined as the study of how societies decide "who gets what, when, and how." In our two weeks in Costa Rica we explore the relationship between politics, the natural environment, and human development. How do choices on issues of environmental protection (independent variable) shape human development (dependent variable) and vice versa? We begin this process in the hypothesis generation phase interviewing experts on environmental policy as well as Costa Ricans from across the socio-economic spectrum. As we progress through the course we develop models that try to answer our research questions and collect data to test them. Our overarching objective in "Environmental Politics" is to explore the ways in which environmental policies, or lack thereof, benefit some while harming others because it is only with this kind of knowledge that citizens can be reasonably expected to choose approaches to the environmental protection that work for them in a sustainable way.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the readings, attended lectures regularly, completed all assignments diligently, studied for quizzes and exams, and participated fully in the course in general should be able to do the following by the end of the course:

- The student will be able to describe major theories on the relationship between policy and the environment.
- The student will understand best practices in common pool resource management.
- The student will be able to highlight the major environmental challenges facing Costa Rica today and explain the multi-faceted debates around proper responses.
- The student will be able to professionally conduct interviews and systematically record data from these interviews for use in social scientific analysis.
- The student will be able to engage critically and creatively with data we collect to test hypotheses.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professors that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. Prior to leaving for Costa Rica you are expected to read EVERYTHING assigned on the syllabus. As we travel you are also expected to attend EVERY lecture and presentation. This course is not a vacation so you are expected to bring your intellectual curiosity to our site visits and take notes as you would in a course in preparation for your course notebook assignment.

You will be evaluated in this class based on your performance in 6 areas. These areas, along with their relative weights, are as follows:

Pre-Trip Expectations Essay (5%) – Prior to leaving for Costa Rica all students will submit an expectations essay. While reflective in nature, this assignment is not informal. Connect your interests with likely experiences in Costa Rica to describe in no more than 2 pages (single-spaced, 1 inch margins, 12 point Times New Roman font) what you hope to gain from the course. Essays are due via Blackboard Assignments by Friday 27 July. Unexcused late essays will be penalized at a rate of 10 points per day.

Exam #1 (25%) – Administered via Blackboard on Friday 3 August through Saturday 4 August. The exam is open book (you MAY use your texts and/or notes but you MAY NOT collaborate with other individuals either in person, via telephone, or electronically) and covers the assigned readings and pre-trip lectures. It will be available from noon on Friday until noon on Saturday Tampa-time. While you may start the exam any time during this window, you have only 75 minutes from the time you begin to complete the exam. The exam includes multiple-choice and essay questions. There will be NO review sheet. Unexcused late exams will be penalized at a rate of 10 points per day. If you miss an exam it is YOUR responsibility to contact me as soon as possible to schedule a make-up.

Exam #2 (25%) – Given out near the end of the Costa Rica travel portion of the course. The exam covers all material from the assigned readings, lectures, and experiential education opportunities. The exam includes multiple-choice and essay questions. There will be NO review sheet. Unexcused late exams will be penalized at a rate of 10 points per day. If you miss an exam it is YOUR responsibility to contact me as soon as possible to schedule a make-up.

Course Notebook (30%) – This notebook should have (I) field notes, (II) a daily travel journal, and (III) two essays.

(I) When we employ survey data collection techniques as part of fieldwork assignments your site observational notes should be systematically recorded in your course notebook. This means a field note entry (a worksheet is available on Blackboard) for every site we do interviews in.

(II) Additionally for each day we are in Costa Rica you should document the significant things you learned and experienced in a summary entry labeled with the date. Entries should not exceed 300 words. I am NOT looking for your personal review of the tastiness of that day's lunch or the cleanliness of the hotel's bathroom unless you can find some way to relate these observations to the course content. Nor am I interested in who irritates you on the bus or said something funny in the hotel. Rather I am looking for your recognition

of the daily meeting of course objectives. Feel free to write the aforementioned less academic types of observations down for your memoir but please excise them from the document you turn in for this class. Make sure to label your notebook observations for this course with the tags provided in Blackboard.

(III) To round out your course notebook you should complete two essay assignments prior to your return to the US. The questions these assignments focus on are “how have Costa Rica’s environmental protection projects impacted the natural environment and the people?” and “How do your activities at home impact the environment in places like Costa Rica. Who benefits from your actions and who does not?” Essays should not be longer than 3 single-spaced pages in length.

As the assignment counts for nearly a third of your course grade, I am looking for thoroughness and quality writing and presentation. You should consult readings but also evidence we collect in Costa Rica. Notebooks should be typed and converted into a single PDF and are due via Blackboard no later than Friday 24 August. Unexcused late notebooks will be penalized at a rate of 10 points per day.

Participation (10%) – This is the type of course you need to be actively engaged in to reap the full benefit. What this means in practical terms is showing up and contributing to class discussions, putting in a good faith and honest effort into ALL of the survey collection exercises, and fully engaging with the experiences in Costa Rica. These points are not automatic; you will need to work for them by going to all the course content presentations and data collection exercises prepared to digest the information and displaying intellectual curiosity.

Photo Share (5%) – Over the course of our two weeks in Costa Rica you will have ample opportunity to document photographically the lived environmental politics of the country. As part of your grade you should share the three pictures you think best explain what you learned in Costa Rica with a brief paragraph or less explanation of why you chose the pictures you selected. These pictures may be used in promotional material for future editions of this course. Pictures as well your narratives should be uploaded via Blackboard no later than Friday 24 August. Unexcused late pictures will be penalized at a rate of 10 points per day.

Important Due Dates:

Pre-Trip Essay	Friday 27 July
Exam #1	Friday 3 August – Saturday 4 August
#2	Monday August 20 (approximate)
Course Notebook	Friday 24 August
Photo Share	Friday 24 August

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Readings:

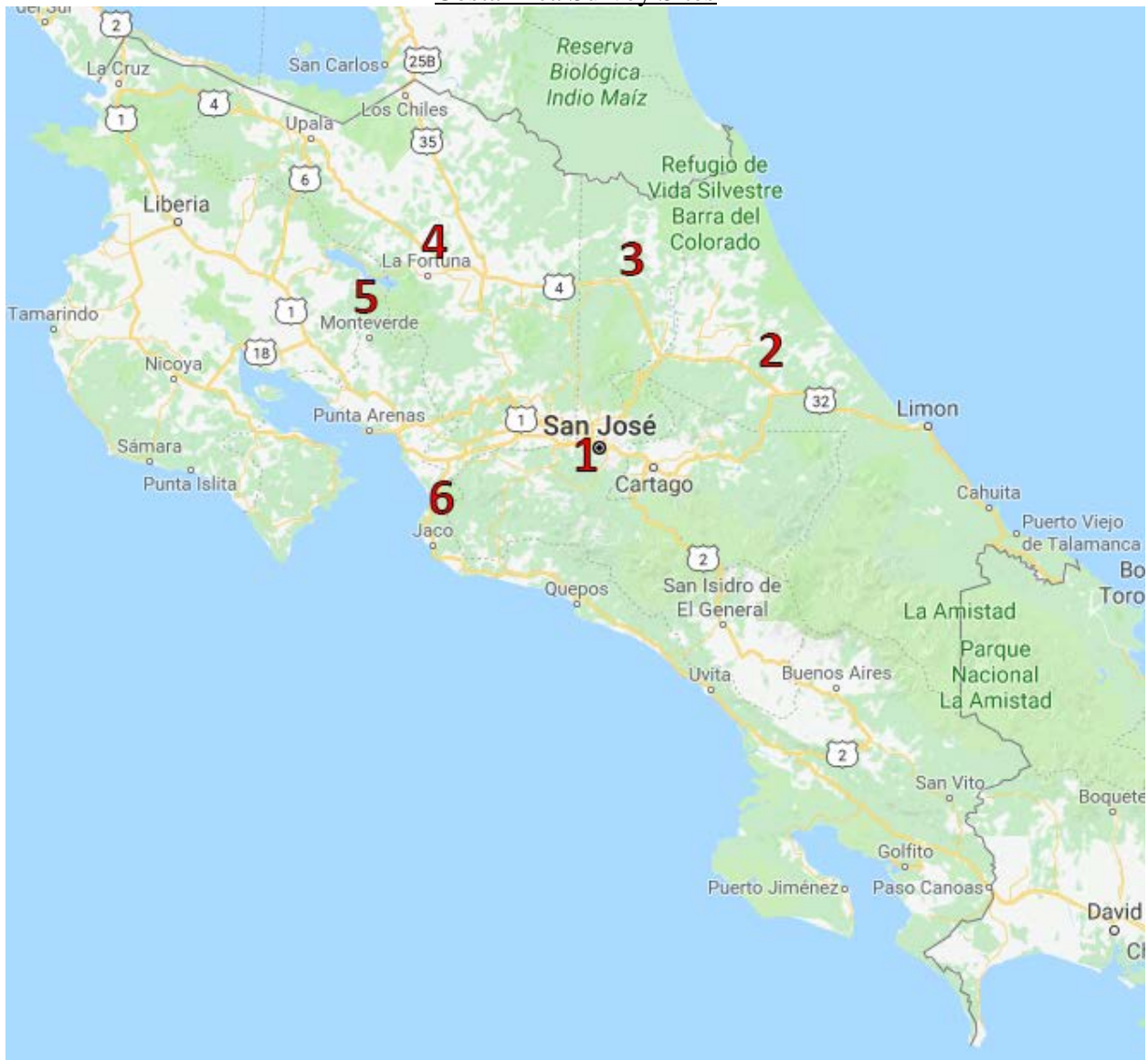
- Blasiak, Robert. 2011. "Ethics and Environmentalism: Costa Rica's Lesson." *Our World*, 7 December. (Available via Blackboard)
- Campbell, Lisa M. 2002. "Conservation Narratives in Costa Rica: Conflict and Coexistence." *Development and Change* 33: 29-56. (Available via Blackboard)
- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York, NY: Cambridge.
- Pagiola, Stefano. 2008. "Payments for environmental services in Costa Rica." *Ecological Economics* 65: 712-724. (Available via Blackboard)
- Poudyal, Mahesh et al. 2018. "Who bears the cost of forest conservation?" *PeerJ* 6:e5106; DOI 10.7717/peerj.5106. (Available via Blackboard)

Costa Rica Itinerary:

A draft itinerary of our time in Costa Rica follows this syllabus. This itinerary gives you a rough idea of what we will be doing each day while in country. Though there are no immediate plans to alter this itinerary, it is not unusual to see adjustments happen prior to, and during, travel. Any alterations will be announced either in lecture, via Blackboard, or by email.

As this course has a healthy travel component, rules and guidelines of the University of Tampa International Programs Office (IPO) are in effect. It is important to be safe while abroad and respectful of both our host communities and fellow travelers. IPO offers suggestions on all these accounts on their website (<https://www.ut.edu/educationabroad/>) and via supplemental materials they will provide. While curricular inquiries should be directed my way, if you have questions about travel to Costa Rica or traveling as part of an academic course at UT in general, please direct queries to abroad@ut.edu.

Costa Rica Survey Sites



General Classroom Information:

These are a few things every student should know.

Special Needs - If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs.

Title IX Statement - Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help or report an incident for investigation. If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX Deputy Coordinator for Students. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following individuals: - The Victim's Advocacy Hotline 813.257.3900; Dickey Health & Wellness Center (wellness@ut.edu) 813.257.1877; Health and Counseling Center (healthcenter@ut.edu) 813.253.6250. They can connect you with support services and discuss options for holding the perpetrator accountable.

Academic Integrity – Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated. Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at: <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions in an intelligent way – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings or lectures is fair game for an exam. Things covered in both readings and lectures are more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiated the request. Giving out extra credit opportunities to select students makes grades for my courses unreliable measures of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than

average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Political Science. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO Comport Yourself with Respect and Dignity Abroad – As a university student you are responsible for your travel documents and luggage and showing up to events on time prepared to learn. We will be in Costa Rica for two weeks under sometimes challenging conditions. There will be days when we are riding on the bus for several hours. You will have to share a room with at least one of your colleagues and we may encounter accommodations that are considered rustic by mainstream American standards. Costa Rican cultures are different from yours in many ways and you will likely encounter bathrooms and food which seem odd to you and social situations which seem awkward because of differences in language, customs, and economic class. In order for this faculty-led trip to work you MUST put yourself in a mindset to make the most out of the situations we encounter and treat yourself, colleagues, professors, and Costa Rican hosts with respect. This trip takes place in the real world so we cannot account for in advance every eventuality. To better deal with unforeseen events that may arise, it is really important that you are prepared act with maturity and recognize the faculty advisors as extensions of the University of Tampa in Costa Rica. This might be your last time to Costa Rica but this course is scheduled to travel yearly. Any relationships you harm will impact future students.



Educación para un Futuro Sostenible Education for a Sustainable Future

University of Tampa

“Environmental Policy and Ecology in Costa Rica”

August 8th – 22nd, 2018

Professors Mason Meers and Kevin Fridy, MVI coordinator Mark Wainwright (tel. 8704 8883)

DAY 1 WEDNESDAY AUGUST 8		ARRIVAL IN COSTA RICA
11:40 am	Arrival at Juan Santamaría Airport on Southwest Airlines flight 303	
1:00 pm	Check-in and lunch at hotel	
3:00 - 5:00 pm	Program introductions (Meers, Fridy, and Dinia); The nature of science: Inductive and Deductive sciences (Meers and Fridy); Introduction to surveys (Fridy)	
6:30 pm	Dinner at hotel restaurant	
LODGING	Hotel Tennis Club (1) (tel 2232 1266)	

DAY 2 THURSDAY AUGUST 9		SOCIAL AND ENVIRONMENTAL CONNECTIVITY; SURVEYS; GEOLOGICAL AND BIODIVERSITY HISTORY
7:00 am	Breakfast at hotel	
Morning	Rutas Naturbanas – Connecting People with the City through Nature (by Rutas Naturbanas representative) http://rutasnaturbanas.org/	
Early afternoon	Survey interviews in San José	
Late afternoon	Class discussion with Fridy	
6:00 pm	Dinner at hotel	
After dinner	Presentation: Geological history of the Americas, the Great American Interchange, and the origins of biodiversity (Mason)	
LODGING	Hotel Tennis Club (2) (tel 2232 1266)	

DAY 3 FRIDAY AUGUST 10		TRAVEL TO EARTH; INTRO TO EARTH AND BANANA PRODUCTION; HISTORY OF COSTA RICA
7:00 am	Breakfast at hotel	
8:00 am	Depart for EARTH University; Stop on way to sample tropical fruits	
11:30 am	Approximate arrival at EARTH University; check in and orientation to EARTH	

12:30 pm	Lunch at EARTH cafeteria
1:30 pm	Visit and learn about Earth's banana plantation and packing facilities
6:00 pm	Dinner at cafeteria
Evening	Presentation: History of Costa Rica (Mark)
LODGING	EARTH University (1) Tel: 506 2713-0018

DAY 4 SATURDAY AUGUST 11	
PINEAPPLE INDUSTRY IMPACTS; TRAVEL TO LA SELVA BIOLOGICAL STATION	
7:00 am	Breakfast at cafeteria
8:00 am	Depart for Milano
8:30 am	Learn about pineapple industry and its impact on the zone with Xinia Briseño https://www.youtube.com/watch?v=3Pnt3UUJ3uA and members of the local community and water comission.
12:00 pm	Lunch, provided by Milano community
1:00 pm	Survey interviews in Milano
3:00 pm	Drive to La Selva biological station
4:30 pm	Arrive at La Selva for orientation to station
6:15 pm	Dinner at station
7:30 pm	Introduction to La Selva by Dr. Amanda Wendt
LODGING	La Selva Biological Station (1) Tel: 506 2766-6565

DAY 5 SUNDAY AUGUST 12	
LOWLAND TROPICAL RAINFOREST ECOLOGY; INTERVIEWS; COMMON POOL RESOURCES; NIGHT WALK	
6:00 am	Optional birding around cafeteria (Mark)
7:00 am	Breakfast
8:15 am	Natural history hike in lowland tropical rainforest (half group with La Selva guide; half with Mark)
12:00 pm	Lunch at station
1:00 pm	Depart for Puerto Viejo to conduct survey interviews
4:00 pm	Meet back in classroom at La Selva for discussion with Fridy: Who gets what, when, and how?
6:00pm	Dinner at station
Evening	Night walk (half group with La Selva guide; half with Mark)
LODGING	La Selva Biological Station (2) Tel: 506 2766-6565

DAY 6 MONDAY AUGUST 13		INDEPENDENT ACTIVITIES; TRAVEL TO LA FORTUNA; INTERVIEWS; HOTSPRINGS
7:00 am	Breakfast at station; bag lunch	
8:00 am	Collect bag lunch, load bus and depart for independent activities	
12:30 pm	Depart for La Fortuna	
2:00 - 3:30 pm	Conduct survey interviews in La Fortuna	
4:00 - 7:00 pm	Enjoy Ecotermals hotsprings, then dinner at hotsprings	
7:00 pm	Continue to Rancho Margot	
8:00 pm	Approximate arrival at Rancho Margot	
LODGING	Rancho Margot (tel 8302 7318)	

DAY 7 TUESDAY AUGUST 14		RANCHO MARGOT: AN EXPERIMENT IN SUSTAINABILITY
Before breakfast	Optional cow-milking or yoga	
8:15 am	Breakfast	
9:15 - 10:15 am	Class session with Meers	
10:30 - 12:30 pm	Tour and learn about Rancho Margot	
12:45 pm	Lunch at Rancho Margot	
1:45 - 3:45 pm	Farm work projects	
4:00 pm	Optional yoga, pool, or hammock use, and journal/work catch-up	
7:00 pm	Dinner at Rancho Margot	
After dinner	Class/discussion with Meers/Fridy	
LODGING	Rancho Margot (2) (tel 8302 7318)	

DAY 8 WEDNESDAY AUGUST 15		ARENAL VOLCANO; TRAVEL TO MONTEVERDE
7:15 am	Breakfast	
8:00 am	Depart Rancho Margot for Arenal Volcano	
8:45-11:30 am	Hike at the base of volcano to old lava flow and learn about Arenal's history	
11:30 am	Continue drive to Monteverde	
12:30pm	Lunch at Café and Macadamia overlooking Arenal Lake	

1:45 pm	Continue drive to Monteverde; pass by and discuss wind turbines on way.
4:30 pm	Approximate arrival in Monteverde
6:00 pm	Dinner at hotel
After dinner	Class discussion Friday: Common Pool Resource Management
LODGING	Cabinas Capulin (1) Tel: 506 2645-6719

DAY 9 THURSDAY AUGUST 16	
MONTEVERDE CLOUD FOREST PRESERVE; CLIMATE CHANGE; COOK DINNER	
6:30 am	Breakfast at lodge; collect bag lunch
7:30 am	Drive to Monteverde Cloud Forest Preserve
8:00 am	Intro to hummingbirds at Hummingbird Gallery; Into to cloud forest on hike to the continental divide (half group with local guide; half with Mark)
12:30 pm	Bag lunch on continental divide; independent hike back
3:00 pm	Presentation: Climate Change Research in the Monteverde Cloud Forest Preserve (with Alan Pounds, MCFP Director of Research)
5:00 pm	Prepare and eat a typical Costa Rican dinner with a local family (with Maricella Solís)
LODGING	Cabinas Capulin (2) Tel: 506 2645-6719

DAY 10 FRIDAY AUGUST 17	
REFORESTATION WORK; MONTEVERDE INSTITUTE; CHILDRENS' ETERNAL RAIN-FOREST; NIGHT WALK.	
7:00 am	Breakfast
8:00 am - 11:45 pm	Reforestation work in the Bellbird Biological Corridor with Victorino Molina
12:00 pm	Lunch at Taco Taco
1:30 pm - 3:30 pm	Introduction to the Monteverde Institute, at MVI
3:30 pm	Drive to Bajo del Tigre in the Children's Eternal Rainforest
4:00 pm	Presentation: The Children's Eternal Rainforest: past, present, and future (Mark)
5:30 pm	Night walk in Bajo del Tigre (half group with local guide; half with Mark)
7:30 pm	Dinner at Tramonti Italian restaurant
LODGING	Cabinas Capulin (3) Tel: 506 2645-6719

DAY 11 SATURDAY AUGUST 18	
INDEPENDENT MORNING; CLASS WORK; INTERVIEWS IN SANTA ELENA; MANGROVE TALK.	
7:00am	Breakfast

Morning	Free time for independent activities
12:30 pm	Lunch at hotel
1:15 - 2:00 pm	Class with Meers/Fridy
2:30 - 5:15 pm	Interviews (and shopping etc opportunity) in Santa Elena
5:30 - 6:15 pm	Class with Meers/Fridy
6:30 pm	Dinner at hotel
After dinner	Presentation: Introduction to mangroves (Mark)
LODGING	Cabinas Capulin (4) Tel: 506 2645-6719

DAY 12 SUNDAY AUGUST 19	TRAVEL TO MANUEL ANTONIO; MANGROVES, RIVER ESTUARY, AND FISHING COMMUNITY IN TARCOLES
7:00 am	Breakfast
7:30 am	Depart for Pacific coast
10:00 am	Boat tour of Tárcoles river estuary and mangroves (Low tide 9:00 am)
12:30 pm	Lunch at dock
1:30 pm	Meet with members of the Tárcoles fishing community and learn about the art of fishing and challenges facing the community
2:30 pm	Survey interviews of Tárcoles community members
4:30 pm	Continue south down coast to Manuel Antonio
5:30 pm	Approximate arrival at hotel
7:00 pm	Dinner at hotel
After dinner	Marine conservation discussion with Meers
LODGING	Hotel Karahe (1) Tel: 506 2777-0170

DAY 13 MONDAY AUGUST 20	SNORKELLING; SURVEY DATA; EXAMS
7:00 am	Breakfast
8:00 am	Option of snorkelling and dolphin-seeking on a catamaran boat tour, or snorkelling at Beisanz beach
2:00 pm	Final analysis of survey data with Fridy
4:00 - 5:00 pm	Exam (Fridy)
5:45 - 6:45 pm	Exam (Mason)
7:15 pm	Dinner at hotel

LODGING	Hotel Karahe (2) Tel: 506 2777-0170
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DAY 14 TUESDAY AUGUST 21	
MANUEL ANTONIO NATIONAL PARK; BEACH/SHOPPING/WORK-FINALIZING TIME; DINNER OUT	
7:30am	Breakfast at hotel
Morning	Natural history hike in the lowland Pacific rainforest of MANP (Mark); bag lunch on beach
Afternoon	Independent options of exploring more forest, beach, snorkelling, or shopping at park entrance
7:00pm	Dinner at El Avión; closing thoughts from all participants
LODGING	Hotel Karahe (3) Tel: 506 2777-0170

DAY 15 WEDNESDAY AUGUST 22	
RETURN TO SAN JOSE; FLY HOME	
5:45 am	Load luggage on bus and depart hotel; breakfast stop on way.
9:45 am	Approximate arrival at airport
12:35pm	Departure on Southwest Airlines flight 304