

**HON 257: Idea Lab – Social Science  
Environmental Politics in Costa Rica  
Summer 2022**

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Office Hours: Monday 9am-noon (must be scheduled via Blackboard)

Objective:

Costa Rica is a country often held up as a model for environmental protections. The United Nations Environment Programme awarded the country its Champions of the Earth award in 2019 for its robust environmental protection policies. Nearly all its electricity comes from renewable resources, forest cover now stands at more than 50 percent after reaching a low of 25 percent in the early 1980s, and around a quarter of the country's land is preserved in protected parks and reserves.

In terms of human development, Costa Rica is also quite a positive outlier. The United Nations (in its measure of education, health, and wealth) places Costa Rica into its "Very High Human Development" category. With a Gross Domestic Product of around \$20,000 per capita, Costa Rica is among the richest countries in the Western Hemisphere. Wealth is not, however, distributed evenly. With a GINI coefficient of around 50, Costa Rica is about 150% more unequal than the average country in the world.

Political Science is 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 reading experts on environmental policy. 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 this Idea Lab 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 desirable and sustainable way.

Student Learning Outcomes:

Idea labs are courses in thought experiments. In these courses, students use critical inquiry to approach problems in Social Science that present themselves locally (in Tampa Bay) or globally (in society). This course is designed such that students who immerse themselves in the readings, engage with lectures and discussions, and put in the effort and thought necessary to complete all assignments should be able to do the following by the end of the course:

- SLO1: Students will develop a learning community to thoughtfully engage with issues of Environmental Politics.
- SLO2: The student will be able to describe and identify major theories on Environmental Politics and Common Pool Resource management.

- SLO3: The student will be able to describe and identify major debates, events, and entities in Costa Rica's Environmental History.
- SLO4: The student will understand and apply basic social science research design principles and analysis.

### Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus an agreement between you and your professor that lists both what you can expect from class and what is expected from you. Read it thoroughly and ask for clarification where you find it unclear. 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 exam and course notebook assignment.

You will be evaluated in this class based on your performance in 6 areas. All assignments are due either via Blackboard submission or in hardcopy. Unexcused late penalties are 5 points a day. These 6 evaluation 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 1000 words what you hope to learn from this course on the theme of environmental politics. Essays are due via Blackboard Assignments by Monday 18 July (I will NOT accept nor acknowledge an assignment submitted by email). SLO1

Quizzes (20%) – Administered via Blackboard, Quiz 1 focuses on the Evans text and lecture and Quiz 2 focuses on the Ostrom text and lecture. The quizzes are 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). Quizzes are timed and will auto-submit at 45 minutes if you have not finished before then. The quizzes include multiple-choice, free response, and short essay questions. They are due by Friday 5 August. SLO2 and SLO3

Exam (20%) – 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. SLO2 and SLO3

Course Notebook (30%) – This notebook should have (I) field notes, (II) a daily travel journal, and (III) 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 full day we are in Costa Rica you should document the most significant observation you make that day regarding common pool resource management and politics in a summary entry labeled with the date. No entry should exceed 500 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 on a nature walk. 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.

(III) To round out your course notebook you should complete two essays that answer the following questions:

- a. How do your activities at home impact the environment in places like Costa Rica? Who benefits from your actions? Who is harmed by your actions?
- b. What are some common pool resource (CPR) governance regimes you saw in Costa Rica that you would like to take to your hometown? What about some CPR governance regimes in your hometown you would like to take to Costa Rica? Justify your answers.

No essay should be longer than 1500 words 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 may be typed and/or written by hand with legible penmanship and converted into a single PDF file. Notebooks are due via Blackboard no later than Friday 26 August (I will NOT accept nor acknowledge an assignment submitted by email). SLO4

Participation (20%) – 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 and academic maturity. SLO1

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 Saturday 27 August (I will NOT accept nor acknowledge an assignment submitted by email). SLO1

Important Due Dates:

Pre-Trip Essay	Monday 18 July
Quiz #1	Friday 5 August
#2	Friday 5 August
Participation	Wednesday 10 August – Wednesday 24 August
Exam	Monday 22 August (approximate)
Course Notebook	Friday 26 August
Photo Share	Saturday 27 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. 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:

Evans, Sterling. 1999. *The Green Republic: A Conservation History of Costa Rica*. Austin, TX: University of Texas.

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York, NY: Cambridge.

### Pre-Departure Meetings

*July 11* Optional Zoom meeting for introductions and to answer questions about the syllabus.

*July 18* Optional Zoom meeting to answer questions about readings.

*July 25* Optional Zoom meeting to go over surveying and surveying procedures

*August 8 and 9* International Programs Office organizes on-campus pre-departure orientation meetings. You will receive more information about these meetings from IPO at a later date.

### Costa Rica Itinerary:

A draft itinerary of our time in Costa Rica follows. 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 amendments are made, updates will be made to the syllabus, so it is a good idea to wait until right before we travel to print out the document.

As this course has a healthy travel component, rules and guidelines of the University of Tampa and its 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 those queries to [abroad@ut.edu](mailto:abroad@ut.edu).

Costa Rica Survey Sites





# The University of Tampa

## "Environmental Policy and Ecology in Costa Rica"



Explore the economic, scientific, and political aspects of environmental issues in Costa Rica. Costa Rica has gone from having one of the worst environmental records in the world to a model of sustainable success other countries try to emulate in only a few short decades. We examine the history, state of current knowledge, and the future of environmental issues, science, and policies in this extraordinary country as a microcosm of some of the most important issues facing the world.

**August 10<sup>th</sup> – 24<sup>th</sup>, 2022**

*c. 12 students, professors Mason Meers and Kevin Fridy, MVI coordinator Mark Wainwright (tel. 8704-8883)*

<b>DAY 1 WEDNESDAY AUGUST 10</b>	
<b>ARRIVAL IN COSTA RICA</b>	
<b>Times TBD</b>	Flight arrival at Juan Santamaría Airport
	Program introductions (Meers, Fridy, and Dinia); The nature of science: Inductive and Deductive sciences (Drs Meers and Fridy); Introduction to surveys (Dr Fridy)
<b>6:30pm</b>	Dinner at hotel/restaurant
<b>LODGING</b>	<b>Hotel TBD</b>

<b>DAY 2 THURSDAY AUGUST 11</b>	
<b>SOCIAL AND ENVIRONMENTAL CONNECTIVITY, SURVEYS, GEOLOGICAL, AND BIODIVERSITY HISTORY</b>	
<b>7:00am</b>	Breakfast at hotel
<b>Morning</b>	Rutas Naturbanas – connecting people with the city through Nature (by Rutas Naturbanas representative) <a href="http://rutasnaturbanas.org">http://rutasnaturbanas.org</a>
<b>Early Afternoon</b>	Survey interviews in San Jose
<b>Late Afternoon</b>	Politics - Who gets what, when, and how? (Dr Fridy)
<b>6:00pm</b>	Dinner at Hotel
<b>After Dinner</b>	Geology, The Great American Interchange, and Biodiversity (Dr Meers)
<b>LODGING</b>	<b>Hotel TBD</b>

<b>DAY 3 FRIDAY AUGUST 12</b>	
<b>TRAVEL TO POCO SOL; LA FORTUNA SURVEYS; CHOCOLATE; HISTORY OF COSTA RICA</b>	
<b>7:00am</b>	Breakfast at hotel
<b>8:00am</b>	Depart for La Fortuna
<b>11:00 am-12:30pm</b>	Surveys in La Fortuna
<b>12:30pm</b>	Lunch at Restaurante La Caribeña

<b>2:00 pm</b>	Chocolate tour
<b>4:00pm</b>	Drive to Poco Sol
<b>5:30pm</b>	Approximate arrival at Poco Sol
<b>6:00pm</b>	Dinner
<b>After dinner</b>	Presentation: History of Costa Rica (Mark)
<b>LODGING</b>	<b>Poco Sol Field Station, Children's Eternal Rainforest (2) Tel: (506) 4001 4866</b>

<b>DAY 4 SATURDAY AUGUST 13</b>	<b>INTRO TO RAINFOREST; CHILDREN'S ETERNAL RAINFOREST; COMMON POOL RESOURCES; NIGHT WALK</b>
<b>6:00am</b>	Optional birding around station (Mark)
<b>7:00am</b>	Breakfast
<b>8:00 - 12:00 pm</b>	Introduction to rainforest hike
<b>12:00pm</b>	Lunch
<b>1:30-3:30pm</b>	Presentation: The Children's Eternal Rainforest: past, present, and future
<b>4:30-5:30pm</b>	Class session: Common Pool Resource Management (Friday)
<b>6:00pm</b>	Dinner
<b>After dinner</b>	Night walk
<b>LODGING</b>	<b>Poco Sol Field Station, Children's Eternal Rainforest (2) Tel: (506) 4001 4866</b>

<b>DAY 5 SUNDAY AUGUST 14</b>	<b>INDEPENDENT FOREST EXERCISE; AMPHIBIAN DECLINES; NIGHT WALK</b>
<b>7:00am</b>	Breakfast
<b>8:00 - 12:00pm</b>	Independent observation exercise
<b>12:00pm</b>	Lunch
<b>1:00-2:30pm</b>	Share results of independent exercise
<b>3:45-5:45pm</b>	Presentation: Amphibian declines and partial recovery
<b>6:00pm</b>	Dinner at station
<b>After dinner</b>	Night walk
<b>LODGING</b>	<b>Poco Sol Field Station, Children's Eternal Rainforest (2) Tel: (506) 4001 4866</b>

<b>DAY 6 MONDAY AUGUST 15</b>	<b>SURVEYS LA TIGRA; HOTSPRINGS; TRAVEL TO RANCHO MARGOT</b>
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<b>7:00am</b>	Breakfast
<b>8:00am</b>	Load bus and depart
<b>9:30-11:00 am</b>	Surveys in La Tigra
<b>12:00 - 3:30 pm</b>	Lunch then hot springs at Ecotermas
<b>3:45pm</b>	Continue to Rancho Margot
<b>5:00pm</b>	Approximate arrival at Rancho Margot
<b>LODGING</b>	<b>Rancho Margot Tel 8302-7318</b>

<b>DAY 7 TUESDAY AUGUST 16</b>	
<b>RANCHO MARGOT: AN EXPERIMENT IN SUSTAINABILITY; ECOTOURISM</b>	
<b>Before Breakfast</b>	Cow-Milking or yoga
<b>8:15am</b>	Breakfast
<b>9:15-11:15am</b>	Tour and learn about Rancho Margot
<b>12:30pm</b>	Lunch at Rancho Margot
<b>1:45-3:45pm</b>	Farm works projects
<b>5:00 - 6:00pm</b>	Class session: Ecotourism with Dr Meers
<b>7:00pm</b>	Dinner at Rancho Margot
<b>LODGING</b>	<b>Rancho Margot (2) Tel 8302-7318</b>

<b>DAY 8 WEDNESDAY AUGUST 17</b>	
<b>ARENAL VOLCANO; TRAVEL TO MONTEVERDE</b>	
<b>7:15am</b>	Breakfast
<b>8:00am</b>	Depart Rancho Margot for Arenal Volcano
<b>8:45-11:30am</b>	Hike at the base of volcano to old lava flow and learn about Arenal's history, and visit giant kapok tree in forest
<b>11:30am</b>	Continue drive to Monteverde
<b>12:30pm</b>	Lunch at Café and Macadamia
<b>1:45pm</b>	Continue drive to Monteverde; pass by and discuss wind turbines on way
<b>4:30pm</b>	Approximate arrival to Monteverde
<b>6:00pm</b>	Dinner at hotel
<b>LODGING</b>	<b>Cabinas Capulin (1) Tel: 506 2645-6719</b>

<b>DAY 9</b> <b>THURSDAY</b> <b>AUGUST 18</b>		<b>INTRO TO CLOUD FOREST; MONTEVERDE INSTITUTE</b>
<b>6:30am</b>	Breakfast at lodge; collect bag lunch	
<b>7:30am</b>	Drive to Monteverde Cloud Forest Preserve	
<b>8:00am</b>	Intro to cloud forest on hike to the continental divide	
<b>12:00pm</b>	Bag lunch on continental divide; independent hike back	
<b>3:00pm</b>	Depart Preserve for MVI	
<b>3:30pm</b>	Introduction to the Monteverde Institute, at MVI	
<b>6:00pm</b>	Dinner at Tramonti Italian Restaurant	
<b>LODGING</b>	<b>Cabinas Capulin (2) Tel: 506 2645-6719</b>	

<b>DAY 10</b> <b>FRIDAY</b> <b>AUGUST 19</b>		<b>REFORESTATION WORK; ENVIRONMENTAL POLITICS; BIOLOGICAL CORRIDORS; COOKING</b>
<b>7:00am</b>	Breakfast	
<b>8:00-11:45am</b>	Reforestation work in the Bellbird Biological Corridor	
<b>12:15pm</b>	Lunch at Taco Taco	
<b>2:00-2:45pm</b>	Lessons from Environmental Politics in Costa Rica (Dr Fridy)	
<b>3:00-3:45pm</b>	Discussion about Biological Corridors and Science (Dr Meers)	
<b>4:45pm</b>	Depart for cooking; prepare and eat a typical Costa Rican dinner with a local family (with Maricella Solis)	
<b>LODGING</b>	<b>Cabinas Capulin (3) Tel: 506 2645-6719</b>	

<b>DAY 11</b> <b>SATURDAY</b> <b>AUGUST 20</b>		<b>INDEPENDENT MORNING; MANGROVE PRESENTATION; MARINE CONSERVATION; SURVEYS SANTA ELENA</b>
<b>7:00am</b>	Breakfast	
<b>Morning</b>	Free Time for independent activities	
<b>12:30pm</b>	Lunch at Hotel	
<b>1:30-2:30pm</b>	Presentation: Introduction to mangroves (Mark)	
<b>2:45-3:45pm</b>	Marine conservation discussion (Dr Meers)	
<b>4:15-7:15pm</b>	Interviews, shopping etc opportunity, and independent dinner in Santa Elena	
<b>LODGING</b>	<b>Cabinas Capulin (4) Tel: 506 2645-6719</b>	

<b>DAY 12</b> <b>SUNDAY</b> <b>AUGUST 21</b>		<b>TRAVEL TO MANUEL ANTONIO; BOAT TOUR MANGROVES AND RIVER ESTUARY;</b> <b>FISHING COMMUNITY IN TARCOLES; SURVEYS TARCOLES</b>
<b>7:00am</b>	Breakfast	
<b>7:30am</b>	Depart for Pacific Coast	
<b>10:00am</b>	Boat Tour of Tarcoles river estuary and mangroves	
<b>12:30pm</b>	Lunch at dock	
<b>1:30pm</b>	Meet with members of the Tarcoles fishing community and learn about the art of fishing and challenges facing the community	
<b>2:30pm</b>	Survey interviews of Tarcoles community members	
<b>4:30pm</b>	Continue south down coast to Manuel Antonio	
<b>6:00pm</b>	Approximate arrival at hotel	
<b>7:00pm</b>	Dinner at hotel	
<b>LODGING</b>	<b>Hotel Karahe (1) Tel: 506 2777-0170</b>	

<b>DAY 13</b> <b>MONDAY</b> <b>AUGUST 22</b>		<b>SNORKELING, SURVEY DATA, EXAMS; DINNER OUT</b>
<b>7:00am</b>	Breakfast	
<b>8:00am</b>	Option of snorkeling and dolphin-seeking on a boat tour, or snorkeling at Biesanz beach	
<b>2:00pm</b>	Final analysis of survey data (Friday)	
<b>4:00-5:00pm</b>	Exam (Friday)	
<b>5:45-6:45pm</b>	Exam (Meers)	
<b>7:30pm</b>	Dinner at El Avión	
<b>LODGING</b>	<b>Hotel Karahe (2) Tel: 506 2777-0170</b>	

<b>DAY 14</b> <b>TUESDAY</b> <b>AUGUST 23</b>		<b>MANUEL ANTONIO NATIONAL PARK; RETURN TO SAN JOSE</b>
<b>7:00am</b>	Breakfast at hotel	
<b>8:00am</b>	Check out of hotel and load bus	
<b>Morning</b>	Walk through Manuel Antonio National Park to beach	
<b>1:00pm</b>	Lunch near park entrance	
<b>2:15pm</b>	Depart for San José	
<b>LODGING</b>	<b>San José, hotel TBD</b>	

DAY 15  
WEDNESDAY  
AUGUST 24

FLY HOME

Times TBD

Depart for airport; flight home

NB: A Covid test for everyone will need to be scheduled either near Manuel Antonio on the 22nd or morning of 23rd, or in San José on the evening of the 23rd, depending on requirements at the time.

**Note related to COVID-19:** The above proposal is contingent upon annulment of emergency declaration and associated travel restrictions. To collaborate in preventing the spread of COVID-19, the Monteverde Institute will abide by the Costa Rican Health Ministry guidelines, which may alter some aspects of the program. We will promptly communicate any necessary program modifications to the sending institution and program faculty of record. We will also honor the sending institution's compliance with relevant national, state, or institutional guidelines, and communicate any impact these might have on the program content, logistics, or budget. Examples of possible changes include program cancellation in the event of another national emergency declaration and associated border closures or restrictions, sending institution requirement for single accommodations, and alternate activities to replace hospital or clinic visits.

In recognition of the importance of achieving herd immunity, COVID-19 pressure on Costa Rica's health system, and the protection provided by vaccination even when COVID-19 is contracted, the Monteverde Institute requires that all international participants be fully vaccinated against COVID-19 prior to program commencement. The final dose of the vaccine must be administered at least two weeks prior to program commencement. Vaccination status will be requested by MVI with other participant information, and by the Costa Rican government in the HealthPass that must be completed to enter the country. At this time, we do not accept participants with vaccine exemptions. This policy applies to all MVI international programs (including internships and research affiliation) beginning on or after October 15, 2021.

For the reasons cited above, the Monteverde Institute also requires all staff members and contracted personnel be fully vaccinated against COVID-19.

**Our commitment:** The Monteverde Institute considers the safety and well-being of students, staff, and community to be paramount. This program will employ preventive measures to minimize the risks of study abroad, including the COVID-19 pandemic as stipulated by the Costa Rican Health Ministry. If the sending institution has additional measures that should be practiced, these stipulations must be submitted in writing no more than 60 days before the start of the course. The Monteverde Institute will comply to the best of our abilities and will promptly communicate to the sending institution if any of these requirements cannot be fulfilled. The Monteverde Institute encourages its collaborators to monitor publicly available information and to always follow federal, provincial, and local health organization guidance and government mandates. Given that the COVID-19 outbreak is an ongoing, rapidly developing situation, and the nature of this virus is not completely understood, we recognize that recommendations from health professional and government agencies may vary or be updated as situations change. We are continually reviewing these recommendations and incorporating updates as they occur.

### 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 policies and practices designed to help you make the most out of the course and improve the classroom experience for the both of us.

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 and you will get the most out of 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 quiz and exam questions from readings not covered in class and from lectures not covered in the readings.

DO be intellectually curious – There will be lots of opportunities for you to contribute to conversations in the Costa Rica. Most of my lectures in-country 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 relevant questions when you have them and follow tangents that you would like to explore in the many formal and informal experiential education opportunities we have in this course. Discussions when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly think about course content and contribute to the classroom conversation do significantly better than students who do not on exams. So if the information we are going over is not inherently interesting to you, pretend it 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, lectures, and experiential components of this course are fair game for an exam though things covered in depth and across multiple fora are more likely to show up on the exam than those that are only covered in passing.

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. When it comes to difficult and easy graders, I would position myself right about in the middle of these two poles. Averages for almost all of my classes are in the 80s. The grade I assign 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, but a few do every semester. 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 encounter 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, dressed appropriately, and 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 in advance for every eventuality and cater to every personal preference. To better deal with unforeseen events that may arise, it is really important that you are prepared to act with maturity, patience, 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 not only your performance in the course but opportunities available to future students.

#### UT Policies:

These are a few things every student should know.

Syllabus Subject to Change - This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

Title IX & Reporting Sexual Misconduct - Sexual misconduct, including, but not limited to acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies.

The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress.

There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online Title IX Report form.<sup>1</sup> The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:  
Kelsey San Antonio, Title IX Coordinator  
Southard Family Building Suite #266  
(KSanAntonio@ut.edu) (813)-257-3748

If you decide to discuss an incident with your course professor, it is important to note that they are considered a Responsible Employee and are obligated to report the information you share to the University's Title IX Coordinator.<sup>2</sup>

If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, and/or a Counselor or Medical Clinician at the Student Health Center<sup>3</sup>, to discuss any further options and resources available before deciding to report.

\* The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900

\* Counseling Center (counselingservices@ut.edu) (813) 253-6250

\* Student Health - Medical Services (healthcenter@ut.edu) (813) 253-6250

For more information, see The University of Tampa's Title IX webpage<sup>4</sup> and the Student Code of Conduct<sup>5</sup> webpage.

ADA Statement - Students with disabilities: If you require accommodations because of a disability, please call (813) 257-5757 or e-mail disability.services@ut.edu for information on registering with Student Disability Services. You can also submit your request for accommodations and supporting documentation via an Accommodation Request.<sup>6</sup> Please feel free to discuss this with me in private for more information. If you encounter disability-related

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<sup>1</sup> [www.ut.edu/titleixreport](http://www.ut.edu/titleixreport)

<sup>2</sup> There is an exception to this required reporting for preventative education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.

<sup>3</sup> A disclosure to a Dickey Health and Wellness Center Counselor or Medical clinician is only confidential when the disclosure is within the course of mental or medical health treatment and services.

<sup>4</sup> <https://www.ut.edu/titleix>

<sup>5</sup> <https://www.ut.edu/studentconduct>

<sup>6</sup> [https://ut-accommodate.symplicity.com/public\\_accommodation/](https://ut-accommodate.symplicity.com/public_accommodation/)

barriers accessing the online content for this course, please contact Sharon Austin, Academic Technology Accessibility Specialist, at [saustin@ut.edu](mailto:saustin@ut.edu). If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

Campus Closure Statement - Course interruption due to adverse conditions: In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access UT Homepage<sup>7</sup> for information about the status of the campus and class meetings. In addition, please refer to UT Blackboard<sup>8</sup> for announcements and other important information. You are responsible for accessing this information.

Academic Integrity Statement - The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The Academic Integrity Policy<sup>9</sup> lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

Attendance Policy and Excused Absences - The University of Tampa has a General Attendance Policy in the Catalog. As stated, students are expected to attend class and academic programs and individual faculty may require specified levels of attendance for successful completion of a course. However, the University has identified specific types of absences as either excused or unexcused absences. Students should be aware of each type of absence and the impact on their ability to complete work that was missed during their absence.

Faculty must be notified of scheduled excused absences in advance in order for students to receive accommodation for work missed. The type of absence must fall within the categories specified in the catalog and the faculty member may determine how far in advance notification must be provided.

Certain types of unscheduled absences may also qualify as excused. Faculty may require documentation or verification. This would include isolation or quarantine due to COVID.

The policy requires faculty to accommodate excused absences, including graded work, in a fair manner. This is determined by the faculty member and is dependent on the structure of the course and what work was missed. This may include replacement of work with something equivalent or having the work excluded from the student's grade. Faculty are NOT required or

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<sup>7</sup> <http://ut.edu>

<sup>8</sup> <https://utampa.okta.com>

<sup>9</sup> <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

expected to provide accommodation through remote access to the class or by providing a recording of the class session.

Faculty may determine that a student has missed too much participant-dependent work to successfully accomplish learning outcomes, even if the absences meet the criteria for excused absences.

Faculty are not required to allow a student to make up work missed due to unexcused absences.

Class Disruption Statement - 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. Details of the policy may be found at Disruption of the Academic Process.<sup>10</sup>

Health and Safety Rules – Sometimes the University of Tampa and/or Monteverde Institute will institute health and safety policies. Past examples include classroom masking during COVID-19 (UT) and closed-toed shoes for forest hikes (Monteverde Institute). As students at the University of Tampa and guests of the Monteverde Institute, you will be expected to comply with their health and safety rules.

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<sup>10</sup> <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process>  
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