### UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

**Course:** GEOS 450 Travel Study in Costa Rica

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<th><strong>Department Recommendation</strong></th>
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*In the case of a dean’s recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.*

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Please forward to Registrar.

Registrar: ___________  Date entered: ___________

Please notify department chair via e-mail that curricular change has been recorded.
WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program: GEOS 450 Travel Study in Costa Rica

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.

   XX Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.

   ___ Completed __ XX ___ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.

   ______ Completed ______ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.

   XX Completed

Name and office phone number of proposal's representative: ____ Toby Dogwiler, PA 130, x5267

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.

   ______ Completed ______ NA

5. The course name and number is listed for each prerequisite involved in this proposal.

   ______ Completed ______ NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.

   ______ Completed ______ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.

   ______ Completed ______ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.

   ______ Completed ______ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.

   ______ Completed ______ NA

__________________________________________________  _____________________
Department's A2C2 Representative or Alternate   Date                              [Revised 9-05]
**WINONA STATE UNIVERSITY**

**PROPOSAL FOR UNIVERSITY STUDIES COURSES**

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<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>450</td>
<td>Travel Study in Costa Rica</td>
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This proposal is for a(n) **Undergraduate Course**

Applies to: **Major**

Required:  

**Elective**

University Studies (A course may be approved to satisfy only one set of outcomes.):

**Course Requirements:**

<table>
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<th>Basic Skills:</th>
<th>Arts &amp; Science Core:</th>
<th>Unity and Diversity:</th>
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<tr>
<td>1. College Reading and Writing</td>
<td>1. Humanities</td>
<td>1. Critical Analysis</td>
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<td>XX 3. a. Global Perspectives</td>
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Flagged Courses:  

1. Writing  

2. Oral Communication  

3. Mathematics/Statistics  

b. Critical Analysis

Prerequisites: **Permission of the Instructors**

Provide the following information (attach materials to this proposal):

- Please see “Directions for the Department” on previous page for material to be submitted.

Attach a *University Studies Approval Form*.

**Department Contact Person for this Proposal:**

Toby Dogwiler  

Phone: x5267  

e-mail address: tdogwiler@winona.edu

*This proposal is being put forward simultaneously with a similar proposal to make the **PER 450 Travel Study in Costa Rica** and **MKTG 450 Travel Study in Costa Rica** courses count for the **U&D Global Perspectives** requirement. Thus, students successfully completing the Costa Rica program will receive 6 credits toward the Global Perspectives requirement.

[Revised 9-05]
Global Perspectives Outcomes

The purpose of the Global Perspectives requirement in University Studies is to improve students’ understanding of the growing inter-relatedness of nations, people, and the environment, and to enhance students’ ability to apply a comparative perspective to cross-cultural social, economic, political, spiritual, and environmental experiences. Courses that fulfill the global perspectives requirement must address at least two of the following outcomes:

a. Understand the role of the world citizen and the responsibility world citizens share for their common global future.

Tourism is the largest industry in the world and is only expected to grow. For obvious reasons, tourists tend to be attracted to areas which offer unique natural and scenic attractions. These are often environmentally fragile and sensitive areas which need to be carefully managed. When areas do not develop in a sustainable manner, the natural resources that were the original tourism draw will be destroyed—along with the local economy built around it.

Furthermore, many of the natural attractions around which the tourism is built, are unique and precious resources for all citizens of the world. For example, Costa Rica hosts about 5% of the world’s biodiversity in just 2% of the Earth’s land area. This disproportion of biodiversity makes Costa Rica a valuable resource for the citizens of the world. This not solely for the aesthetic value of the resources; rather, the diversity of wildlife in Costa Rica is an important potential storehouse for discovering medicines and other products of international interest. It is also important that the world community protect remaining wilderness areas from over-development and exploitation.

The coursework and assignments allow students to explore these issues and consider how issues of management, protection, profit, and culture intersect in the development of tourism. Students also see that it is in the interest of all world citizens to ensure that these countries sustain their tourism industries so that the quality of life in these countries increases.

b. Describe and analyze social, economic, political, spiritual, or environmental elements that influence the relations between living beings and their environments or between societies.

This course provides students a first-hand experience of how tourism development can benefit the local economy. We also explore examples of areas where over-exploitation has undermined once thriving tourism economies. Investigating these issues in a foreign country allows students to view issues from different perspectives. They are forced to appreciate local customs, cultures, and political systems and understand how these elements steer local perceptions about tourism development and its short- and long-term consequences.

During the data collection and field work students speak at length with local citizens—native and foreign immigrants—and evaluate how cultural clashes influence local relations and tourism development. Students also evaluate the impact that tourists have on the areas they develop. This is accomplished by
analyzing water quality, assessing the environmental impact of development, and interviewing locals and ascertaining their perceptions of the tourists.

c. Identify and analyze specific global issues, illustrating the social, economic, political, spiritual, or environmental differences that may affect their resolution.

As developing countries, such as China and India, develop broader middle-classes, worldwide tourism is likely to grow rapidly as these groups venture to tourist destinations. Thus, our global natural resources will be increasingly stressed by higher rates of visitation and population growth. For countries such as Costa Rica which are dependent on the tourism industry, it will be critical to develop their tourism resources responsibly. Additionally, as tourism increases in a region, it is important for local interests to adapt with new management strategies.

In Costa Rica, students explore the role of federal and local government in regulating tourism and development. They see first hand that enforcement of regulations and investment in infrastructure are often constrained by disconnects between various local and national agencies, organizations, and businesses. Additionally, students are confronted with realities such as graft and corruption that short-circuit the best interests of the community.

Costa Rica also offers prime examples of the conflict that often arises between natives and immigrants. Many developed areas of Costa Rica harbor native populations who resent the control they have lost as outside interests—often wealthy Americans and Europeans—gain financial control of local resources. Students quickly realize the consequences this loss of local control has on the protection of the natural resources that serve as the foundation of the tourism industry. Foreign-owned interests have less interest in sustainable development because they are often focused on maximizing short-term profits. Once the resource is depleted, the foreign interest moves to a new location and the natives are left with no economic base.
1. Description

Travel Study in Costa Rica will focus on student-based field research to assist the municipalities of Playa Dominical and Playa Uvita to develop their natural resources, tourism products, and associated services. Students will engage in the inventorying of natural resources, the gathering of tourism demand and supply data, and the construction of a data base to help local officials make better tourism-related decisions. Prior to the research study, students will be exposed to basic tourism and natural resources development concepts that have applications in Playa Dominical and Playa Uvita. Post-study work will focus on report development and the assessment of other tourism products and services in Costa Rica.

Prerequisites: Permission of the Instructors

2. Course Objectives

1. To observe, gather data on, be exposed to, and understand the various benefits and impacts of tourism on a region or local destination.
2. To identify the constituencies of stockholders and stakeholders that exist when planning and implementing tourist products and services in local or regional settings.
3. To identify and document the status of the natural resources elements that provide the foundation for tourism in the Playa Dominical region.
4. To inventory tourism attractions, related natural resources, infrastructure and superstructural resources to understand the “raw materials” that exist before a tourism enterprise is implemented.
5. To estimate the demand trajectory for the Playa Dominical region.
6. To identify components of service necessary for visitor satisfaction and attraction.

3. Course Outline

PRE-TRIP ORIENTATION SESSIONS
(4-5, two hour evening sessions)

Session 1

A) Concepts in Regional Tourism Development
   a) Tourism Destination Lifecycle Model
   b) Miossec Model – regional development
   c) Travel Personalities

Butler, R.W. – original article
Pearce, D – Miossec Model
Plog, S. - Leisure Travel
d) Irridex or Irritation Index  
Doxey, G. V.  Proceedings of  
Sixth Annual TRA Conference

e) Critical Mass Concept/Gravity Model  
Van Doren, C.  
Butler, R.  In Tourism: The State of the Art.

e) Seasonality

B) Impacts of Tourism (Positive)
Revival of local/indigenous cultural arts  
Mathieson & Wall
Locally owned business opportunities
Tax benefits to area
Job creation
Resource benefits to area – more goods/services/infrastructure
Preservation of natural areas

Basic Concepts of Sustainable Development  
Riley, R.  
- Preserve natural and cultural environment of local area
- Educate the visitors
- Use local labor
- Circularity to the money generated

Session 2

A) Pre-Assessment of Costa Rica  - if looking for information about Playa Dominical, you may find it under headings for the province of Puntarenas; the long, thin province on the central Pacific Ocean coastline.

Geography  
- location and how it is affected by location, both geographical and neighboring countries
Climate  
- what are the seasons most conducive to tourism and tourists
Topography  
- how does this affect the distribution and delivery of the tourism product
  
  www.costarica.com
  www.visitcostarica.com
  www.unicef.org/infobycountry/
  www.infocostarica.com  - for maps and government overview

Socio-economics  
- under what general economic conditions will you and tourists be operating
Political environments  
- under what political conditions will you and tourists be operating
Cultural contexts  
- under what cultural conditions will you and tourists be operating
  
  www.cia.gov/cia/publications/factbook
  www.costarica.com
  www.photo.net/cr/moon/government
  www.visitcostarica.com
  www.unicef.org/infobycountry/
  www.wtis.org – look for TSA Research – Country Reports
  • look for Competitiveness Monitor

Tourism policies  
- what is the "grand plan for Costa Rican tourism as outlined by the government
Tourism master plans  
- how and what has the government done to plan for tourism
Market strategies  
- what is the government doing to get a “face” on CR tourism
  
  www.visitcostarica.com

Natural Resource Use Issues

Environmental Resources  
- what are the primary issues of the natural resources
Biodiversity Resources
  
  www.biodiversityhotspots.org
  www.conservation.org
  www.iucn.org
  www.cepf.org

Market Structures  
- what infrastructure exists for tourism
- who is attracted to Costa Rica
- what are the primary attractions
- what are the current tourism trends
  
  www.costarica.com
Session 3

A) Contemporary Costa Rican Culture – visiting speaker from Costa Rica or central America.
   An overview of Costa Rican people
   Social customs and ways to work with Costa Rican people
   Do and don’t in Costa Rica

B) Continued Pre Assessment Work - if looking for information about Playa Dominical, you may find it under headings for the province of Puntarenas; the long, thin province on the central Pacific Ocean coastline.

   Geography
     - location and how it is affected by location, both geographical and neighboring countries
   Climate
     - what are the seasons most conducive to tourism and tourists
   Topography
     - how does this affect the distribution and delivery of the tourism product

   Method of Scientific Inquiry
     - how we evaluate, inventory, and identify natural resources in tourist areas

Socio-economics
   - under what general economic conditions will you and tourists be operating

Political environments
   - under what political conditions will you and tourists be operating

Cultural contexts
   - under what cultural conditions will you and tourists be operating

Tourism policies
   - what is the “grand plan for Costa Rican tourism as outlined by the government

Tourism master plans
   - how and what has the government done to plan for tourism

Market strategies
   - what is the government doing to get a “face” on CR tourism

Natural Resource Use Issues
   Environmental Resources
     - what are the primary issues of the natural resources
   Biodiversity Resources
     - what are the primary issues of the natural resources

Market Structures
   - what infrastructure exists for tourism
   - who is attracted to Costa Rica
   - what are the primary attractions
   - what are the current tourism trends
Session 4

A) Metacognition and Assessment Strategies

Adaptive Expertise
- Strategies for working in a foreign country
- Overcoming language barriers
- Fluid planning and strategy

Journaling
- Purpose
- Question of the Day
- Discussion
- Expectations

Reflection
- Understanding what you learned
  - Content/Disciplinarily
  - Functionally / Adaptive Expertise
  - Personally

An additional fifth session may be scheduled if necessary to cover the above material.

In-Country Work in Costa Rica

The coursework in Costa Rica will focus around hands-on research and analysis. Specifically we will investigate the tourism development of a local region (Playa Dominical) and compare that region to other more developed destinations in the country. Other than Dominical and San Jose, the following list represents a group of locations that may be visited. In any given year, we may not visit all of the following sites, but rather visit a selection of them based on the constraints of time, weather, and logistics. Additionally, the activities listed are examples and may be modified, particularly when dependent on the availability of a guest speaker or access to local agencies or organizations.

Throughout the trip students will reduce, analyze, and interpret the data they collect. This work typically happens in the evening after dinner. Groups will meet nightly to discuss the final project and what data needs to be collected the following day.

Students will participate daily in reflective group discussions and individual journaling. These activities are intended to facilitate processing, categorizing, and evaluation of the lessons and learning that occur during the course activities.

While in San Jose, students will:
- Speak with established tourism operators about their views on Costa Rican tourism and their organization
- Speak with governmental officials about how they are developing the tourism industry
- Learn about some of the culturally unique assets that Costa Rica has to offer.
  
  *(National Museum of Costa Rica – pre Colombian cultures)*
While in Playa Dominical, students will:

- **Inventory** the current location, situation and natural resources of Playa Dominical and those close-at-hand. We will probably need some local tour guides.
  - Digital Photography
  - Descriptions of all resources
  - Computer aided mapping
  - Inventory of: Natural Attractions, Cultural Attraction, Historical and Heritage Attractions, Recreational Activities
  - Inventory of: transportation, accommodations, food and beverages, services, local services such as police, emergency services, water and sewerage, waste disposal, communication, power

- The town will be digitally mapped and photographed, along with a ranking of the attractions and their relative accessibility for tourists.
- Need to ascertain who controls all local land – developable or not – how development permits are obtained

**Assess the Status of Local Natural Resources**

- Evaluate water quality and relate it to land use and attraction type
- Evaluate land uses and the suitability of the land for that application
- Evaluate the impact of development on natural resources

**Market Demand**

- Assess the makeup of tourists and profile of tourists
  - Interviews with tourists and entrepreneurs
  - Pass-through tourists, impulse stop, VFR, planned stop tourists
  - Proxies – local attraction attendance, hotel/campground occupancy, sales tax, traffic counters,

- Assess the competition
  - What other places have competing attractions
  - What is their general profile in terms of access and uniqueness of attractions

**Assess Tourism Capacity** of Playa Dominical

- Labor resources in terms of numbers, ability and trainability
- Government support for training and helping local development
- Current carrying capacity in terms of tourists and overnight tourists

**Political and Governmental** forces that control tourism in the area

- Interviews with residents, entrepreneurs, politicians and tourists

While in Manuel Antonio, students will:

- Participate in and evaluate the services of an already developed destination.
- Reflective writing and journaling, particularly focusing on student’s perception of the problems caused by unplanned tourism development.

While in Monteverde, students will:

- Appreciate how ecotourism in sensitive cloud forests, differs from mass tourism in other areas.
- We will understand practical applications of sustainability in ecologically sensitive areas by being tourists and asking the questions of impact and sustainability.
- Reflective writing and journaling

While in Arenal, students will:

- Appreciate how natural hazards and phenomena (i.e., volcanic activity) serve as a draw for tourism.
- Investigate the types of attractions that have been developed to exploit the natural resources (i.e., hot springs and volcanic eruptions) and the types of demographics these attractions are tailored to.
- Reflective writing and journaling

Back to San Jose

- Will finalize and present the integrative group project analyzing Dominical’s tourism development and future trajectory.
- Time to sightsee, do last minute gift shopping, go river rafting, explore San Jose
- Also time to write the report for Playa Dominical
4. Basic Instruction Plan and Methods Used

Assigned readings will be reinforced by pre-travel lectures, Internet data gathering, and on-site study groups. The primary learning experiences will occur in the gathering and analyzing of data from Playa Dominical. The bulk of this course is not lecture-based. Our time in Costa Rica is designed to be an immersive, hands-on, interdisciplinary research experience. We anticipate that the data we collected will lead to a series of student/faculty co-authored research articles appearing in peer-reviewed journals.

Assessment in the course will be based on participation in the pre-trip sessions, participation in the data collection, preparation and collaboration in the group project, daily participation in the whole-group reflective discussions, and daily reflective journaling. Journaling (see details below) and facilitated group discussions will be used to process the knowledge, skills and findings that emerge during the course.

5. Course Requirements

Prior to Travel
- Obtain the required readings and attend the pre-travel study sessions
- Complete the Internet assignments and write a report based on findings
- Complete directed reflective journaling assignments

During Travel
- Gather data during each day and analyze it at night.
- Write a daily reflective journal addressing both the instructor prescribed “Question of the Day” and other individual reflections and participate in the reflective group discussions.
- Participate in the preparation of the final project, presentation, and report.

Following Travel
- Submission of your complete reflective journal, including post-trip directed reflection topics from the instructors
- Submission of a course and experience evaluation

* Written communication skills are critically important. It is essential that students proofread their work.
* All assignments are due on the designated due date. Late assignments will be reduced one letter grade for every 24-hour period beyond the due time and date.

6. Assignments

Reading and Assignments
Each student will work through the directed readings designated in this syllabus and then be able to apply their knowledge to the field research.

Research Participation
Student will be assigned a grade based on the quality and quantity of their contribution in Playa Dominical and in developing the final report. This will involve participation in group work both during the day and in the evenings.

Journaling and Discussion
Each day, students will be expected to write and journal on their findings and reflections from the day’s activities. Each morning the instructors will provide a “Question of the Day” that will direct student
reflections. The “Question of the Day” will be formulated based on the experiences of the group during the previous day. Students will also reflect on individual experiences. The reflective writings and discussions are viewed by the instructors as a crucial element of the course. Some of the most significant aspects of what you learn during a travel study course is not disciplinary content-based. As students face the challenges of working and applying their knowledge in a new context and cultural setting, many skills and experiences are built that generally fall under the umbrella of “adaptive expertise”. It is critical that these learning opportunities are captured in writing and reflected upon to ensure that the student is cognizant of growth that is occurring. These reflections are also the only efficient means for the faculty to gauge these learning outcomes. Students will be encourage, but not required, to share their thoughts and reflections during the morning group discussions. The journal will be submitted in type written form upon returning to United States.

7. Evaluation

Grading Scale
A = 90-100%;  B = 80-89.9%;  C = 70-79.9%;  D = 60-69.9%;  F = 0-59.9%

The assessment criteria are described in sections 4 through 6. It is important to note, however, that the expectations for student work in this course are very high. We believe this course to be a rich learning experience. Student and faculty work are intended to be of publication quality. The rigor with which the instructors will evaluate student work and participation is based on these high expectations.

8. Course Texts

There is no one textbook for a course like this! Students will be directed to the Internet sites and primary literature listed above in the course outline and given handouts to read both before and during the time in Costa Rica. The following is a brief list of references that are useful for understanding Costa Rica and the research we will be doing:


9. University Studies

This course has been approved to fulfill the Global Perspectives requirements of the Unity and Diversity section of the University Studies Program requirements. The following narrative describes the goals of the Global Perspectives requirement. Additionally, the narrative describes how we will address the specific outcomes prescribed for the Global Perspectives requirement.
Global Perspectives Outcomes

The purpose of the Global Perspectives requirement in University Studies is to improve students’ understanding of the growing inter-relatedness of nations, people, and the environment, and to enhance students’ ability to apply a comparative perspective to cross-cultural social, economic, political, spiritual, and environmental experiences. Courses that fulfill the global perspectives requirement must address at least two of the following outcomes:

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   Tourism is the largest industry in the world and is only expected to grow. For obvious reasons, tourists tend to be attracted to areas which offer unique natural and scenic attractions. These are often environmentally fragile and sensitive areas which need to be carefully managed. When areas do not develop in a sustainable manner, the natural resources that were the original tourism draw will be destroyed—along with the local economy built around it.

   Furthermore, many of the natural attractions around which the tourism is built, are unique and precious resources for all citizens of the world. For example, Costa Rica hosts about 5% of the world’s biodiversity in just 2% of the Earth’s land area. This disproportion of biodiversity makes Costa Rica a valuable resource for the citizens of the world. This not solely for the aesthetic value of the resources; rather, the diversity of wildlife in Costa Rica is an important potential storehouse for discovering medicines and other products of international interest. It is also important that the world community protect remaining wilderness areas from over-development and exploitation.

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c. Identify and analyze specific global issues, illustrating the social, economic, political, spiritual, or environmental differences that may affect their resolution.

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