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LIBERAL STUDIES

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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Bob Begg Phone 7-2250

Department Geography and Regional Planning

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ COURSE _____
Suggested 20 character title

New Course* GE484 Field Studies in Geography and Social Studies
Course Number and Full Title

_____ Course Revision _____
Course Number and Full Title

_____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

_____ Course Deletion _____
Course Number and Full Title

_____ Number and/or Title Change _____
Old Number and/or Full Old Title

_____ _____
New Number and/or Full New Title

_____ Course or Catalog Description Change _____
Course Number and Full Title

_____ PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____
Program Name

_____ Program Revision* _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ _____
New Program Name

III. Approvals (signatures and date)

Gail S. Schriest 11-5-99
Department Curriculum Committee

[Signature] 11-5-99
Department Chair

[Signature] 11/10/99
College Curriculum Committee

[Signature] 11/10/99
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

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Part II: Description of Curricular Change

Syllabus of Record

I. Catalog Description

GE480 Field Studies in Geography and Social Studies

Variable 1-3

Prerequisite: Permission of Instructor

This course immerses the student in a regional environment. It helps the student to critically see and to interpret a cultural landscape. The experience is predominantly off campus. Using a combination of structured field exercises, culturally specific readings, primary and secondary data, and standard geographic field techniques; it strives to develop for the student a deeper understanding of a cultural region in the affective and cognitive domains. This course may be repeated under a different study area title.

II. Course Objectives

Students will:

- a. organize and carry out primary data gathering;
- b. summarize and report on primary data;
- c. recite a broad range of factual data regarding the culture;
- d. locate the culture within a broader global context;
- e. describe the nature of economic, environmental, and cultural problems confronting the cultural region;
- f. apply this knowledge and the field experience to explain one problem of the regional region under study in the form of a report, lesson plan, or multimedia lecture.

III. Course Outline

Because it is expected that this course will vary greatly in locale and focus, we define for the record necessary components for the course. The course consists of two closely related parts.

a. Seeing.

The course will always include some form of the following components:

- i. Immersion in the region being studied;
- ii. Gathering, analyzing, and interpreting empirical data;
- iii. Structured interviews with residents and/or stakeholders in the cultural landscape;
- iv. Case readings to provide:
 - a. underlying physical geography
 - b. historical geography,
 - c. economic geography,
 - d. political geography, and
 - e. cultural milieu (art, literature, or music of the culture where appropriate);
- v. Visually recorded images (photo, video); and

vi. Personal reflection on the actor in the environment (journal, diary).

b. Interpreting.

The course will have as part of its assessment a synthesis and interpretation of some aspect of regional culture. Possible vehicles include:

- i. Written report (policy paper, critical analysis)
- ii. Creative writing (a story, play, screenplay that interprets)
- iii. Multi-media presentation (PowerPoint with video and pictures)
- iv. Lessons plan(s) with clear objectives, support materials, and classroom exercises.

Evaluation Methods

As an indicator that the course meets these requirements, grading will include elements of the following. Suggested weights are in parentheses.

Field Notebook or Diary: personal observations, notes, feelings in written and graphic form. This should be collected and graded for completeness and content. (7-10%)

Field Exercises: structured exercises for credit that lead the student through data gathering and analysis. (30-40%)

Participation: successful field study relies on teamwork and full participation. It will comprise part of the grade. (7-10%)

Test or Quizzes: the mastery of core factual data should be tested in test or quiz form. (7-10%)

Written or multimedia final product: the synthesis of fact and observation into some organic use of geographic concepts should be a major component of the grade. (40-50%)

Grading will be on a standard scale (90% = A).

Required Textbook, Supplemental Books, and Readings

Texts will vary by region. However, all courses should include the following.

Guidelines on Professional Ethics, Association of American Geographers. This document details "Ethical behavior during Field Research." Appropriate section may be included as mimeo.

For courses in the United States or Canada the appropriate section of a North American regional geography. Example -

Birdsall, S., Florin, J., Price, M. (1999) Regional Landscapes of the United States and Canada. NY: John Wiley & Sons.

For courses outside North America, the appropriate section of a world regional geography. Example –

Bradshaw, M. (1997) A World Regional Geography: The New Global Order. Madison: Brown & Benchmark.

In addition, most cultural regions will have a geography or social studies text that can serve as the core text of the course. Instructors will supplement this with specific scholarly readings that include some literature and some current accounts (newspapers, magazines).

Special Resource Requirements

As this is predominantly a field course, students will be expected to pay a course fee that covers transportation, admission charges, lodging, and food.

Cameras, GPS, computers, altimeters, maps, and similar equipment are available through the department or university.

Bibliography

Birdsall, S., Florin, J., Price, M. (1999) Regional Landscapes of the United States and Canada. NY: John Wiley & Sons.

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Storper, M. (1997) The Regional World. NY: Guilford.

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Rundstrom, R. and Kenzer, M. (1989) "The Decline of Fieldwork in Human Geography," The Professional Geographer 41,3: 294-303.

Sayer, A. (1989) "The new regional geography and the problem of narrative," Environment and Planning D, Society and Space 7: 253-276.

Jonas, A. (1988) "A new regional geography of localities?" Area 20,2: 101-110.

Pudup, M.B. (1988) "Arguments within regional geography," Progress in Human Geography 12: 369-90.

Harper, R. (1982) "Geography in general education: the need to focus on geography in the geography of the field," Journal of Geography 81,4: 122-139.

Hart, J. F. (1982) "Presidential address: the highest form of the geographers art," Annals of the Association of American Geographers 72: 1-29.

Urry, J. (1981) "Localities, regions, and social class," International Journal of Urban and Regional Research 5: 455-473.

James, Preston (1952) "Toward a further understanding of the regional concept," On Geography. Syracuse: Syracuse University Press: 78-123.

Sample Bibliography

Lara, Sylvia (1995) Inside Costa Rica: The Essential Guide to Its Politics, Economy, Society, and Environment. Albuquerque: Resource Center Press.

Hall, Carolyn (1985) Costa Rica, a geographical interpretation in historical perspective. Boulder: Westview Press.

Barbara Ras (ed.) (1994) Costa Rica: A Traveler's Literary Companion. San Francisco: Whereabouts Press.

Park, Chris C. (1992) Tropical Rainforests. London: Routledge.

Edelman, M. and Kenen, J. (eds.) (1992) The Costa Rica Reader (1989) NY: Grove Press.

Chomsky, Avia (1996) West Indian Workers and the United Fruit Company in Costa Rica 1870-1940. Baton Rouge: Louisiana State University Press.

Letinger, I. A. (ed.) (1997) The Costa Rican Women's Movement: A Reader Pittsburgh: Univ. of Pittsburgh Press.

Seligson, M. (1980) Peasants of Costa Rica and the Development of Agrarian Capitalism. Madison: University of Wisconsin Press. Chapters 2-4.

Kutsche, Paul. (1994) Voices of Migrants. Gainesville: University Press of Florida. Pages 1-35.

Porras, A. and Villereal, (1993) Deforestation en Costa Rica (Implicaciones sociales, economicas, y legales. San Jose Editorial Costa Rica. In Spanish.

Revista Geografica de America Central 34 (1997) UNA's journal, this issue is 9 case studies of soil erosion. In Spanish, but English abstracts and very readable tables.

Augelli, J.P. (1997) "Costa Rica's Frontier Legacy," *The Geographical Review* 77, 1: 1-16.

Harpelle, R. (1993) "The Social and Political Integration of West Indians in Costa Rica 1930-1950," *Journal of Latin American Studies* 25: 103-120. The story of Costa Rica's Afro-Caribbean minority.

Course Analysis Questionnaire

Section A: Details of the Course

A1 Geographic education in the classroom face limits imposed by the second hand nature of its materials. Books, lectures, even music and the arts, only dimly approximate the essence and meaning of a cultural landscape. Field study seeks to overcome this handicap. By immersing students in a cultural landscape the physical, economic, political, and cultural geography are given a life and immediacy that help to create the kind of interpretive syntheses that lies at the heart of geography.

This course is designed for the mature undergraduate and the master's student. A good portion of students will be drawn from among majors, but that is not its only target audience. Because the course, and our discipline, is a "synthesis" course in nature, the insights of students from other majors can be an important element of the course. Because large blocks of time are required for the kind of immersion we envisage, the course would most likely be offered during winter, spring, or summer breaks. This would not necessarily be the case. A field study of Western Pennsylvania, for example, might be scheduled during the regular semester on weekends. This type of scheduling would allow secondary school geography and social studies teachers as a target audience.

At present, we lack a course of this nature, and feel that lack. This does not serve the same function as GEOG617 Field Techniques in Geography and Planning. Aside from being strictly a graduate course, GEOG617 meets a different need. It is a "techniques" course that we will generally teach on campus. It focuses on skills rather than on a particular cultural landscape. The courses have the same relationship for geography that GEOS326 Field Geology and GEOG336 Geography of the Northern Rockies have for the undergraduate Geoscience program. An alternative for us would be proposing specific course numbers for the field study of specific regions. Indeed, in reviewing the curricula of other geography departments some have chosen that mechanism. But since that would create a proliferation of highly similar courses, we thought this route preferable.

- A2** No changes in the curriculum or in other courses will be required. This course is an elective.
- A3** IUP Geography program has offered this course in half-a-dozen forms over the years, and is remiss in not proposing it before this. During the 1970s and early 1980s, US AID funding permitted Dr. Gopal Kulkarni to teach a field study course in India, largely for secondary school teachers that carried IUP special topic credit. In the late 1980s, Dr. Begg ran a special topics course, “New Towns, Down Towns,” that involved a substantial field component. During the late 1990s, Dr. Begg has taken students to Costa Rica in a special topics course, the syllabus for which serves as an example for purposes of this course proposal. Dr. Ruth Shirey and Dr. Joe Bencloski have run a Summer Institute for geography teachers in collaboration with the Pennsylvania Geographic Alliance and the National Geographic Society that in 1999 moved partially off campus and became a Pennsylvania field study course. Dr. Shirey has offered special topic Oxford courses that might have fallen under this rubric as well.
- A4** This course will be a dual-level course. As the graduate proposal fragment may not be acted upon until the undergraduate proposal is approved, it will be submitted shortly.
- A5** The intensive nature of field courses makes the concept of contact hours problematic. A student could easily have 45 hours of “contact” with a professor in a five-day week. Indeed, anyone who has ever taken a field course will recall fourteen and fifteen hour days of intense engagement with ideas, examples, and concepts of the discipline. Those days open discussion with one’s peers and interactions with the professor that are difficult to achieve in a classroom setting.

In reviewing similar 3-credit courses, they run from ten days to one-month of field time for three credits. Similar IUP courses (COMM401/501, GEOS 336) run from ten days to three weeks.

The department proposes a “Field Study Review” team that would consist of the chair (or chair’s designee) and two faculty members elected each fall. The team will meet to review any syllabus proposed as GEOG480/580 for consistency with the syllabus of record. It will also determine appropriate credit based on the scheduled contact hours. We expect that most courses will be three credits, but also expect that winter break and multiple weekend courses for fewer credits will evolve.

- A6** Geography has a long tradition of fieldwork and the field course. In his 1982 Presidential Address, John Fraser Hart refers to field study as the “highest form of the geographer’s art. As recently as 1989, Rundstrum and Kenzer lament the decline of fieldwork in geography. The discipline, however, has seen a return to the field study of cultural refines in the past ten years. Thus, Pudup (1998), Jonas

(1988), and Thrift (1991) all heralded the “new regional geography.” And, the CURS initiative in England has been a Cambridge University based field study of locality for the past ten years.

A number of universities offer field courses in a format similar to the one proposed here. Several of those are listed below with examples of field courses.

1. Vallparaiso University Department of Geography and Meteorology

GEO 385/585 Geography Field Courses

“Geography has long enjoyed a tradition of field study, and many geographers consider field work to be an essential skill in their trade. VU Geography is pleased to embrace this tradition through its many exciting field courses study opportunities. The Department offers a number of individual field courses under the listing.

Southern Rocky Mountains. Immediately following the conclusion of the Spring Semester, Prod. Kilpinen will lead a field course to the Southern Rockies of New Mexico and Arizona. The trip, which will run from May 17-27, 1999, will examine the physical and historical geography of the Southern Rockies and Santa Fe Trail. The class will visit:

National Frontier Trails Center, Missouri
Fort Larned National Historic Site, Kansas
Capulin Volcano National Monument, New Mexico
Fort Union National Monument, New Mexico
Pecos National Historical Park, New Mexico
Bandelier National Monument, New Mexico
Taos Pueblo, New Mexico
Great Sand Dunes National Monument, Colorado
Leadville, Colorado
Mount of the Holy Cross, Colorado
Rocky Mountain National Park, Colorado

The cost for participating in this course is \$400, which covers transportation, lodging, and other trip expenses. Food is not included in this amount. Students must also register and pay tuition for 3 credits in the Summer Session.

Class size will be limited to 10 students, with Prof. Kilpinen accepting deposits later this semester. For more information, check back here in the next several weeks or contact Prof. Kilpinen.

Yellowstone National Park. Late next summer, Prof. Kilpinen will conduct his annual Yellowstone trip, from August 7-17, 1999. This course introduces

students to the basics of field observation methods through a sampling of several important historic and geologic landmarks in the West. The trip includes stops at:

Chimney Rock National Historic Site, Nebraska
Scotts Bluff National Monument, Nebraska
Ft. Laramie National Historic Site, Wyoming
Independence Rock State Historic Site, Wyoming
Grand Teton National Park, Wyoming
Yellowstone National Park, Wyoming
Devils Tower National Monument, Wyoming
Badlands National Park, South Dakota

The cost for participating in this course is \$400, which covers transportation, lodging, and other trip expenses. Food is not included in this amount. Students must also register and pay tuition for 3 credits in the Summer Session.

Class size will be limited to 10 students, with Prof. Kilpinen accepting deposits in the Spring Semester.”

2. Slippery Rock University Dept. of Geography and Environmental Studies

G&ES 489: Field Studies

Catalog Description: Students use the scientific method in selecting a topic, collecting data in the field, analyzing these data, and preparing a formal paper. Prerequisite: permission of the instructor. (3 credits)

Although no off-campus course is being offered this year, Dr. Carol Prurock has taught this course in Puerto Rico as a cultural landscape course.

3. Syracuse University Department of Geography

GEO 500 Traveling Seminar

Example: Summer 1999
“Peru: Contemporary Development in Historical Perspective
(3 credits undergraduate or graduate)

The objective of this course is to introduce students to a critical selection of the differentiated regional and local contexts in contemporary Peru so that they may obtain a personal view of why development poses so many challenges to those who wish to make Peru a better country in which to live today. But the historical background to current developmental issues is also emphasized. At every site that we visit students will see vestiges of prior attempts at development, be it in Inca

agricultural terracing, colonial town planning and colonization, nineteenth-century technical innovation, or twentieth-century industrialization. The past bears witness to both successes and failures, and the seminar will allow us to visit sites that reflect both. Some of the new ideas of development will be seen to be old, and some of the old perhaps relevant to the Peru of the twenty-first century.

Evaluation and grades

The overall grade for students in GEO 500 will be based upon the following distribution:

Seventy-five percent of the grade will be assigned to the contents of a field diary/notebook that all students are required to keep during the traveling seminar, and which must be handed in at the end of the course in Peru, or sent to the instructor within two weeks of departure from Peru.

Twenty-five percent will be based upon students' participation in the many discussions that will be held on an almost continual basis in Peru.

Required Readings

A Reader of relevant articles covering all the issues to be discussed in the field will be provided to each enrolled student.

4. IUP Department of Geoscience

GEOS336 Geology of the Northern Rockies **var-3s.h.**
Prerequisite: Permission of the instructor

A field study of the major geological features and relationships involved in the development of the northern Rocky Mountains. National Park and Monument areas of South Dakota, Wyoming and Montana are included among the areas investigated. (three weeks, summer only)

GEOS336 Geology of the Northern Rockies **var-3s.h.**
Prerequisite: Permission of the instructor
(three week, summer only)

GEOS336 Geology of the Northern Rockies **var-3s.h.**
Prerequisite: Permission of the instructor
(three weeks, summer only)

- A7** This course is not required by any accreditation body. We have discussed its importance to the discipline. Our courses do some times involve small amounts of field study, but the regular schedule prevents the kind of immersion in the cultural landscape that we feel is important.

Section B: Interdisciplinary Implications

- B1** The course will generally be taught by one individual.
- B2** The courses most similar to this are GEOS336,337,338. The GEOS courses teach geology, and we are teaching the cultural landscape. The target audiences are very different.

One section of the course, the Costa Rica course is included as an example syllabus, will be taught as a linked course to COMM401/501. In this case both departments are enthusiastic. Media Field Studies is a technique course that perfectly compliments GEOG480/580. While they are studying the cultural landscape, students learn pre-production skills (audience definition, clarifying objectives, choosing voice and technology), field production skills (digital camera, video, interview technique), and computer presentation skills (PowerPoint, internet postings). Linking the courses with majors from both departments enhances both courses. Geographers gain skills that they otherwise would not get; skills that are important in planning and cartography jobs. Communication-media students gain an exposure to geographic ideas and another culture that their program feels are important. The joint product is graded for content in the geography course and technique in the communications-media course. The results of the collaboration can be exceptional.

Although we do not have any similar linked courses in mind, we could imagine them. For example, "The Geography of Northern England: might well complement a literature field course.

- B3** Yes.

Section C: Implementation

- C1** Since this course will generally taught outside the semester, it will require no additional faculty nor will it interfere with offering the curriculum.
- C2** A course fee covers all additional resources (travel) required. This would include van rental in those instances where an IUP van is not a possibility.
- C3** No resources will be regularly funded by grants.
- C4** The course is designed for periods of time outside the regular five-day semester.

- C5** Multiple sections may be taught. No more than one would be taught during the regular semester.
- C6** The course will generally be limited by the capacity of ground transportation. The intense nature and management demands of such a course also argue for its size limitation. A fifteen-person van with gear might well limit the size to 12 or 13.
- C7** Not to our knowledge. In looking at similar courses, limits of ten to twenty appear common.

Section D: Miscellaneous

- D1** Permission of Instructor. Because field work is intense and maturity a necessity, we wish to retain the right of refusal for students whose records do not indicate a commitment. The course is designed for Juniors and above, but the occasional undergraduate sophomore would be appropriate. GEOS336,7,8 carries this designation.
- D2** Multiple credit. Since the course would change dramatically depending on its location, a student could take the course more than once for elective credit.

Catalogue Description: This course immerses the student in a regional environment. It helps the student to critically see and to interpret a cultural landscape. The experience is predominantly off campus. Using a combination of structured field exercises, culturally specific readings, analysis of primary and secondary data, and standard geographic field techniques; it strives to develop for the student a deeper understanding of a cultural region in the affective and cognitive domains.

Course Description: You are about to embark on a field study of a unique Latin American cultural landscape. Each student will see and try to understand Costa Rica's diverse physical environment as it affected the history and development of Costa Rica's culture. They will also examine the human-environment interaction that is so important for Costa Rica's present and future. Your field experiences are specific instances of more general principles of environmental, economic, political, and cultural geography. Specific topics include tectonic physiography, tropical environments, Spanish settlement patterns and class structure, agrarian economies, commodity exports, squatter's settlements, rural services and infrastructure, Central Place hierarchies, deforestation, multinational corporations, free trade zones, international debt, rural-urban migration, deforestation, tourism geography, and Central American political geography. At some point during the trip, the class will see the manifestations of each of these topics, and others, on the landscape.

Objectives:

- Students will:
- a. organize and carry out primary data gathering;
 - b. summarize and report on primary data;
 - c. recite a broad range of factual data regarding the culture;
 - d. locate the culture within a broader global context;
 - e. describe the nature of economic, environmental, and cultural problems confronting the cultural region;
 - f. apply this knowledge and the field experience to explain one problem of the region under study in the form of a multimedia report, and a lesson plan.

Course Evaluation:

		<u>Grading</u>
Field Notebook	100 points	A= 1170 +
Field Exercises	500	B= 1040-1169
Participation	100	C= 910-1139
Lesson Plan Content	300	D= 780-909
Quiz	100	F= <780
Final Presentation	<u>200</u>	
Total	1300	

Field Notebook: Each student will keep a field notebook from the time we leave Indiana until the time we return. Daily entries should include notes from readings, notes from discussion, interview notes, and most importantly observations on the economy, environment, and people of Costa Rica.

Field Exercises

1. Urban land use exercise - transect sampling and mapping of urban land use in San Jose will be tied to the notion of central place hierarchy and the role of tourism in Costa Rica.
2. Key informant interviews exercise – each group will conduct formal and informal interviews relevant to their research topic throughout the trip. Field notes will be turned in with project.
3. Housing needs survey - a sight-survey of housing needs in Coco beach will be tied to the problem of wealth and poverty.
4. Bus-bingo.
5. Altitudinal observations: each student will record plants typical of altitude to estimate altitude.

Post-trip test: Just to see who was awake: terms, places and concepts. Graduate students will also answer one of three essay questions.

Participation:

1. Timeliness
2. Deportment (including sobriety)
3. Group contribution (to be judged by your peers, yourself, and the instructor.)
4. Graduate students will also be judged on leadership in each of these areas. That is, their behavior should be exemplary.

WebQuest

In order to convince me that you understand Costa Rica as a region, you will design and produce a lesson plan on one of the four topics listed below. This assignment is a combination of paper, PowerPoint presentation, and classroom activity. Each group will do a three part paper/presentation.

1. General background on Costa Rica. Certain Tables are required for each group and should be supplemented by your readings on geography, history, economy, and culture. This is a ten minute overview, well illustrated and well documented.
2. Specific background. Each group will prepare tables, pictures, and text that give a good factual basis for understanding a specific issue facing Costa Rica (e.g. deforestation). The presentation should also put Costa Rica in a global context. This should be a five minute condensation of relevant information.
3. Finally, select a learning objective from the list or pick one of your own and design a lesson plan that could be implemented by a teacher. Content and complexity will differ with your target audience, but the lesson should go beyond mere factual information. Illustrating a concept, trying to engage the affective domain, something ambitious is required here. You

will develop learning objectives, classroom materials, and a feedback mechanism necessary for the lesson.

- Policy Brief:** (Graduate students only) A two to three page executive brief will:
- a. Describe a policy problem facing Costa Rica (e.g. river pollution, inadequate housing) including a brief summary of statistics;
 - b. Suggest at least three general approaches to the problem;
 - c. Recommend and justify one solution.

Teaching: Graduate students will be expected to direct the class in the discussion of some field relevant topic during the field trip. This may be a reading, a general concept (e.g. the debt trap), or the interpretation of a field exercise.

Required Readings:

Lara, Sylvia (1995) Inside Costa Rica: The Essential Guide to Its Politics, Economy, Society, and Environment. Albuquerque: Resource Center Press.

The instructor will provide “Inside Costa Rica” when you sign up for the course and should be read before the course begins. Chapter questions will be collected the first day of class.

Costa Rica: A Traveler’s Literary Companion (1994) Barbara Ras editor. San Francisco: Whereabouts Press.

Wonderful short stories some of which we will read on the bus. Others you will be responsible for.

Supplementary Texts

The following books (or chapters from the books) and articles will be available during the field course. Certain sections will be required for certain groups. All groups should be familiar with them. Students are responsible for purchasing at least one copy (per group) of The Tico Times. Back copies with good pictures are available on the “net” when we get back to IUP.

Park, Chris C. (1992) Tropical Rainforests. London: Routledge.

The Costa Rica Reader (1989) Edelman, M. and Kenen, J. (eds.) NY: Grove Press.

Chomsky, Avia (1996) West Indian Workers and the United Fruit Company in Costa Rica 1870-1940. Baton Rouge: Louisiana University Press. (IUP only)

The Costa Rican Women’s Movement: A Reader (1997) Leitinger, I. A. (ed.) Pittsburgh: Univ. of Pittsburgh Press. (IUP Only)

Seligson, M. (1980) Peasants of Costa Rica and the Development of Agrarian Capitalism. Madison: University of Wisconsin Press. Chapters 2-4.

Kutsche, Paul. (1994) Voices of Migrants. Gainesville: University Press of Florida. Pages 1-35.

Porras, A. and Villereal, B. (1993) Deforestation en Costa Rica (Implicaciones sociales, economicas y legales). San Jose Editorial Costa Rica. In Spanish. (IUP only)

Revista Geografica de America Central 34 (1997) UNA's journal, this issue is 9 case studies of soil erosion. In Spanish, but English abstracts and very readable tables. (IUP only)

Augelli, J.P. (1997) "Costa Rica's Frontier Legacy," The Geographical Review 77,1: 1-16.

Harpelle, R. (1993) "The Social and Political Integration of West Indians in Costa Rica 1930-1950," Journal of Latin American Studies 25: 103-120. The story of Costa Rica's Afro-Caribbean minority.

Group Topic Outlines

The American Influence in Costa Rica

Principal Written Source: Inside Costa Rica (Parts 2 and 7).

1. Gathering Empirical Data

- a. Copy or compile a set of factual tables to include the following:
 - Table 1 Costa Rica's GDP by Sector 1950-1992 [include change]
 - Table 2 Costa Rica's Employment by Sector 1993
 - Table 3 Costa Rica's Structure of Agricultural Employment 1992
 - Table 4 Costa Rica's Structure of Industrial Employment 1992
 - Table 5 Costa Rica's Principal Exports 1994
 - Table 6 Costa Rica's Principal Imports 1994
 - Table 7 Costa Rica's Exports by Region of Destination
 - Table 8 U.S. Share of Exports, Imports, and FDI 1992 [absolute and percent]
 - Table 9 Costa Rica- U.S. Exports, Imports, and FDI by category [lists]
 - Table 10 U.S. Foreign Aid to Costa Rica 1992-3 [amount, percent of GDP, percent of debt payment]
- b. Using pictures, video and description document the visibility of the United States in CR,
- c. Chart "American Influence" in the San Jose CBD exercise,
- d. Use "Guest Book Survey" to chart "American Influence" in tourism,
- e. Using interviews and conversations with Tico's create transcripts on the affective relationship of Costa Ricans with the United States.
- f. Using interviews and conversations with American ex-patriots and tourists create transcripts on gringo's feelings about Tico's.

2. Possible lesson plan objectives

- a. Identify the types of relationship that exist between the United States and Costa Rica (e.g. political, military, trade, ecological).
- b. State or list quantitative and qualitative indicators for those types of relationship.
- c. Describe the possible connections between and among these relationships (military alliance and foreign aid, beef exports and environment, multinational fruits companies and race).
- d. List some of the consequences of the trade and debt relationships between the U.S. and Costa Rica.
- e. Elicit the affective content of international relationships from i) the Tico perspective, ii) the U.S. perspective.
- f. Propose specific U.S. foreign policy initiatives that might improve the welfare of the Costa Ricans.

Wealth and Poverty

Principal Written Sources: Inside Costa Rica (Parts 3 and 4), Student Atlas of World Politics. Peasants of Costa Rica and the Development of Agrarian Capitalism (Chapters 2-4), articles.

1. Gathering empirical data

- a. Copy or compile a set of factual tables to include the following:
 - Table 1 Costa Rica's GDP by Sector 1950-1992 [include change]
 - Table 2 Costa Rica's Employment by Sector 1993
 - Table 3 Costa Rica's Structure of Agricultural Employment 1992
 - Table 4 Costa Rica's Structure of Industrial Employment 1992
 - Table 5 Costa Rica's Principal Exports 1994
 - Table 6 Costa Rica's Principal Imports 1994
 - Table 7 Health and Poverty Indicators in International Context
 - Table 8 Economic Indicators in International Context
- b. Housing Survey.
- c. Pictures and video of squatters, wealth, informal sectors, formal sector, cash cropping.
- d. Interviews or conversations with Ticas about problems of poverty.
- e. Short stories: *In the Shadow of the Banana Tree*, Fallas; *Deeper than Skin*, Pachecho.

2. Possible lesson plan objectives

- a. Describe the structure of class and income within Costa Rica.
- b. Explain the origins of the Pacific Coast underclass.
- c. Discuss motives for rural to urban migration.
- d. Use the CR words for rural peasant (2), squatter, small farm in a paragraph.
- e. Explain the relationship between Costa Rica's historic role in the global economy and rural poverty.
- f. Explain why class in Costa Rica differs substantially from that in most of Latin America.

- g. Propose three solutions to the problem of rural poverty.

Deforestation

Principal written sources: Inside Costa Rica (Sections 2 and 5), Tropical Rainforests

1. Gathering empirical data

- a. Copy or compile a set of factual tables to include the following:
 - Table 1 Costa Rica's GDP by Sector 1950-1992 [include change]
 - Table 2 Costa Rica's Employment by Sector 1993
 - Table 3 Costa Rica's Structure of Agricultural Employment 1992
 - Table 4 Costa Rica's Structure of Industrial Employment 1992
 - Table 5 Costa Rica's Principal Exports 1994
 - Table 6 Rates of Costa Rican Deforestation
- b. Pictures and video of tropical rain forests, cloud forests, and moist forests.
- c. Picture or video of logging, logging trucks, deforested land.
- d. Tico Times articles on logging.
- e. Conversations with Ticos about preservation especially park rangers.
- f. Altitudinal observations.

2. Possible lesson plan objectives.

- a. Describe the biome characteristics of a tropical rain forest.
- b. Explain the difference between a tropical rain forest and other tropical forests.
- c. Map the areas of potential rain forests based on rainfall.
- d. Explain what agricultural practices have resulted in Costa Rica's deforestation.
- e. Explain the role of the United States in the process.
- f. Describe the efforts made by Costa Rica to save its forests.
- g. Describe some consequences of tropical deforestation: local and global.
- h. Explain carbon sequestration bonds.

Export Economy

Principal written sources: Inside Costa Rica (Sections 2), Third World Atlas

1. Gathering empirical data

- a. Copy or compile a set of factual tables to include the following:
 - Table 1 Costa Rica's GDP by Sector 1950-1992 [include change]
 - Table 2 Costa Rica's Employment by Sector 1993
 - Table 3 Costa Rica's Structure of Agricultural Employment 1992
 - Table 4 Costa Rica's Structure of Industrial Employment 1992
 - Table 5 Costa Rica's Principal Exports 1994
 - Table 6 Costa Rica's Principal Imports 1994
 - Table 7 Costa Rica's Exports by Region of Destination

Table 8 U.S. Foreign Aid to Costa Rica 1992-3 as a Percent of debt payment.

- b. Pictures or video of export activities: include tourism.
 - c. Interviews with business people: include Zona Franca.
 - d. Comparative data on global trade and commodity exports.
3. Possible lesson plan objectives.
- a. Explain the relationship between bananas and Banana Republics.
 - b. Explain the relationship between cattle and fast food.
 - c. Describe the consequences of relying predominantly on commodity exports.
 - d. List Costa Rica's principal exports.
 - e. Explain the debt trap arises in lesser-industrialized nations.
 - f. Explain the difference between coffee growing and coffee processing.