

**SIMPSON COLLEGE**  
**2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL**

Date: January 15, 2009

**Completed forms should be submitted to the Office of International Education no later than Jan. 15, 2009 for international travel courses and no later February 17, 2009 for domestic travel courses.**

**Name of proposer(s):** Allison Wolf  
CoryAnne Harrigan

**Department(s):** Philosophy  
English

**Please check one of the following:**

**INTERNATIONAL Off-Campus Travel Course**

**DOMESTIC Off-Campus Travel Course**

**I. Course Information**

- A. Course number, if course has been offered previously: HUM 197
- B. Course title: Globalization in Costa Rica  
(*Note: The name of the place of study should appear in the title*)
- C. Transcript Course Title (max. 21 characters): Global Costa Rica
- D. Course level (100/200/300): What is the rationale for offering the course at this level?

Because the course serves as an introduction to Costa Rican history, politics, literature, and culture, it is appropriate to offer it at the 100 level.

- E. Minimum enrollment: 13  
(*For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.*)  
If proposed minimum is less than the requirement, provide a rationale for receiving variance.

Many of the places we visit have limited space, and transportation to several locations will require the use of small vehicles that will not accommodate more than 25 people total. Because we will be traveling with a Costa Rican Spanish instructor, a guide, and a driver, we propose a minimum enrollment below the standard. In addition, given the strong interdisciplinary elements of the course, especially the strong use of ethics and literature, it is imperative for the quality of the course that both professors go to Costa Rica to give the students the best educational experience possible. Finally, for the reasons stated above, the cost differences for the students is not great if we go with 13 students rather than 20.

- F. Maximum enrollment: 20 (though we will consider up to 25 if accommodations allow)

**II. Course Description**

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

The learning objectives for this course are as follows:

- Students will learn the recent history of United States involvement in Central America.
- Students will learn the major highlights of the history of Costa Rica.
- Students will learn the major cultural customs and trends of Costa Rica.

- Students will learn at least introductory-level Spanish.
- Students will learn the basic themes of Costa Rican literature.
- Students will learn different conceptions of globalization.
- Students will learn to identify different impacts of globalization on Costa Rican culture, business, and history.
- Students will learn different ethical approaches to addressing the effects of globalization in Costa Rica.
- Students will learn the effects of globalization on the environment by visiting Costa Rican national parks.
- Students will learn the effects and impacts of globalization on indigenous peoples of Costa Rica by visiting indigenous lands.
- Students will learn about U.S. culture by being exposed to Costa Rica.
- Students will develop a sense of empathy by doing service projects throughout Costa Rica.

B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course fits with a number of programs within the Humanities Division. First, it fits with the Philosophy Minor with a Concentration in Ethics as well as the Applied Philosophy Major, because we not only read various philosophical works as part of the course, but we also use philosophical analysis and ethical theories to identify and understand issues raised by globalization in Costa Rica. Second, the class fits within the Latin American Studies minor by giving students who cannot travel to Latin America for an entire semester the chance to visit the region. (It is also the only program that Simpson currently offers to Central America.) Third, the class fits into the English major because of its strong focus on Costa Rican literature (the students read numerous pieces both in the preparation class and while we are traveling through the country). Fourth, the class provides Spanish majors who are unable to travel to Argentina and who declared their major before that program was created the opportunity to fulfill their major requirements. For those students, we not only formally study Spanish at a language institute and spend one week living with host families, but we also employ a Spanish professor who accompanies us throughout the trip and who offers classes 1-2 hours a day in addition to unlimited opportunities for practice. In addition, since all students take Spanish (as well as the professors), the course emphasizes the connection and importance of language learning and global experiences. Finally, this class offers students the opportunity to study history (both U.S. and Central American) in a class outside of the history department. In the above senses, it is truly a Humanities course.

In addition to the Humanities, this course compliments majors such as international business, international relations and biology in its focus on globalization and the environment. For those students who major in areas outside of the humanities, the course will provide them a new way to approach their disciplines. The class is truly designed to benefit all students on campus.

C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

Every activity is connected to the educational goals of the class. Intensive Spanish classes are intended to help students both learn Spanish and connect to Costa Ricans who can provide insight into Costa Rica's history and current challenges. All activities (national park visits, river rafting, visits to indigenous lands, visits to banana and coffee plantations, etc.) are intended to help students identify the connections between globalization and Costa Rican life, culture and economy, as well as provide different sources of information about ethical resolutions to those issues. For example, we visit one beach that is very developed and tourist-friendly and another one that is virtually untouched in order to help students identify and construct ethical solutions to issues of Western development on Costa Rican beach land. Students do service learning to develop a sense of empathy as well as to connect to Costa Rican culture.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

a. Participation: P-O-D

b. Readings (please specify what these will be): P-O-D

*Costa Rica: A Traveler's Companion* edited by Barbara Ras

*Culture Shock! Costa Rica*

Chapter 4, "Costa Rica" from *Understanding Central America*

Martha Honey, "Privatization of the Banks," *Hostile Acts: U.S. Policy in Costa Rica in the 1980s*

Martha Honey, "The Southern Front: 'Honduras South,'" *Hostile Acts: U.S. Policy in Costa Rica in the 1980s*

Martha Honey, "The Esquipulas II Accords," *The Governments of Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua,* *Hostile Acts: U.S. Policy in Costa Rica in the 1980s*

Martha Honey, "Arias: Making Peace," *Hostile Acts: U.S. Policy in Costa Rica in the 1980s*

Emilia Macaya, "Alcestis"

Eunice Odio, "The Vestige of the Butterfly"

Victoria Urbana, "Death in Mallocra"

Peter Singer, "Famine and Affluence"

Kwame Anthony Appiah, Introduction, Chapters 7 and 10 *Cosmopolitanism*

Eduardo Medieta, "The Emperor's Map: Latin American Critiques of Globalism"

Allen L. Hammond, "Natural Resource Consumption: North and South"

Luis Camacho, "Consumption As a Topic for the North-South Dialogue,"

c. Journal reflections: D

Students must turn in at least ten 1-2 page reflections on topics throughout the course while in Costa Rica.

d. Exams: None

e. Papers/Presentations/Field reports, etc.: None

f. Other assignments: D

-Service Learning

-20 hours of intensive Spanish classes at Conversa Language Institute  
-Students will have to write a self-assessment and meet with the professors on the last day of the class in Costa Rica to propose a final grade for the class based on the degree to which they met the course's learning objectives as well as their own learning objectives

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

Participation:	x%
Journal reflections:	x%

The preparation class will constitute 30% of the final grade. The assessment off-campus activities will constitute the other 70%.

- E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

San Jose, the capital of Costa Rica, used to have streets lined with local shops. Now, these shops have been replaced with U.S. businesses like McDonald's, Blockbuster, and The Gap. Outside the city, gorgeous forests, stunning volcanoes, and pristine beaches are increasingly being developed to build hotels, restaurants and other resources to accommodate North Americans. While Costa Ricans welcome U.S. citizens in their country, they resent active U.S. intervention in Costa Rican and Central American affairs; thus, there is a major debate within the country about development and globalization in Costa Rica. Should U.S. business be limited, if not prohibited, in Costa Rica in order to prevent continued U.S. imperialism? Should there be protections for Costa Rican workers employed by U.S. companies to prevent exploitation? How do we balance our desire to visit those incredible beaches, mountains, and forests with an obligation to respect and preserve Costa Rican culture and natural resources? On this travel course, we will investigate these and other issues of globalization in Costa Rica by studying philosophical ethics, U.S.-Costa Rican history, Costa Rican literature, and Spanish.

- F. Are there prerequisites for this course? Yes  No   
If yes, please list them and briefly provide a rationale.

### III. Other Information

- A. Has this course been offered in a previous May Terms? Yes  No   
If yes, please indicate *when* it was offered and the approximate enrollment.

May 2006–22 students

May 2008–15 students

- B. Department(s) in which credit is to be awarded:

Philosophy

English

Spanish (when cleared first with the Department of World Languages and Cultures)

- C. If this course will meet requirements for a departmental major or minor, please explain briefly:

Because of the explicit focus on ethics, some students may use this course to fulfill a requirement for the

Philosophy Minor with a Concentration in Ethics.

Some students who declared a Spanish major before the 2007-2009 catalog may count the course toward elective credit in Spanish

D. Proposed dates of the travel course, including dates you anticipate being abroad:

*(Note: It is highly recommended that the group should depart no earlier than Sat., May 1, 2010, and should return no later than Thurs., May 20, 2010.)*

Depart: Saturday, May 1, 2010 (It is possible that we will depart Friday, April 30, in order to make room for an extra service project.)

Return: Thursday, May 20, 2010

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

One week in San José

Spanish classes daily

Visit to Multiplaza – explore effects of globalization and foreign business in Costa Rica

Coffee Plantation Tour – Learn about Costa Rican economy, culture, and history

Visit to Irazu Volcano (these plans are new because the recent earthquake has changed initial plans to visit Poas Volcano)

Tour of Cartago (The original capital and oldest city in Costa Rica) and visit the national Basilica

Cultural Activity (go to a concert, salsa dancing, or something similar)

Two service learning projects

Three nights on the Caribbean Coast (either Tortuguero or Puerto Viejo or both)—indigenous lands, African history and culture of Costa Rica, and turtle nesting. Also this is an area that is very poor and there could be a service opportunity there.

Included here will be visits to Pacuare River as well as Banana Plantations. We are also trying to arrange a new visit to the EARTH institute or an agronomic institute.

Two nights in Santa Dota—undeveloped cloud forest. Used to compare to Monteverde, a developed cloud forest and research station. Also used to explore ethical issues in development and the environment.

Three nights in the Osa Peninsula/Corcovado National Park (Forest and Marine Preserve). Totally undeveloped. Used to learn about environmental issues and compare for ethical issues raised by tourism and development of beach lands (compare to Caribbean beaches as well as Manuel Antonio).

One night Manuel Antonio National Park—to see issues of effects of tourism.

Two nights Monteverde Cloud Forest—ethical issues related to tourism and the environmental impact of global warming. Also used to explore issues of ethics of development, specifically, road construction.

One night in Arenal—visit Arenal Volcano—ethical issues in tourism and how it affects local culture. We are also exploring adding visits to another indigenous reserve as well as a local experimental farm.

F. Indicate your level of familiarity with the site(s) visited during the course.

Both professors are familiar with Costa Rica due to the fact that both have led this course twice before (in 2006 and in 2008). Allison Wolf has been traveling to Costa Rica and doing research there on an annual

basis since 2002.

- G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

At times this class involves hiking that has been challenging to some students in the past. Altitude is sometimes a limiting factor. We also go river rafting. Given this, we conclude that the level of physical exertion is a 3 (students should be in shape but it is not impossible for those who are not). The course may pose some problems for students with physical disabilities, though we are happy to try to make other arrangements to accommodate their needs.

**V. Proposed Budget for the Course  
(A more precise estimate is not due to the OIE until September 7, 2009)**

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$1500
In-country transportation	\$0
Lodging	\$3000
Meals	\$750
Events: tickets, admissions, excursions, etc.	\$600
Any necessary entry visas	\$52
Misc.	\$98
Other (explain):	\$0
<b>Total instructor(s) and course assistant expenses</b>	<b>\$6000</b>

Next, estimate the cost per student, based upon the minimum enrollment number (15) from page 1 of this document:

Air transportation	\$750
In-country transportation	\$500
Lodging	\$1900
Meals	\$300
Events: tickets, admissions, excursions, etc.	\$300
Honorariums	\$400
Tips	\$100
Int'l Student I.D. card is now optional, \$25 each if desired	\$0
SC Study Abroad Program Fee	\$100
Any necessary entry visas	\$27
Contingency fund (\$100 recommended)	\$100
Other (explain): Donations	\$50
<b>Subtotal per student expenses (based upon minimum enrolled #)</b>	<b>\$4527</b>

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number (15) from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$4527
+ per student instructor cost	\$400
<b>= Total per student cost</b>	<b>\$4927</b>

Additional expenses not covered by the program for which students need to budget:

*For example, passport @ \$100, books, meals, immunizations, trip cancellation insurance, etc.*

Passport  
Travel Insurance  
Spending Money  
Extra Spanish Classes (Spanish Majors only)

Total estimated additional expenses not covered by the course: \$200 (\$300 if Spanish Major)

Instructor signature: \_\_\_\_\_ Date:

Instructor signature: \_\_\_\_\_ Date:

Dept Chair approval: \_\_\_\_\_ Date:  
*(department(s) in which credit is to be awarded)*

Dept Chair approval: \_\_\_\_\_ Date:  
*(department(s) in which credit is to be awarded)*

Div. Head approval: \_\_\_\_\_ Date:  
*(division of the instructor)*

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*(division of the instructor)*