



S F S THE SCHOOL
FOR FIELD STUDIES

Cultural Competence in Conservation

SFS 2070

Syllabus

2 credits

The School for Field Studies (SFS)
Center for Tropical Island Biodiversity Studies (TIBS)
Isla Colón, Bocas del Toro, Panama

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.

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COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, this is a field program, and the field can change.

Course Overview

This course provides two integrated modules:

Spanish Language Module

The Spanish Language Module is taught by certified language instructors in Bocas del Toro. The module offers reading, listening, oral, written, and practical applications of the Spanish language at several levels of proficiency to increase students' comprehension and communication skills. This module involves 20 contact hours of class time over the course of two weeks with certified Spanish instructors. Levels of instruction follow the Diploma de Español como Lengua Extranjera (DELE) and Common European Framework Reference for Languages (CEFR). Student language aptitude levels will be identified through an oral and written placement assessments administered by the Spanish language instructors at the beginning of the semester.

Society and Culture of Panama Module

The Cultural Competence in Conservation module emphasizes:

- 1- a deep reflection on students' personal understanding of their own culture and how this can influence conservation practice, and
- 2- an overview of the current socioenvironmental justice challenges local communities encounter in the Bocas del Toro (BDT) archipelago.

Throughout the course students will learn to observe and process the reasons behind these challenges within this small, island community, while immersing themselves in the necessary background readings to understand the basic history and cultural expressions of Panamanian society. A combination of lectures, readings, field experiences and classroom discussion will facilitate the understanding of the socio-cultural context of Panamá, helping to prepare students to work more effectively in community-based directed research efforts and community outreach projects. Students can expect to hear from local experts who will provide students with a good understanding of Panamanian history and geopolitical background. Assignments include discussions, presentations, and written reflections.

Learning Objectives

Spanish Language Module

This module involves 20 contact hours of class time over the course of two weeks with certified Spanish instructors. Levels of instruction follow the Diploma de Español como Lengua Extranjera (DELE) and Common European Framework Reference for Languages (CEFR). Student language aptitude levels will be identified through an oral and written placement assessments administered by the Spanish language instructors at the beginning of the semester.

As with any SFS course, your participation in this course and all classes is mandatory. The purpose of the Spanish instruction portion of the program is to support students' understanding of some of the major environmental and socio-political issues facing this small island community. Under no circumstances should a student expect to speak fluent Spanish at the end of twenty hours of Spanish instruction, rather, students should use the opportunity to learn relevant vocabulary, brush up on skills they may have already acquired, or become acquainted with very basic Spanish phrases that are used throughout the region.

Cultural Competence in Conservation Module

Students are introduced to Panamanian culture and language to facilitate a deep comprehension of how culture influences policy and perceptions of natural environments. This course aims to familiarize students with cultural understandings and practices relating to resource management, environmental policies development and natural space use. This work requires an introduction to understanding race relations in a Panamanian context along with understanding cultural biases, both self and imposed. Students will participate in activities designed to provide insight and experiences within the cultural and historical context of Panamá. Course activities, including lectures, field trips, and cultural orientation will support the information provided by the other courses of the program.

Students will learn specific strategies and skills for working with people in a community-based context particularly as it relates to conservation work, assist with community outreach and engagement projects (optional and encouraged), and develop a more refined understanding of Panamanian culture. Students will draw from the literature and their personal experiences in Panamá a deeper understanding of their own cultural influence in the region and the many ways in which their culture is aligned or dissimilar to Panamanian culture. All these efforts are aimed at supporting the development of the students' comprehension of why social and cultural practices are important in developing solutions to ecological problems. Specifically, we will focus our attention on the intersection of culture, race, gender, ethnicity, and ecology and how these work together to influence conservation practices.

To understand how to best promote conservation and sustainable use practices, students will hear from and speak with Bocatareños to learn about environmental challenges facing the community. This course, with various community engagement activities, will reinforce and support what is learned in all other courses. Though this course lays the foundation, we encourage students to work together to develop their own opportunities for positive and impactful community interactions.

Assessment

Assessment Item	Value (%)
Participation	5
Spanish Module	25
Cultural Assignment I	30
Cultural Assignment II	40
TOTAL	100

Participation (5%)

Everybody should be prepared for each academic session. This implies reading the materials for each session with enough detail to be able to ask relevant questions; and to participate in analytical discussions about the key issues. Active participation during classes, discussions, assignments and hikes is expected.

Spanish Module (25%)

Oral and/or written Spanish language assessment will be conducted by Spanish Instructors and reviewed by the Center Director.

Cultural Assignment I (30%)

Students will first participate in small group work to explore their own culture in relation to Panamanian culture. Students will then be asked to reflect on their cultural interactions, either formal or informal experiences, in a series of multimedia reflections. This assessment has two reflection components.

Reflection I - Written response

Please reflect on the answers to the questions you posed about your topic during the round robin event. Please incorporate information from your readings thus far (either focused or suggested) and your experience in Bocas. Please include specific examples from interactions with community members during the round robin.

Reflection II – Video response

Based on the cultural learning you have acquired while in Bocas, why is having cultural competence important in conservation? For example, if you were an advisor for a conservation organization working in Bocas del Toro, how would you suggest they incorporate a practice of cultural competence to inform decision making and/or policy?

Reflections should describe your experiences, observations, explorations, and learning while in Bocas del Toro. In your reflections, you can discuss your perceptions, potential solutions, new ideas, challenges, pose questions or make comparisons and connections between what you are learning both formally and informally. Questions to ask yourself: What did the experience mean in the context of culture and society of Panama? Did you play a role in the experience and if so, what was your role? What feelings or perceptions did you have surrounding an experience?

Cultural Assignment II (40%)

The purpose of this assignment for the Cultural Competence course is for students to further understand the cultural significance of Bocas as it relates to conservation practice in the region. Students may apply a framework from the EGDC course to address a research question that incorporates a cultural understanding of the chosen topic. For example, how have recent changes in land development in Bocas del Toro affected Bocatoreño identity and culture? Students will present these narratives and stories as a video or podcast. Students will complete a minimum of three focused interviews with chosen members of the Bocas community born and raised in the Bocas archipelago (and/or vicinity, ex. outer islands and Almirante). Students can choose from the following list of topics or create their own to complete either a video or a podcast. Students will work in groups of three and present their findings. Videos and podcasts will be limited to a maximum of 10 minutes each.

The videos and podcasts can highlight any or a combination of the following:

- Local customs and practices (ex. rituals and religions)
- Environmental governance (ex. tourism)
- Festivals and other important celebrations/holidays (ex. Feria del Mar)
- Race, ethnicity, gender
- Food security
- Tourism industry

Grading Scheme

A	95.00 - 100.00%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
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A- 90.00 - 94.99%	B 83.00 - 85.99%	C 73.00 - 75.99%	F 0.00 - 59.99%
	B- 80.00 - 82.99%	C- 70.00 - 72.99%	

General Reminders

Readings - You are expected to have read all the assigned articles prior to each class. All readings are available as PDFs. Readings might be updated or changed during the course of the semester.

Honor Code/Plagiarism – SFS places high expectations on their students and we hold students accountable for their behaviors. SFS students are held to the honor code below. SFS has a zero-tolerance policy towards student cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior. Using the ideas or material of others without giving due credit is cheating and will not be tolerated. Any SFS student found to have engaged in or facilitated academic and/or research dishonesty will receive no credit (0%) for that activity.

“SFS does not tolerate cheating or plagiarism in any form. While participating in an SFS program, students are expected to refrain from cheating, plagiarism and any other behavior which would result in a student receiving credit for work which they did not accomplish on their own. Students are expected to report any instance of cheating or plagiarism by others.”

Deadlines – Deadlines for written and oral assignments are instated for several reasons: They are a part of working life to which students need to become accustomed and promote equity among students. Deadlines allow faculty ample time to review and return assignments before others are due. Late assignments will incur a 10% penalty for each day they are late. No assignment will be accepted after three days. Assignments will be returned to students after a one-week grading period.

Content Statement – Every student comes to SFS with unique life experiences, which contribute to the way various information is processed. Some of the content in this course may be intellectually or emotionally challenging but has been intentionally selected to achieve certain learning goals and/or showcase the complexity of many modern issues. If you anticipate a challenge engaging with a certain topic or find that you are struggling with certain discussions, we encourage you to talk about it with faculty, friends, family, the HWM, or access available mental health resources.

Participation – Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while at SFS Panama. Therefore, it is important that you are prompt for all land and water-based activities. Bring the necessary equipment for field exercises and directed research and be involved and present in your work and classes.

Course Content

Type- L: Lecture, FL: Field Lecture, GL: Guest Lecture, D: Discussion, E: Exam, DC: Data Collection

*Readings in **bold** are required

No	Title and Outline	Type	Time (hrs)	Readings
1	Course Introduction and Assignments	L	1.0	Guerron-Montero, C. (2006). Singh, G. et al. (2021)

No	Title and Outline	Type	Time (hrs)	Readings
2	Culture, Power and Privilege in Conservation SFS Bocas Round Robin with Community Members	L	3.0	Decolonizing Conservation Conversations Mbaria, J. and Ogada, M. (2017). de Vos and Schwartz, (2022). McIntosh, P. (2006).
3	Spanish oral placement test	E	0.5	
4	Topics in Conservation Mindful travel, Bocas and Panamanian conservation culture and initiatives	L	3	Spalding, A.K., Grorud-Colvert, K., Allison, E.H. <i>et al.</i> (2023). Taranath and Balisay, (2019). Agrawal et al. (2020). Finley-Brook, M. and Thomas, C. (2010). Bani Amor, (2017). Waldron et al., (2020). Spalding, (2018).
5	Spanish Language Module Spanish language instruction by local teachers	L	15.0	
6	Video Project Data Collection Field interviews	Field work	2.0	
7	Video Project Data Collection Field interviews	Field work	2.0	
8	Video Project Data Collection Group check-in; field interviews and analysis	Field work	2.0	
9	Video Project Data Collection Group check-in; field interviews and analysis	Field work	2.0	
	COURSE TOTAL		30.5	

Language Module Content

The Spanish module focuses on grammar and spoken fluency. The purpose is to provide students with basic Spanish language skills that will enable them to interact with community members, which will ultimately support their directed research projects, particularly projects that are community based.

Students come to SFS with varying levels of Spanish comprehension and therefore a placement test is required of all students to properly assess Spanish language ability. Certified Spanish Language Instructors will provide students with an oral examination prior to the start of the Spanish module. Students will be placed in the appropriate language level as follows. Each level is defined by the degree of proficiency in oral expression, listening comprehension, reading, and writing skills.

Survival I/A1 - Students will be able to understand and use familiar everyday expressions and very basic phrases. Students will have the tools to introduce themselves and others and to ask and answer

questions about personal details such as where they live, people they know and things they do. Students will be able to interact in a simple way when the other person talks slowly and clearly.

Survival II/A2 - Students that finish this level will understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can also communicate using simple phrases that require direct exchange of information on familiar and routine matters. Students will be able to describe aspects of their background and immediate environment.

Conversational I/B1 - Students will understand the main points on familiar matters regularly encountered in work, school, leisure, etc. Students can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Furthermore, a student can produce simple connected text on topics that are familiar or of personal interest. Students can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Conversational II/B2 - To be considered at this level students have to be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in a field of specialization. At this level, students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. With security you can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Fluency I/C1 - Students who finish this level can understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. In addition they can use language flexibly and effectively for social, academic and professional purposes. They can also produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Fluency II/C2 -For students that have the same abilities of a native speaker, this means that they can understand with ease virtually everything heard or read. You are also able to summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. You also have to be able to express yourself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

All level descriptions are from the Habla Ya online language level and course descriptions

<https://www.hablayapanama.com/methodology/levels/>

Survival I/A1

Functional Content	Grammatical content	Cultural Content
• Saludar y despedirse. • Presentar a alguien y reaccionar al ser presentado. (Conocer personas). • Pedir perdón. • Dar las gracias. • Señalar que no se entiende. • Pedir a alguien que hable más despacio o más alto. • Solicitar la repetición de lo dicho.	• Frases básicas (saludos, despedidas). • Comandos Importantes para la clase. • Preguntas básicas (qué, cómo, cuál, todas las preguntas). • Frases de sobrevivencia, invitaciones, peticiones, etc. • Abecedario. Conceptos básicos de pronunciación y entonación.	• Modos de saludarse y de presentación. • El uso de la lengua en diversas situaciones sociales en el mundo hispano. • Presentación de algunas ciudades

• Deletrear y solicitar que se deletree. • Solicitar que se escriba algo. • Identificar personas, lugares y objetos. • Describir personas, lugares y objetos. • Referirse a acciones habituales o del presente. • Referirse a planes y proyectos. • Expresar acuerdo y desacuerdo. • Expresar conocimiento o desconocimiento. • Expresar y preguntar si es posible o no hacer algo. • Expresar y preguntar por gusto y agrado. • Expresar y preguntar por deseo y necesidad. • Invitar y ofrecer algo. Aceptar o rechazar invitaciones y ofrecimientos. • Iniciar y finalizar el discurso.	• El sustantivo. El adjetivo. La concordancia. Artículos. • Días de la semana, meses y estaciones del año. • Los números. • Pronombres. • Usos elementales de SER y ESTAR. • Demostrativos. • Posesivos. • Adverbios y preposiciones de lugar. • Presente regular. • Presente Irregular (más frecuentes). • Usos de saber y conocer. • Algunos verbos modales: poder, querer, tener que. • Verbos reflexivos más frecuentes. • Verbos GUSTAR + IR A + INFINITIVO. • Pretérito Indefinido, verbos regulares e irregulares más frecuentes (ser, estar, tener).	panameñas e hispánicas. • Presentación de algún personaje famoso del mundo hispano.
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Survival II/A2

Functional Content	Grammatical content	Cultural Content
• Comparar personas, objetos, lugares y situaciones. • Expresar y pedir opiniones sobre algo o alguien. • Expresar y preguntar sobre el grado de seguridad. • Expresar y preguntar por la obligatoriedad de hacer algo. • Pedir, conceder y denegar permiso. • Expresar y preguntar por satisfacción y deseo. • Expresar y preguntar por preferencias. • Expresar y preguntar por necesidades. • Expresar y preguntar por sensaciones físicas y dolor. • Sugerir actividades y reaccionar ante sugerencias. • Reaccionar ante un relato con expresiones de sorpresa, interés, alegría. • Felicitar. • Dirigirse a alguien. • Relacionar elementos y partes del discurso. • Verificar que se ha comprendido lo dicho. • Preguntar por una palabra o expresión que se desconoce o se ha olvidado. • Expresar y preguntar por gusto y agrado.	• Revisión general de los contenidos de A1. • Ampliación de los usos de SER y ESTAR. • Ampliación de los irregulares del programa A1. • Ampliación de los verbos modales. • Otros verbos tipo "GUSTAR": doler, molestar, parecer. • Pretérito Imperfecto (regulares e irregulares) • Alternancia general entre Pretérito Indefinido e Imperfecto. • Futuro de Indicativo. • La 1a. condicional: Si + Presente + Futuro. • Algunos verbos modales: poder, deber, tener que. • ESTAR + Gerundio. • Objeto Directo e indirecto. Colocación del pronombre. • Imperativo regular Tú y Usted.	• Códigos sociales: invitar, ofrecer, rechazar. • Comportamientos sociales al dar y recibir regalos en los países hispanos. • La sobremesa en los países hispanos. La importancia de las comidas en las relaciones familiares y sociales.

• Expresar y preguntar por deseo y necesidad. • Invitar y ofrecer algo. Aceptar o rechazar invitaciones y ofrecimientos. • Iniciar y finalizar el discurso.		
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Conversational I/B1

Functional Content	Grammatical content	Cultural Content
• Referirse a acciones o situaciones del pasado. • Expresar intenciones, condiciones y objetivos. • Corroborar o negar una afirmación ajena. • Pedir a otros que hagan algo. • Ofrecer y pedir ayuda. Aceptarla y rechazarla. • Expresar acuerdo y desacuerdo total o parcial. • Expresar y preguntar si se sabe algo o se conoce algo o a alguien. • Formular hipótesis. • Disculparse por algo que uno ha hecho y reaccionar ante una disculpa. • Preguntar por el estado de ánimo o de salud de alguien. • Preguntar por la forma de tratamiento y proponer el tuteo. • Introducir un tema u opinión. • Poner ejemplos. Organizar elementos y partes del discurso. • Finalizar una intervención o la conversación general. • Mostrar que se sigue la conversación de alguien. • Indicar el deseo de continuar, o mantener activa la comunicación. • Repetir lo que uno mismo ha dicho. • Verificar que se ha comprendido lo dicho.	• Repaso de los contenidos anteriores. • Ampliación de objeto directo e indirecto. • Colocación de los pronombres. • Pretérito Imperfecto. • Alternancia Indefinido e Imperfecto. • Usos generales de POR y PARA. • Adjetivos y Pronombres indefinidos. • El Pretérito Perfecto. • Alternancia entre Indefinido y Perfecto. • El Pretérito Pluscuamperfecto. • Introducción a los relativos. • Imperativos afirmativos y negativos regulares.	• Días festivos en Panamá. • La música típica panameña. • La tradición del Nacimiento. • Gastronomía Hispana. • Los grupos indígenas de Panamá.

Conversational II/B2

Functional Content	Grammatical content	Cultural Content
• Transmitir lo dicho por otros. • Relacionar informaciones mediante expresiones causales, finales o concesivas. • Mostrarse a favor o en contra de una idea o propuesta. • Justificar y argumentar una opinión. • Expresar juicios y valoraciones. • Expresar posibilidad o imposibilidad. • Expresar sorpresa, alegría, pena o decepción. • Expresar temor o preocupación. • Expresar gratitud y reaccionar al agradecimiento. • Dar instrucciones a otros. • Prevenir y advertir. • Llamar la atención ante algo. • Formular buenos deseos al despedirse. • Saber participar en intercambios sociales con cierta formalidad. • Destacar determinados aspectos del discurso. • Redactar cartas según los usos habituales.	• Revisión de todo lo anterior. • Ampliación. • Estilo indirecto pasado (1ra. Parte). • Imperativo negativo irregular. • Colocación del pronombre. • Presente de subjuntivo. • Subjuntivo vs. Indicativo. • Verbos que rigen subjuntivo siempre. • Verbos que rigen subjuntivo en negativo. • Conjunciones: CUANDO, PARA QUE, AUNQUE. • Condicional simple.	• Supersticiones en el mundo Hispano. • La música típica de Panamá. • Los lugares turísticos en nuestro país.

• Corregir lo que uno mismo ha dicho. • Resumir lo que otro ha dicho. • Expresar acuerdo parcial. • Juzgar o valorar. • Expresar prohibiciones. • Expresar desinterés y aburrimiento. • Dar ánimos y tranquilizar. • Recomendar y pedir recomendaciones. • Ceder la elección a otros.	• Imperfecto de subjuntivo (si hay tiempo).	
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Fluency I/C1

Functional Content	Grammatical content	Cultural Content
• Describir y valorar personas. • Definición y descripción de objetos. • Relacionar momentos del pasado. • Expresar prohibición. • Expresar obligatoriedad. • Destacar o dar importancia a algo. • Recomendar y aconsejar. • Reaccionar mostrando nuestros sentimientos. • Reaccionar ante deseos de otras personas. • Expresar gustos, deseos y sentimientos. • Mostrar escepticismo. • Expresar deseos de difícil realización o imposibles. • Formular hipótesis en presente y pasado. • Contra argumentar. • Comparar objetos y personas. • Expresar acuerdo y desacuerdo. • Expresar aprobación y desaprobación. • Argumentar y debatir. • Resumir argumentos. • Transmitir órdenes, peticiones y consejos (en el presente y pasado). • Transmitir mensajes (en presente y pasado). • Repetir una orden previa o presupuesta. • Secuenciar argumentos. • Estructurar el discurso. • Dar coherencia a un texto. • Hacer uso literario del lenguaje. • Narrar usando diferentes tiempos.	• Usos avanzados de ser y estar. • Verbos y perífrasis verbales de transformación y cambio. • Repaso del imperativo afirmativo y negativo con pronombres. • Usos de tener y llevar en descripciones físicas. • Verbos con preposiciones. • Aunque con indicativo y con subjuntivo. • Repaso de subjuntivo (presente, imperfecto y pretérito perfecto). • Repaso de clases de oraciones condicionales. • Más expresiones coloquiales. • El pluscuamperfecto de subjuntivo. • El se impersonal. • Conectores (aditivos, contra-argumentativos, causales, de consecuencia, ordenación del discurso). • Los prefijos y sufijos de uso frecuente. • El indicativo vs subjuntivo. • Correlación de tiempo en el estilo indirecto. • Derivación de adjetivos de sustantivos. • Construcciones comparativas. • Los pronombres neutros. • Leísmo, Laísmo, Loísmo. • Otras perífrasis. • Sinónimos y antónimos. • La acentuación y reglas generales de ortografía. • Interpretación y producción de textos literarios cortos.	• Bailes Folclóricos panameños. • La Semana Santa. • El Cristo Negro de Portobelo. • Las elecciones en Panamá.

Fluency II/C2

Functional Content	Grammatical content	Cultural Content
• Juzgar y valorar. • Expresar hipótesis. • Quejarse y lamentarse. • Expresar gustos, deseos y preferencias.	• Repaso de todos los tiempos de subjuntivo. • Oraciones subordinadas sustantivas. • Oraciones subordinadas adjetivas con verbos en indicativo y subjuntivo.	• La literatura hispanoamericana. • Los escritores panameños.

• Dar ánimo y tranquilizar. • Recomendar y aconsejar. • Influir en el interlocutor. • Contrastar y comparar ideas. • Estructurar el discurso. • Relacionar o añadir información. • Señalar oposición, procesos, resultado y circunstancias. • Aludir a temas o interpretaciones de otros. • Repetir y contar lo dicho por otro. • Reaccionar ante información nueva refiriéndose al conocimiento anterior. • Reconocer y utilizar marcadores del discurso señalando procesos, resultados. • Circunstancias y referencia temporal. • Extraer información relevante y hacer un resumen. • Hacer cumplidos y reaccionar ante cumplidos. • Producción de diferentes clases de textos.	• Oraciones subordinadas causales con verbos en Indicativo y subjuntivo. • Oraciones consecutivas, concesivas, comparativas, finales y condicionales. • Verbos que alternan indicativo y subjuntivo con cambio de significado y matices intencionales. • Oraciones de modo (según y como, como, lo mismo que si, igual que si...). • Otras expresiones coloquiales. • El estilo indirecto y directo. • Verbos que introducen el discurso referido. • Usos de lo + adjetivo. • Más marcadores discursivos. • Proceso de derivación de adjetivos a verbos. • Valores de se. • Locuciones preposicionales. • Locuciones adverbiales. • Repaso de las reglas de ortografía y acentuación. • Producción y análisis de textos escritos.	• Las corridas de toro. • La celebración de los quinceaños.
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Reading List

Readings in bold are required.

1. **Agrawal, A., & et al. (2020).** Retrieved from An open letter to the lead authors of protecting 30% of the planet for nature: Costs, benefits and implication: <https://openlettertowaldronetal.wordpress.com/>
2. Amor, B. (2017, March 14). *Getting Real About Decolonizing Travel Culture*. Retrieved from https://medium.com/@bani_amor/getting-real-about-decolonizing-travel-culture-a94e71b57dc8
3. **de Vos, A., & Schwartz, M. W. (2022).** Confronting parachute science in conservation. *Conservation Science and Practice*, 4(5), e12681.
4. **Finley-Brook, M. and Thomas, C. (2010).** From malignant neglect to extreme intervention: Treatment of displaced indigenous populations in two large hydro projects in Panama. *Water Alternatives* 3(2): 269-290
5. **Guerron-Montero, C. 2006 (a).** Racial Democracy and Nationalism in Panama. *Ethnology*, 45 (3): 209-228.
6. **Guerron-Montero, C. 2006 (b).** Can't beat me own drum in me own native land: Calypso music and tourism in the Panamanian Atlantic coast. *Anthropological Quarterly*, 79(4):633-665.
7. **Kaijutegu. 2020.** *Decolonize your conservation conversations!* Retrieved 23.1. 2023: https://kaijutegu.tumblr.com/post/184031300128/decolonize-your-conservation-conversations?fbclid=IwAR0jjMzhYXGx19LTlzuw4tDPr12yd_rITLeInvzEDPNWFwzH7Ps41sl4IGU
8. **Mbaria, J., & Ogada, M. (2017).** *The big Conservation lie: The untold story of wildlife conservation in Kenya*. Lens et Pens Publishing.

9. McIntosh, P. (2006). White Privilege: Unpacking the Invisible Knapsack. Wellesley College Center for Research on Women.
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